

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Contributing to Coaching and Mentoring

Title: Coaching and Mentoring at MAWWFRS

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Student Name: Rachel Thomas

Student Number: 1201576

CIPD Membership Number: 55478540

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: RMThomas

Date: 26 April 2021

Coaching and Mentoring at MWWFRS

Rachel Thomas

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Evidence Matrix

Candidate name: Rachel Thomas				CIPD Membership/registration No.: 55478540		
Qualification title: CIPD Diploma in Applied Human Resources (Level 5)				Student Number: 1201576		
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		Email from Deputy Head of POD	EV01		
			Resources available on Service's internal website (@Work)	EV02		
			Coaching Guide (Pages 1 – 2)	EV03		
			Mentoring Procedural Guidance Document (Pages 1 – 2)	EV04		
			Capability Procedure	EV05		
			Mentoring Flowchart	EV06		
			Email from Head of HR regarding IDR process	EV07		
			IDR – Line manager meeting online document	EV08		
			TRG1 form	EV09		
			Email to POD with recommendations	EV10		
			Email from Deputy Head of POD regarding recommendations	EV11		

			Email to POD – re: providing assistance in promotion	EV12		
			Email from Deputy Head of POD – confirming the need for assistance	EV13		
			Meeting request with POD	EV14		
			Meeting minutes - POD	EV15		
			Meeting request with CCBD	EV16		
			Meeting minutes - CCBD	EV17		
			Global email - @Work access	EV18		
			Facebook Workplace	EV19		
			Coach/Mentor Development Plan	EV20		
			Email to POD – Coach/Mentor Development Plan	EV21		
			Feedback email from POD – Coach/Mentor Development Plan	EV22		
			Screenshot of list sent across to POD of those in managerial roles	EV23		
			Available coaching courses	EV24		
			Email to Heads of Department/Station	EV25		
			Example of step-by-step guide to job role	EV26		
			Guides available on Microsoft Teams	EV27		

			Search element on @Work	EV28		
			Email from line manager to complete CIPD test	EV29		
			Example of test to complete	EV30		
			Outcome report following completion of test	EV31		
			Email from Head of Department regarding Colour Works	EV32		
			Email from POD confirming the roll out of Colour Works session to employees	EV33		
			Survey - Coachee	EV34		
			Survey - Coach	EV35		
			Line manager feedback	EV36		
			Email from POD – Thank you	EV37		

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:	<i>RMThomas</i>	Date:	26 April 2021
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Assessing the Impact of Coaching and Mentoring

1.0 Background Information

Mid & West Wales Fire and Rescue Service (MWWFRS) operates 58 fire stations across 12000 square kilometres of Wales, employing around 1,300 employees. MWWFRS's vision is *"to be a World Leader in Emergency Response and Community Safety"* (MAWWFire, 2020a). To do this, the aim is to deliver proactive and reactive fire and rescue services to the people of Mid and West Wales (MAWWFire, 2020b).

1.1 Organisational Approach

Employees will have been given a formal induction on the date of commencement, however, will also be required to attend training sessions, or require some form of coaching and mentoring to bring them up to speed with the requirements of the Service.

In view of this, operational employees will predominantly attend structured training courses carried out by the Service's Training Delivery Department, such as an Initial Recruits Course, Breathing Apparatus assessment and First Aid training. On the other hand, those in an admin-based role, will have been recruited for their specialist skills and knowledge, so will therefore require less formal training, instead may benefit from coaching or mentoring.

It can be concluded that the Service is aware of coaching and mentoring as a learning and development approach. Having spoken to the Deputy Head of People and Organisational Development, Station Manager Rees, I was pinpointed to the available information relating to this topic (EV01). A search on the Service's internal website brings up a plethora of information and resources connected to coaching and mentoring (EV02). Specific documentation relating to each learning method, has been created that provides clear definitions, whilst clearly setting out the process and requirements (EV03). This information is available in an informal format, through step by step guides, and formally in the form of procedures signed off by the Executive Leadership Team (EV04).

1.1.1 Types of Coaching and Mentoring

MWWFRS utilise coaching and mentoring to improve employee performance. Coaching and mentoring is mentioned in procedures such as the Capability procedure, as a form of resolution for poor performance (EV05).

Being an employee of the Service, I understand that there is both a formal, and informal approach to the types of coaching and mentoring offered to employees. Formal coaching and mentoring falls under the responsibilities of the People and Organisational Development department. The appendices to the 'Coaching and Mentoring Procedure' clearly address the process of requesting formal coaching and mentoring, and the necessary documentation for completion (EV06). The process allows for the relationship between coach/coachee, mentor/mentee to be monitored, whilst also assessing their development.

Informal coaching and mentoring are easier to facilitate, especially when working with the On-Call Firefighters who only attend the Stations once a week for drill period and when called upon to

attend incidents. The time during drill period, can be spent sat with individuals on a one-to-one basis to review and progress with portfolio work. Due to the increased demands and commitments of operational roles, Service stats suggest that there is a dramatically higher turnover of employees within this sector, for example, for the period April 2019 – March 2020, the Service lost around 120 operational employees (MAWWFire, 2020c). By providing coaching and mentoring opportunities for staff, it aims to encourage employees to stay with the organisation.

With around 1,400 employees, each of whom have different knowledge, experiences, and ambitions, MWWFRS tends to rely on internal coaching and mentoring to meet its needs. On occasions where expertise is unavailable, the People and Organisational Development Department will make the necessary arrangements to bring in external parties. However, this only tends to be the case where the requirement is for more than one individual, making it more cost efficient.

1.2 Impact of Organisational Factors

Even though information regarding coaching and mentoring is readily available to employees, MAWWFRS do not necessarily promote and encourage this as a learning initiative. This and many other factors can impact on the success of these initiatives within the organisation.

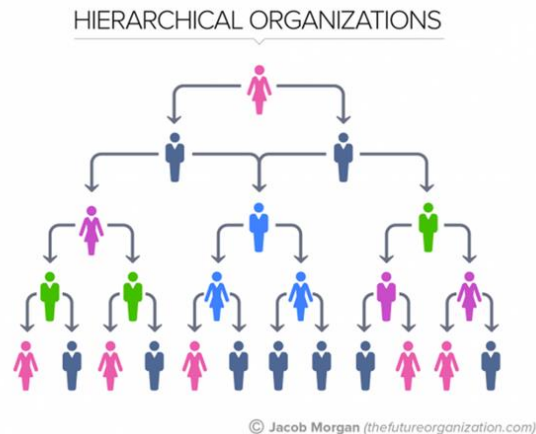
1.2.1 Other Learning Initiatives

Emphasis is placed on personal development by attending structured training courses. Training revolves around the process of *“an employee being taught a new skill or information which they do not currently possess”* (BCF Group, 2020). MAWWFRS’s approach reflects Thorpe and Clifford’s (2003) beliefs, that training and coaching are part of the continuum of development, whereby you must first be taught the information by attending training, before being able to put it into practice. This also more cost efficient as you will get groups of people attending such courses, instead of on a one-to-one basis. The size of groups attending has however, been impacted by the coronavirus pandemic, whereas you would normally have a group of 12 individuals attending, numbers are now restricted to a maximum of 6.

MAWWFRS asks employees to complete an Independent Development Review (IDR) on an annual basis. CareerSmart (2020) explain the purpose of an IDR from an organisation’s perspective is to *“assess an individual’s performance and to reinforce the connection to the aims and objectives of the organisation”*. The IDR is made up of several questions in line with the Service’s strategic aims and objections (EV07) whereby individual development requirements can be highlighted in line with career pathways established by the People & Organisational Development Department (EV08).

1.2.2 Organisational Structure

Morgan (2015) suggests that there are 5 types of organisational structure, of which, MAWWFRS operates a traditional hierarchy structure with differing levels. Max Weber identified hierarchical structure as a central principle of a bureaucratic organisation (Kew and Stredwick, 2010). MAWWFRS use a ‘top-down’ approach to communication, whereby decisions are made at the highest level and transpired through to those lower down the hierarchy. The process of gaining consent and implementation of coaching and mentoring strategies is therefore a lengthy process.



1.2.3 Organisational Culture

The organisational culture within MWWFRS is one that strives on the development and success of its employees, whilst also providing the necessary community services to residents of Mid and West Wales. On the other hand, it is very old fashioned in that it has a hierarchical culture, where a manager's role is to primarily ensure that employees follow procedures correctly to ensure consistency and results.

1.2.4 HRD Strategy

In 2016, the Service appointed Eversheds Employment Law Specialists to undertake a review of the HR provision. The subsequent report outlined that the HR team is functioning with reduced skill sets (the norm in most businesses is 1 HR Professional to 100 staff, ratio for Service 1:216) and that there is excessive manual intervention and transactional activities (MAWWFire, 2019a). As a result, the current HR structure is being forced to provide a reactive service, rather than proactive service.

Utilising an informal coaching and mentoring approach, the HR function can share knowledge quickly and cheaply amongst one another. This would also allow for continuous individual development, whereby the coach/mentor learns to adapt learning and communication styles to ensure understanding, whilst the coachee/mentee is developing their knowledge.

1.2.5 Future Trends

The CIPD's People Profession 2030 Report, looks at factors which could have impact on organisations in the future. For example, technology. According to the Annual Equality Report 2020-21 (MAWWFire, 2020d), the majority of the Service's workforce are aged 35 – 64 years old, whereby, today, this age group would be perceived to have limited technological understanding.

Mindtools (2021) suggests that the view of having more knowledge from experience, is often not the case. Reverse mentoring is the relationship between a junior team member, sharing skills, knowledge and understanding, to those more senior. Reverse mentoring can help to bridge the gap between the varying generations within the workforce.

1.3 Recommendations

Based on the above findings and discussions with the People and Organisational Development department, the following recommendations can be made:

1. Even though the procedures and processes are in place within the organisation for coaching and mentoring to take place, these learning initiatives are not actively promoted and consequently, uptake is low. Therefore, by utilising the Services communication department, this could be promoted on the Service's internal website @Work, and via global emails/memos.
2. Following on from the above, information regarding these learning initiatives can be provided to employees as part of their inductions packs when they start with the Service. This will not only show that the organisation is keen for employee development and improvement but will also start to change the culture within the organisation.
3. Within the organisation at present, should an employee attend any form of training, they will be required to complete a TRG1 form (EV09) to evidence that they attended and their results, which is then added to the system. As the majoring of coaching and mentoring is carried out in an informal capacity, line managers should be encouraged to highlight and record this as part of the individuals learning and development, for both the coach/mentor and coachee/mentee.

My proposed recommendations have been sent to the People and Organisational Development department for consideration, who agree with my proposals (EV10 & EV11).

Reference List

- BCF Group. (2020) *What is the different between training and coaching?*. Available at: <https://www.thebcfgroup.co.uk/business-coaching/articles/what-is-the-difference-between-training-and-coaching.php> [Accessed: 15 February 2021]
- CareerSmart (2020) *Personal Development Review*. Available at: <https://careersmart.org.uk/your-career/appraisals-evaluations-reviews/personal-development-review> [Accessed: 14 September 2020]
- Kew, J and Stredwick, J. (2010) *Human Resource Management in a Business Context*. London: Chartered Institute of Personnel and Development.
- MAWWFire (2020a) *Corporate Plan 2020 – 2025*. Available at: https://www.mawwfire.gov.uk/media/1892/corporate_plan_2020_25_eng.pdf [Accessed: 01 June 2020]
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- MAWWFire (2020d) *Annual Equality Report 2020-21*. Available at: https://www.mawwfire.gov.uk/media/4839/jr1297-annual-equality-report-20-21_eng_ip.pdf [Accessed: 15 April 2021]
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- Mindtools (2021) *Reverse Mentoring*. Available at: <https://www.mindtools.com/pages/article/newstool/1197.htm#:~:text=What%20is%20Reverse%20Mentoring%3F,exchange%20skills%2C%20knowledge%20and%20understanding.&text=Usually%2C%20a%20mentor%20is%20expected,than%20his%20or%20her%20mentee.> [Accessed: 23 February 2021]
- Morgan, J. (2015) 'The 5 Types of Organisational Structures: Part 1, The Hierarchy'. *Forbes Magazine*. 06 July. [Online] Available at: <https://www.forbes.com/sites/jacobmorgan/2015/07/06/the-5-types-of-organizational-structures-part-1-the-hierarchy/#6c4482315252> [Accessed: 15 March 2020]
- Thorpe, S. and Clifford, J. (2003) *The Coaching Handbook – An Action Kit for Trainers and Managers*. London: Kogan Page.

Evidence – LO1

EV01

 MAWW Coaching Guide Station and Coaching Client V3.docx 192 KB	 PGD POD 3.5 Mentoring V1.doc 186 KB
 Annex C Coaching Contract.docx 99 KB	 MAWW Coaching Guide Coaches and Managers V3.docx 263 KB

FYI

Kind Regards,

Chris

Chris Rees

Dirprwy Bennaeth Datblygu Pobl a'r Gyfundrefn
Deputy Head of People and Organisational Development
Gwasanaeth Tân ac Achub Canolbarth a Gorllewin Cymru
Mid and West Wales Fire and Rescue Service



Mid and West Wales Fire and Rescue Service Intranet



Gwasanaeth Tân Ac Aelub
Canolbarth a Gorllewin Cymru
Mid and West Wales
Fire and Rescue Service

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 Departments
 Dial Call
Firefighters
 News and Events
 Library
 Staff Services
 Projects
 Performance Reporting
 Connect @Work

Welcome
Rachel Thomas

[Intravision](#)
[Intravision](#)
[Training Return](#)
[Coaching and Mentoring](#)
[PGD](#)

What are you looking for?

☒ @Work
 ☐ Find a person
 ☐ Google

Coaching and Mentoring

Introduction Text

Coaching is a series of structured conversations where the coach helps the client to achieve a mutually identified set of goals to improve performance and / or develop.

Mid and West Wales Fire and Rescue Service has positioned coaching as an effective method of supporting people in their personal and professional development, in achieving organisational objectives, and in assisting with organisational change and development. The benefits of coaching are mutual to the individual and the organisation.

The development of a leadership and coaching culture is supported at the highest level and is one of the objectives within the Service's Organisational Development Plan.

Coaching can be used as a development tool for individuals and teams and has been proven to help engage, motivate and develop people at all levels.

We plan to continually revise and improve these guides based on experience and the feedback that we receive.

Key Documents

Type	Name	Modified By
	M&WW Coaching Guide-Station and Coaching Client	Davies Aileen Powys Command
	M&WW Coaching Guide-Coaches and Managers	Davies Aileen Powys Command
	M&WW Coaching Guide-Coaches and Managers Appendices Only	Davies Aileen Powys Command
	Annex M Coaches Evaluation	Davies Aileen Powys Command
	Annex L Guiding Principles and Code of Conduct for Coaches	Davies Aileen Powys Command
	Annex K Coaching Log	Davies Aileen Powys Command
	Annex J The OSCAR Model Noteshet	Davies Aileen Powys Command
	Annex I The GROW Model Noteshet	Davies Aileen Powys Command
	Annex H Coaching Evaluation	Davies Aileen Powys Command
	Annex G Reflective Log Client	Davies Aileen Powys Command
	Annex F Reflective Log Coach	Davies Aileen Powys Command
	Annex E Coaching Session Summary	Davies Aileen Powys Command
	Annex D 3-Way Coaching Contract	Davies Aileen Powys Command
	Annex C Coaching Contract	Davies Aileen Powys Command
	Annex B Client Self Analysis	Davies Aileen Powys Command
	Annex A Introduction and Ground Rules	Davies Aileen Powys Command

EV03



Mid and West Wales Fire and Rescue Service

COACHING GUIDE

What is Coaching?

A guide for Stations and Employees

This guide is intended to be held on station as guidance / information / familiarisation and will also be given to prospective coaching clients

Title	Created By	Authorised IGA	Version No	Date Issued
MAWW Coaching Guide Station and Coaching Client	Aileen Davies	Karen Thomas	1	March 2016

COACHING GUIDE – What is coaching?

General Information

Coaching is a series of structured conversations where the coach helps the coachee (client) to achieve a mutually identified set of goals to improve performance and / or develop.

Mid and West Wales Fire and Rescue Service has positioned coaching as an effective method of supporting people in their personal and professional development, in achieving organizational objectives, and in assisting with organizational change and development. The benefits of coaching are mutual to the individual and the organization.

The development of a leadership and coaching culture is supported at the highest level and is one of the objectives within the Service's Organisational Development Plan.

Coaching can be used as a development tool for individuals and teams and has been proven to help engage, motivate and develop people at all levels.

We plan to continually revise and improve this guide based on your experience and feedback.

Aim

This guide aims to introduce and explain coaching and how it can be used as a support to the learning and development of an individual, in line with their personal and organisational objectives.

Definition of Coaching

A confidential one-to-one relationship in which an individual uses the skills of a coach to work through issues in a structured way to find an outcome or solution. It is a protected, non-judgmental relationship, which facilitates a wide range of learning, experimentation and development. It is built on mutual regard, trust and respect.

"Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them".
Timothy Gallwey (1975)

Benefits

There can be tangible benefits for both the individual and their organisation. The individual can learn to better solve their own problems, improve their managerial or leadership skills, improve relationships with others, learn how to reflect and develop themselves, become more confident, a better performer, have greater insight into themselves and gain new perspectives, acquire new skills and abilities, develop adaptability, improve work-life balance and reduce stress.

As a result of effective coaching, the organisation could see increased productivity and improvement, as well as a more engaged employee – reflecting an organisation committed to developing its employees and making the best of their skills. It could see newly promoted / appointed employees better able, more quickly, to embrace their role and new responsibilities. Coaching can also help the employee deal with personal issues which could be impacting on performance at work.

2

EV04



MID & WEST WALES FIRE & RESCUE SERVICE PROCEDURAL GUIDANCE DOCUMENT (PGD)

PGD POD 3.5 – MENTORING

Contents

- 1.0 INTRODUCTION
- 2.0 PURPOSE OF SCHEME
- 3.0 ROLES / RESPONSIBILITIES
- 4.0 CONFIDENTIALITY
- 5.0 HOW THE SCHEME WORKS
- 6.0 REVIEWING THE MENTORING PROCESS
- 7.0 TRAINING, BRIEFING AND SUPPORT
- 8.0 REVIEW
- 9.0 APPENDICES

Document Information	
Security Classification	N/A
Document Owner	Head of People Development
Document Author	
Date of Issue	
Date of Implementation	
Version Number	01
Date of Last Review	First Issue
Date Last Amended	First Issue
Date of Next Review	
Approval Details	Mr Kevin Jones, Corporate Head of People & Organisational Development
Equality Impact Assessment Reference	PGD POD3.5

1.0 INTRODUCTION

- 1.1 Mentoring is a confidential, one-to-one process that supports learning, development and thus performance improvements, for an individual, team or business. Generally, the process draws on the ability and expertise of members of the organisation to help others to develop their skills and to become more effective. When this is done well, it can provide great benefits to the organisation.

Mentoring is only one of the mechanisms available for assisting with skills development and career progression. Others include coaching, training courses, self-motivated learning, attachments, networking etc. Similarly a Welsh Learner's Mentoring Scheme has been set up to improve and encourage the use of Welsh in the workplace by increasing the confidence of employees in this regard. Further information on this Scheme is available on the CCMS section of the BIS.

Particularly, mentoring does not replace line managers' responsibility for the coaching and development of their employees.

2.0 PURPOSE OF THE SCHEME / POLICY

2.1 SCHEME AIMS AND OBJECTIVES

The purpose of the scheme is to provide a professional mentoring service that supports the development of all staff within the Mid and West Wales Fire and Rescue Service who are seeking to achieve development within their current role or career progression and promotion, to the benefit of the individuals and the organisation.

In particular its objectives are:

- to provide a means of impartial support for mentees in dealing with their current role and a safe forum for exploring professional issues and problems;
- to provide the mentee with a sounding board;
- to provide a mechanism for the provision of constructive feedback;
- to provide a means of helping the mentee to examine their strengths and weaknesses and of helping them to action plan for future training and development;
- to encourage a self-managed approach to learning;
- to broaden mentees' perspectives by facilitating the sharing of organisational knowledge and experience.

2.2 ELIGIBLE EMPLOYEES

The mentoring scheme is open to all operational and support staff employees; all those who consider a mentoring relationship will benefit and assist their professional development are invited to apply. However, only those individuals who have received formal mentoring training will be available to assist where possible. Mentors will be allocated taking cognisance of the mentee's role and responsibilities within the Service.

If demand for mentors exceeds the current availability, it may be necessary to



Gwasanaeth Tân Ac Aduab
Canolbarth a Gorllewin Cymru
Mid and West Wales
Fire and Rescue Service

MID & WEST WALES FIRE & RESCUE SERVICE HUMAN RESOURCES PROCEDURAL GUIDANCE DOCUMENT (PGD)

HR 6.23, Capability (Performance) Procedure

US – Indicates updated section (for initial circulation/publishing)

Contents

- 1.0 INTRODUCTION
- 2.0 PURPOSE
- 3.0 DEFINITION OF CAPABILITY
- 4.0 ESTABLISHING A LACK OF CAPABILITY
- 5.0 RIGHT TO BE ACCOMPANIED
- 6.0 OFFERS OF ALTERNATIVE EMPLOYMENT
- 7.0 CONFIDENTIALITY
- 8.0 REVIEW OF PROCEDURE

APPENDIX A – WARNING STRUCTURE

APPENDIX B – LINE MANAGER GUIDE

APPENDIX C – SAMPLE LETTERS

Document Information

Security Classification	N/A
Document Owner	Head of Human Resources
Document Author	Human Resources Manager – Employment Relations
Date of Issue	10 September 2020
Date of Implementation	01 August 2020
Version Number	01
Date of Last Review	N/A
Date Last Amended	N/A
Date of Next Review	August 2021
Approval Details	Service Leadership Team August 2020

HR 6.23 – Capability Procedure V1

1

Equality Impact Assessment Reference	HR6.23EIA
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1.0 INTRODUCTION

- 1.1 This Capability Procedure outlines the steps which should be followed when dealing with the capability of all personnel, uniformed and non-uniformed, for performing the duties for which they were appointed. It is designed to assist employees to meet and maintain a satisfactory level of performance when they fail to reach the standard for reasons associated with competence, aptitude, or ability. The emphasis in dealing with capability issues should be for open and honest communication backed up by support mechanisms that are aimed to assist the employee reach the required standard of performance.
- 1.2 This procedure has been developed not only to provide assistance for employees who are unable to meet the requirements of their existing post but also to recognise the changing nature and standards of performance required in the job's employees undertake.
- 1.3 This procedure does not apply to employees whose employment is to end during a probationary period of service, where dismissal arises from unsuitability for confirmation of appointment.
- 1.4 Fitness capability is dealt with separately under the Services HR-6.24 Health and Fitness Procedure where a development plan will be provided by the Service's Fitness Advisors.
- 1.5 Capability issues should be dealt with efficiently, within agreed time periods and with clear outcomes identified at all stages. Solutions to the problem could include additional training, providing a mentor, coaching or some other kind of ongoing support to the individual.

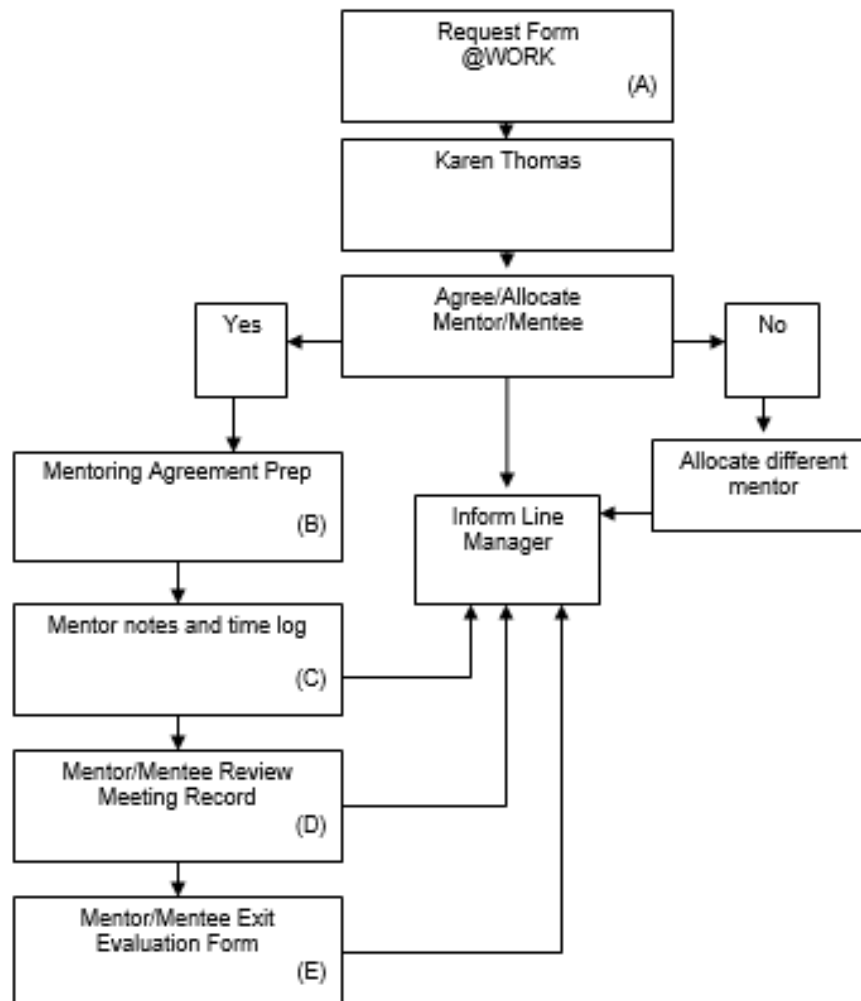
2.0 PURPOSE

- 2.1 The Service seeks to achieve and maintain high standards of service delivery through its employees. In order to achieve this, it has established standards and monitors performance whilst providing employees with appropriate support to meet those standards. The procedure on capability is to improve, to an acceptable standard, an unsatisfactory level of performance of an employee with regard to work standards, quality, productivity or other capability factors.
- 2.2 The procedure ensures that all employees are treated consistently and are fully aware of their rights at all stages. The desired outcome is to enable, whenever possible, the employee, with a capability issue to perform satisfactorily in the role they are employed.
- 2.3 The purpose of the procedure is also to recognise that where an employee fails to reach or maintain a satisfactory standard of performance after the informal and formal procedure have been followed, dismissal from the Service is a possible outcome. However, in some circumstances it may be appropriate in the first

HR 6.23 – Capability Procedure V1

2

APPENDIX F – MENTORING FLOWCHART



EV07

FW: 2020 IDR process opened via Microsoft Teams

**Miles Mark** (Head of HR)

Reply

Reply All

Forward

...

To Fairhurst Karen H.Q.; Rees Steven
Gudgeon Elizabeth H.Q.; Thomas Sarah
H.Q.; Phillips Lynwen
H.Q.; Langston Paul
H.Q.; Evans Jackie
H.Q.; James Ffion
H.Q.; Thomas Alison
H.Q.; Holland Charlotte
H.Q.; +14 others

Fri 26/06/2020 11:45

 People Development IDR Process 2020.docx
111 KB

Hi all,

A quick update on the 2020 IDR process which has now been launched via Microsoft Teams. This can be accessed via the @work home page carousel and also via the People Development Tab. I have attached the IDR process guidance for your ease and would respectfully ask you to encourage all staff to complete, at their earliest convenience please?

SM Simon Pearson launched this year's IDR process but will swap roles with SM Aled Griffiths on 01st July and therefore please direct all future enquiries to Aled.

Kind Regards,

Chris

Chris Rees

Dirprwy Bennaeth Datblygu Pobl a'r Gyfundrefn
Deputy Head of People and Organisational Development
Gwasanaeth Tân ac Achub Canolbarth a Gorllewin Cymru
Mid and West Wales Fire and Rescue Service
☎ **Mewnol / Internal:** 5526
☎ **Allanol / External:** 01267 242626
☎ **Symudol / Mobile:** 07989 234111
✉ **Post / Mail:** c.j.rees@mawwfire.gov.uk

EV08

IDR 2020

Pages - Home

+

+

https://forms.office.com/Pages/ResponsePage.aspx?id=_xoG649yVEqWzgqHtHGLsc51PLaUp7JPmOeB_MotQEtUMkZVMVjXQThEUIROQ0xSUFVUNE1HWjVCQs

English (United Kingd... ▾

IDR 2020

This must be completed in the presence of your Line Manager (By Microsoft Teams or Observing Social Distancing).
Please ensure that this is done through the employee's personal account (not the Line Manager or Station / Watch's account)
This is your opportunity to review how you contribute to the Services Corporate Objectives and have a positive impact on your own development.

Hi Rachel, when you submit this form, the owner will be able to see your name and email address.

* Required

About you

1. Where do you work? *

☐ Carmarthenshire

☐ Ceredigion

EV09



Gwasanaeth Tîm Ac Achos
Canolbarth a Gorllewin Cymru
Mid and West Wales
Fire and Rescue Service

TRA1 - Training Return

[illegible]

EV10

Sent: 25 February 2021 17:45

To: Rees Chris J W. (Deputy Head of People Development) <c.j.rees@mawwfire.gov.uk>

Subject: Recommendations – Coaching & Mentoring

Hi Chris,

Following our earlier discussions regarding the Service's approach to Coaching & Mentoring, please see the below recommendations from my findings:

1. Even though the procedures and processes are in place within the organisation for coaching and mentoring to take place, these learning initiatives are not actively promoted and consequently, uptake is low. Therefore, by utilising the Services communication department, this could be promoted on the Service's internal website @Work, and via global emails/memos.
2. Following on from the above, information regarding these learning initiatives can be provided to employees as part of their inductions packs when they start with the Service. This will not only show that the organisation is keen for employee development and improvement but will also start to change the culture within the organisation.
3. Within the organisation at present, should an employee attend any form of training, they will be required to complete a TRG1 form to evidence that they attended and their results, which is then added to the system. As the majoring of coaching and mentoring is carried out in an informal capacity, line managers should be encouraged to highlight and record this as part of the individuals learning and development, for both the coach/mentor and coachee/mentee.

I would appreciate your thoughts on this.

Thanks

EV11

From: Rees Chris J W. (Deputy Head of People Development) <c.j.rees@mawwfire.gov.uk>

Sent: 26 February 2021

To: Thomas Rachel H.Q. <rm.thomas@mawwfire.gov.uk>

Subject: Re: Recommendations – Coaching & Mentoring

Hi Rach,

Yes I would completely agree with you. As we have said, we do have everything in place to carry out these learning initiatives, however, we seem to be placing higher priority on training courses and probationary assessments, rather than one-to-one personal development.

As you've clearly highlighted, we can easily get communication out to employees via CCBd (whom I will contact shortly to discuss).

Obviously, employee inductions are carried out by a HR representative, however I will speak to Dan & CCBd to see if we can put something together that can be included within the packs. I will speak to Karen as well, as I feel there needs to be a link between HR and POD moving forward if we are going to successfully role out such initiatives.

I understand what your saying in terms of means of recording coaching and mentoring, however this may be difficult to evidence if this is being carried out informally and outside of the Service's procedure. However, again, this is something we can look at, as it is a missed opportunity to record such personal development.

Thanks for doing this piece of work for us Rach, much appreciated.

Chris Rees

Dirprwy Bennaeth Datblygu Pobl a'r Gyfundrefn

Deputy Head of People and Organisational Development

Supporting the Implementation of Coaching/Mentoring within the Organisation

2.0 Promoting the Benefits of Coaching/Mentoring

Coaching and mentoring has become a focal point for the People and Organisational Development department to work on. In this regard, I have been able to offer my assistance in ensuring that coaching and mentoring is promoted within the Service (EV12).

Firstly, it was agreed to consult with the Head of People Development to agree the best course of action moving forward, as any changes may have an impact on the budget for the Department (EV13). Upon approval, a meeting was arranged (EV14), whereby we were able to review the current Service literature available on this topic, whilst also looking at ways for improvement (EV15).

I was responsible for liaising with the Service's Corporate Communications and Business Development department (CCBD) to look at the various methods of promoting such learning initiatives within the Service, a meeting was held in this regard (EV16). The discussions within the meeting resulted in activities being delegated across the department, with CCBD taking on the responsibility of creating and initiating promotional activities on the Service's internal website (EV17). An email was sent to all employees following this discussion, to include the link to access the Service's internal website allowing individuals to access the necessary information (EV18).

Utilising social media platforms such as Facebook Workplace, also helped to promote and direct individuals to information relating to coaching and mentoring (EV19). As agreed during our meeting with CCBD, it was felt that by targeting promotions internally, this would be more beneficial in increasing the uptake of such initiatives.

By increasing the understanding of those in managerial positions, it was believed that this would impact on the levels of uptake. In this regard, it was important to highlight the benefits of coaching and mentoring that included:

- **Employee Retention** - By increasing levels of employee engagement, CIPD (2019) suggests that employees begin to show discretionary effort. This and increasing development opportunities, leads to increased performance and revenue.
- **Knowledge Sharing** – Such learning approaches allows for knowledge to be shared initially on a one-to-one basis, but can be passed on wider when working within teams, or groups. As a result, coaching and mentoring can prove to be a cost-effective way of developing employees (CMI, 2014).
- **Building Relationships** – Coaching and mentoring relies on one-to-one learning, therefore building good relationships is key to achieving the most out of the sessions. This can then be transpired into the workplace.

2.1 Development of Organisational Coaching/Mentoring Processes

MWWFRS already have an array of information available to employees regarding coaching and mentoring, during the meeting with POD, it was agreed that they would look at reviewing the information within the necessary procedures and guidance documents, whilst CCBD would look at

changing the format of the documentation in line with the corporate styling and layout (EV15 & EV17).

Current literature targets the development of the coachee/mentee; therefore, it was agreed to look how the coaching and mentoring relationship also benefits the development of the coach. Clutterbuck (2013) suggests that less than 30% of coaches consider their own personal development. In view of this, a 'Coach/Mentor Development Plan' was created to capture such development opportunities (EV20). Upon completion, this was sent to POD for their feedback (EV21 & EV22).

CIPD (2020a) suggests that the Human Resources and Learning & Development functions play a massive part in determining the quality of coaching provided within an organisation. They need to ensure that performance gaps are clearly identified, and that the appropriate coaches and mentors are selected. In view of this, I have collated a list of all employees in managerial roles (EV23) to be passed onto POD who can investigate their skills matrixes to determine any skills gaps.

2.2 Supporting Coaches/Mentors

By identifying the skills gaps of employees, we were able to look at what we, as a Service could do, to reduce such deficits. Google were able to demonstrate the link between management behaviour and positive people results in its 'Project Oxygen' research (Making Business Matter, 2017). Based on this, we chose to address the need for development within management in the first instance. By contacting our external learning providers, we were able to find an array of coaching courses (EV24). It was agreed that the information on how to book onto such courses would be passed onto Heads of Department, via email, to be forwarded onto those in managerial positions within their departments (EV25). We also agreed to upload all information relating to such courses onto the Service's internal website.

Within the HR department, each employee is in a specialist role, for example: recruitment, establishment, employee relations and sickness, and therefore, there is no resilience should an employee be absent or require assistance. In view of this, I was required to create step-by-step guides on how to carry out my role (EV26). Each employee was required to complete these guides and are accessible on Microsoft Teams for all to use (EV27).

An important element of coaching is ensuring that information is readily available, when needed. In this instance, Service policies and procedures are accessible via the Service's internal website, @Work. By using the 'Search' element (EV28), information can be found and accessed. However, there are occasions when the information on @Work does not meet the requirements of the coach. In such instances, they will phone or email to ask for this information.

2.3 Assisting Coachee/Mentee Participation

As part of an evaluation of the HR function, each employee was required to complete a test developed by the CIPD, that would highlight individuals' strengths and weaknesses, and areas of improvement, against the profession map (EV29 & EV30). The outcome of this assessment was collated into a report which could be referred to (EV31). Based on this approach, it was agreed that this test would be utilised to help provide an understanding of the areas for improvement for participants.

Employees are the HR function were also required to attend a session with Colour Works (EV32), whom, similarly to the CIPD test, were able to identify the types of person each of us were, and point us in the direction of our preferred working style (The Colour Works, (2003). We were required to complete an online questionnaire, and based on the results, categorised everyone into one of the following categories:

- Blue – Able to deal with complex problems
- Yellow – Easy going and fun approach to most things
- Green – Make time for people and their problems
- Red – Forward looking, quick thinker

Again, the final report outlined strengths, weaknesses and areas of improvement and the benefits of this. Being able to effectively communicate with other people, is a key element of the coaching relationship for both the coach and coachee (Phillips, 2016), therefore by understanding people's working styles, this can be adapted.

Having discussed this with the POD department (EV33), we agreed that this session will be rolled out to all Service employees, as this is not only beneficial to the individual, but also to line managers to understand how their department works together.

2.4 Supporting Evaluation and Improvement

As previously identified, MWWFRS did not actively promote coaching and mentoring as a learning initiative within the organisation. However, by working alongside the People and Organisational department, I was able to assist in the process of promotion and development of new coaching and mentoring documentation and ensuring that employees had the necessary skills to take part.

As the policy holders, the People and Organisational Development department will continue to review the procedures and guidance documentation available for employees relating to such topics and will be able to monitor the uptake of such initiatives.

A survey has been developed, that will be issued to participants in such schemes to get their views, and whether any further improvements need to be made to the process or selection of candidates/coaches (EV34). An additional survey has also been developed to obtain feedback from those acting as coaches in the process (EV35). Both surveys will be included in the procedure for ease of access.

In line with the 2013 CIPD Profession Map (2020b), for my role, I should be working at Band 1 or 2, however at present, I feel that this is not the case in many of the professional areas due to the narrowness of my current role, therefore I am going to request further support for development in this area to enable my assistance in other change initiatives at a later date (EV36).

In order to obtain evidence for this piece of work, I have built a good working relationship with the People and Organisational Development department and have gained further understanding on their role within the organisation (EV37).

Reference List

CIPD (2020a) *Coaching and Mentoring*. Factsheet. 03 August. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/people/development/coaching-mentoring-factsheet> (Accessed: 13 February 2021)

CIPD (2020b) *The 2013 Profession Map*. Available at: <https://www.cipd.co.uk/learn/profession-map/2013-profession-map> (Accessed: 14 September 2020)

CIPD (2019) *Employee engagement and motivation*. [Factsheet] 19 December. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/relations/engagement/factsheet#6235> (Accessed: 12 April 2021)

Clutterbuck, D. (2013) *Creating your Coach Development Plan*. Available at: <https://davidclutterbuckpartnership.com/creating-your-coach-development-plan/> (Accessed: 13 April 2021)

CMI (2014) *Coaching for improved performance Checklist*. Available at: https://www.managers.org.uk/wp-content/uploads/2020/03/CHK-089-Coaching_for_Improved_Performance.pdf (Accessed: 12 April 2021)

Making Business Matter (2017) *People Management – Project Oxygen – MBM One Minute Video*. Available at: <https://www.youtube.com/watch?v=-IzTWvfoTY4> (Accessed: 15 April 2021)

Phillips, F. (2016) *5 Different Techniques Coaches use to Communicate*. 20 May. Available at: <https://coachestrainingblog.com/becomeacoach/5-different-techniques-coaches-use-to-communicate/#:~:text=There%20are%20many%20different%20techniques%20coaches%20use%20that,coaches%21%20Active%20listening%20involves%20listening%20with%20all%20senses.> (Accessed: 15 April 2021)

The Colour Works (2003) *What is your Style?*. Available at: <https://www.thecolourworks.com/what-colour-preference-are-you/> (Accessed: 15 April 2021)

Evidence – LO2

EV12

Sent: 01 March 2021

To: Rees Chris J W. (Deputy Head of People Development) <c.j.rees@mawwfire.gov.uk>

Subject: Re: Recommendations – Coaching & Mentoring

Hi Chris,

Glad you agree with these recommendations.

Give me a shout if you need any assistance with promoting any of this. Will be beneficial to use within my portfolio for my CIPD qualification.

Thanks

Rachel Thomas

Human Resources Assistant

Cynorthwy-ydd Adnoddau Dynol

EV13

From: Rees Chris J W. (Deputy Head of People Development) <c.j.rees@mawwfire.gov.uk>

Sent: 01 March 2021

To: Thomas Rachel H.Q. <rm.thomas@mawwfire.gov.uk>

Subject: Re: Recommendations – Coaching & Mentoring

Hi Rach,

I've had a chat with Geraint and Karen, and we agree that your knowledge of the topic and contacts within the Service will help in promoting this.

Geraint has agreed that we run all proposed changes and activities through him in the first instance as the budget holder for POD. He is going to ELT this week, so can give them all the heads up that we are going to be promoting this.

Let's catch-up sometime this week to go through a few things.

Speak soon.

Chris Rees

Dirprwy Bennaeth Datblygu Pobl a'r Gyfundrefn

Deputy Head of People and Organisational Development

EV14

Title

Coaching & Mentoring

Required

Thomas Geraint (Head of People Development); Rees Chris J W. (Deputy Head of People Development);
Thomas Karen H.Q.; Thomas Rachel H.Q.

Optional

Start time

Wed 03/03/2021



09:00



☐ All day



☐ Time zones

End time

Wed 03/03/2021



10:00



[Make Recurring](#)

Location

[Microsoft Teams Meeting](#)



[Room Finder](#)

Coaching & Mentoring
Microsoft Teams
03 March 2021 @ 09:00 hours

Attendance:	GM Geraint Thomas (Head of People and Organisational Development) SM Chris Rees (Deputy Head of People and Organisational Development) Karen Thomas (People and Organisational Development Officer) Rachel Thomas (Human Resources Assistant)		
Discussion 1:	Review of Current Literature - Coaching & Mentoring procedure – signed off by ELT, March 2016 Is the information still relevant? is the process still the same? Are the contacts still in position, do these need to be update? Potential to make necessary arrangements to take to ELT in April 2021 - Guide to Coaching/ Guide to Mentoring – Quite a long document. Can this be simplified? Does it meet Easy-Read requirements? - Other documents on @Work – Service logo needs to be updated. Are the contacts still in position, do these need to be update? To be amended in line with procedure.	KT to review 	

EV16

Title	Coaching & Mentoring - CCBD	
Required	Thomas Rachel H.Q. ; Rees Chris J W. (Deputy Head of People Development); Jackson Ceri (Head of CCBD); Lewis Aled (Deputy Head of CCBD); Perry Jason H.Q. ; Perry Linsey H.Q. ; Pinney Shaun H.Q.	
Optional		
Start time	Thu 04/03/2021  13:00 ▼ ☐ All day ☐  Time zones	
End time	Thu 04/03/2021  14:30 ▼ ↻ Make Recurring	
Location	Microsoft Teams Meeting  Room Finder	

Coaching & Mentoring
Microsoft Teams
04 March 2021 @ 13:00 hours

Attendance:	Ceri Jackson - Head of CCBD Aled Lewis - Deputy Head of CCBD Jason Perry - Marketing Officer Lindsey Perry - Marketing Officer Shaun Pinney - Marketing Assistant Chris Rees - Deputy Head of POD Rachel Thomas - Human Resources Assistant		
Discussion 1:	Review of Current Literature - Guide to Coaching/ Guide to Mentoring – Quite a long document. Can this be simplified? Does it meet Easy-Read requirements? CCBD to review documentation in line with Easy-Read requirements. Potential to roll out Easy-Read training to other departments to assist with this moving forward. Agreed to look at creating a shorter guide including more images and flow-charts for ease. - Other documents on @Work – Service logo needs to be updated. Are the contacts still in position, do these need to be update? Agreed to amend the logo and format in line with the corporate layout of documentation and will update @Work accordingly. CCBD to look at making the @Work page for Coaching and Mentoring more eye-catching and appealing to look at.		
Discussion 2:	Methods of Promotion - Liaise with CCBD to ensure all employees have access to the information on the Service's internal website, @Work. Agreed that all employees have access to the internal website. CCBD to re-issue the link to access the website via email. Reminder to HR to include ICT & CCBD into new starter memos so this can be activated. - Potential to add highlight to the banner on front page of Service's internal website. Happy to add to the banner on the main screen. Jason & Shaun to create a digital poster to be displayed for this purpose. If individuals click on the banner, will re-direct them to the Coaching & Mentoring page on @Work. - Social Media – potential to use, however would also be targeting those who are not employed by the Service. RT raised how this could be a selling point to some, so may increase application figures Lindsey to look at whether this can be promoted internally only via Facebook Workplace. Questions raised regarding the number of employees accessing this social media platform. All agreed that using Facebook and Twitter would not be beneficial for this type of advertising. Jason & Shaun to look at something that could be issued via global email that links to the @Work page. Concerns raised by Ceri & Aled regarding the workload of the department. Have advised that this should be completed by the end of April 2021/ beginning of May 2021.		
Signed:	Unable to provide signatures. Meeting carried out over Microsoft Teams	Date:	04 March 2021

EV18

From: Press Officer Account <pressofficer@mawwfire.gov.uk>
Sent: 08 March 2021 08:18
To: _All users <all.users@mawwfire365.onmicrosoft.com>
Subject: Access to @Work

Dear All,

It has come to light that some employees are having difficulties in accessing the Service's internal website, @Work. In view of this, please see the below link which will direct you to the main homepage.

<http://atwork/Pages/Home.aspx>

Should anyone require particular access to areas on the site, you are asked to contact Paul Thomas, ext: 4457, in the first instance who will be able to assist.

EV19

The screenshot displays the 'Mawwfiregovuk528.workplace.com' portal. On the left is a navigation sidebar with icons for Home, News Feed, Groups, Directory, Events, and a 'See More' option. Below these are several group listings: 'General' (9 members), 'NFCC On-Call Group' (3 members), 'People Cell', 'T20 Digital Transformation Pr...', and 'Data Protection'. The main content area is titled 'News Feed' and features a post from the 'Press Officer' to the 'General' group, dated 'Yesterday at 09:37'. The post text reads: 'COVID-19: We must keep on protecting each other!' followed by the hashtags '#InThisTogether #COVID19 #staysafe'. Below the text is a large blue banner with white text and icons. The banner text includes 'RHAID I NI BARHAU I DDIOGELU EIN GILYDD!' at the top, four circular icons with labels 'DWYLO HANDS', 'GWYNEB FACE', 'LLE SPACE', and 'DISODLI REPLACE', and 'WE MUST KEEP ON PROTECTING EACH OTHER!' at the bottom. The post has 1 like and has been seen by 16 people. On the right side of the feed, there are sections for 'Trending posts' (listing various COVID-19 related posts) and 'People to follow' (listing Craig Thomas, Steffan Keyte, and Neil Evans). At the bottom right, a 'Chats' section shows 2 active chats.

EV20



Gwasanaeth Tân ac Achub
Canolbarth a Gorllewin Cymru

Mid and West Wales
Fire and Rescue Service

COACH / MENTOR DEVELOPMENT PLAN

Name:		Brigade Number:	
Department/Station:		Covering Period (From – To):	

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion

Signed:		Date:	
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EV21

From: Thomas Rachel H.Q <rm.thomas@mawwfire.gov.uk>
Sent: 15 March 2021 11:16
To: Thomas Karen H.Q <k.thomas@mawwfire.gov.uk>; Rees Chris J W. (Deputy Head of People Development) <c.j.rees@mawwfire.gov.uk>; Thomas Geraint (Head of People Development) <gm.thomas@mawwfire.gov.uk>
Subject: Coach/Mentor Development Plan
Attachment: Coach Development Plan.docx

Hi All,

Following a review of the current Service literature, as well as looking at best practice examples, I noticed a gap in our literature to capture the development of the coach/mentor during the coaching and mentoring relationship. I have therefore come up with a 'Coach/ Mentor Development Plan' to capture such information. Please see the attached.

I would appreciate your feedback and comments.

Thanks

Rachel Thomas

Human Resources Assistant
Cynorthwy-ydd Adnoddau Dynol

EV22

From: Thomas Geraint (Head of People Development) <gm.thomas@mawwfire.gov.uk>
Sent: 15 March 2021 13:32
To: Thomas Rachel H.Q <rm.thomas@mawwfire.gov.uk>
CC: Thomas Karen H.Q <k.thomas@mawwfire.gov.uk>; Rees Chris J W. (Deputy Head of People Development) <c.j.rees@mawwfire.gov.uk>;
Subject: Coach/Mentor Development Plan
Attachment: Coach Development Plan.docx

Hi Rach,

Completely agree, this is something that we should also be capturing on Terian as it is a recorded form of development. The form is good. It definitely meets the requirements.

I will liaise with CCBD to get this uploaded with the other documentation. I will also liaise with Chris to ensure that this is captured within the relevant procedures.

Good work Rach! Your help is appreciated.

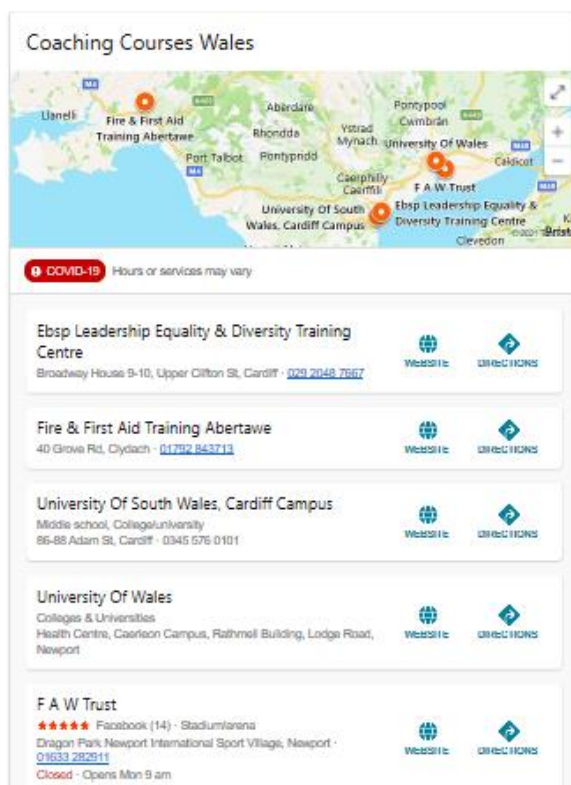
Regards

Geraint Thomas
Group Manager / Rheolwr Grwp
Head of People Development / Pennaeth Darparu Hyfforddiant a Datblygu Pobl

EV23

	A	B	C	D	E	F	G	H	I
2	675	ANTONIA221		M61	WMA	STN	M		
3	699	O'KELLY		M54	WMA	STN	M		
4	702	EVANS		M45	WMA	STN	M		
5	710	BATES		M46	WMA	STN	M		
6	735	WARD		M54	WMA	STN	M		
7	759	LAWRENCE		M44	WMA	STN	M		
8	762	HEARNE		M51	WMA	STN	M		
9	806	HANNEY		M51	WMA	STN	M		
0	816	WILKINS		M61	WMA	STN	M		
1	827	EVANS		M51	WMA	STN	M		
2	842	SNELL		M46	WMA	STN	M		
3	848	HOPKINS		M61	WMA	STN	M		
4	869	JONES		M54	WMA	STN	M		
5	908	HUNT		M44	WMA	STN	M		
6	480	KENNIFORD		H01	WMA	TRN	M		
7	829	BLACK		M54	WMA*	STN	M		
8	912	DOYLE		M44	WMA*	STN	M		
9	573	PASS		M45	WMA**	STN	M		
0	894	FRANCIS		M46	WMA**	STN	M		
1	911	CLARKE		M45	WMA**	STN	M		
2	926	REES		M61	WMA**	STN	M		
3	536	REES		H01	WMAC	CS	M		
4	336	JENKINS		H01	WMB	CFS	M		
5	605	WILLIAMS		PAC	WMB	CFS	M		
6	746	CHEUNG		SAC	WMB	CFS	M		
7	893	DAVIES		WAC	WMB	CFS	M		
8	897	THICKER		BAC	WMB	CFS	M		
9	935	AYLING		NAC	WMB	CFS	M		
0	211	REES		WAC	WMB	FS	M		
1	262	JENKINS		BAC	WMB	FS	M		
2	447	GOODWIN		SAC	WMB	FS	M		
3	457	DAVIES		SAC	WMB	FS	M		
4	459	DAVIES		SAC	WMB	FS	M		
5	476	BARKER		BAC	WMB	FS	M		
6	593	RICE		PAC	WMB	FS	M		
7	601	LLOYD		PAC	WMB	FS	M		
8	619	EVANS		WAC	WMB	FS	M		
9	640	GAMBLE		PAC	WMB	FS	M		
0	645	HALL		SAC	WMB	FS	M		
1	691	WILLIAMS		NAC	WMB	FS	M		
2	692	SAUNDERS		SAC	WMB	FS	M		
3	718	MACDONALD		BAC	WMB	FS	M		
4	809	REES		PAC	WMB	FS	M		
5	835	BARTLEY		WAC	WMB	FS	M		
6	886	MORGAN		SAC	WMB	FS	M		
7	890	STEELE		BAC	WMB	FS	M		
8	896	MULLAN		NAC	WMB	FS	M		
9	1012	EDWARDS		WAC	WMB	FS	M		
0	209	DAVIES		NAC	WMB	HQD	M		
1	482	DAVIES		WAC	WMB	HQD	M		
2	491	JONES		WAC	WMB	HQD	M		
3	581	PUGH		CAC	WMB	HQD	M		
4	586	MORGAN		NAC	WMB	HQD	M		
5	600	LAWRENCE		BAC	WMB	HQD	M		
6	647	HOWELLS		PAC	WMB	HQD	M		
7	652	TOILEY		SAC	WMB	HQD	M		

EV24



EV25

Good Morning,

COACHING AND MENTORING

As some of you may be aware, a review of the Service's current practices in terms of coaching and mentoring have been carried out. As explained in the Learning & Development update issued recently, attendance on courses is dependent on the job role/grade within the Service.

Courses will run virtually, over Microsoft Team's and if people can't use their own Laptops, then the training provider has instructed me that no more than 2 people can use the one Computer to do the course, I'm assuming each Station has got a facility to accommodate a Teams meeting.

There is an assessment at the end of the course, and everyone will need to use the computer individually for this assessment. Each Individual booked on the course will be sent learning material via internal mail and a meeting request by the training provider, clicking on this link will allow you to access the course.

Courses are currently available on the following dates, and will run between 09:00 – 16:30 hours:

- Monday 22 March 2021
- Wednesday 24 March 2021
- Friday 26 March 2021
- Tuesday 30 April 2021

Could you please pass this request onto your team requesting their attendance.

Places can be booked via Terian, alternatively please contact myself or Karen Thomas and we will book people onto the course.

Thanks for your assistance with this matter.

EV26

Changes to Hours of Availability – On-Call

Hours of availability form (DL7) received from Command

Check to ensure that the hours of availability have been calculate, and that Command have approved the change of hours and signed the approval sections.

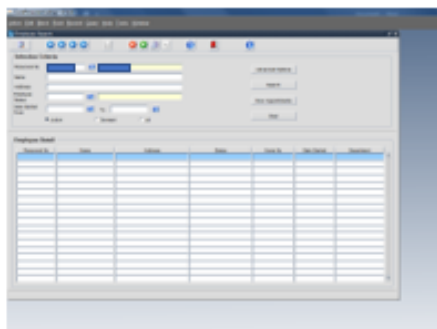
Signatories for DL7's:	Head of Response
	Response Manager

If the approval section has not been completed by an authorised signatory, it will need to be returned to Command for approval. Otherwise, you can proceed.

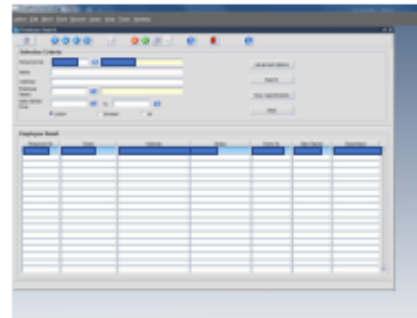
Approval completed > Log into Core > Core Personnel > Maintenance > Personal Profile



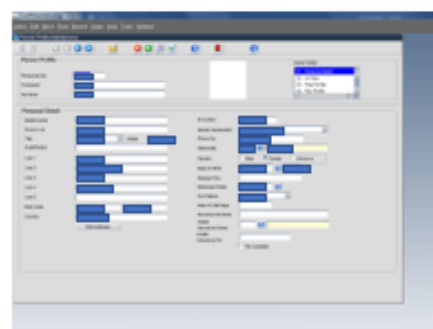
Insert the employees brigade number and press enter – The individual's name should appear alongside



Click 'Search' – The individual should then appear under 'Employee Details' directly below.



Double click on the individual's details that appear under 'Employee Details' to open up their Core record (should look like this)



Under 'Select Detail' in the top right of the pane, you will need to select '04 – Pay Profile' – This will bring up the employees' appointment and salary details.

HS General Posts Files Actions Polly +			
+ New ↑ Upload 🔗 Copy link ↓ Download 🔗 Open in SharePoint			
Documents > General > HR Manual > Administration			
	Name	Modified	Modified By
	Access Control Fob	November 25, 2020	James Ffion H.Q.
	ID Bades	November 12, 2020	Page Dana H.Q.
	Leave	November 25, 2020	James Ffion H.Q.
	CORE UPDATE - Fob-ID Badge-DBS.xls	February 2	Thomas Rachel H.Q.
	FAQs.docx	September 3, 2019	Rohman Samantha...
	HR Operating Instructions Terian, Core and ...	June 7, 2019	Rohman Samantha...
	HR Operating Instructions.docx	January 2, 2020	Rohman Samantha...
	HR Spreadsheets.docx	June 30, 2020	Rohman Samantha...
	Human Resources - FireWacth Manual.pdf	May 22, 2019	Rohman Samantha...
	Scanning.docx	May 15, 2019	Rohman Samantha...
	Spiceworks Instructions.docx	February 23	Rohman Samantha...
	Support Desk SLA.xlsx	February 1	Thomas Sarah H.Q.
	Uploading document to @Work.docx	September 24, 2019	Rohman Samantha...
	Uploading Media Files to the Document M...	March 4, 2020	Rohman Samantha...

EV28

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http://atwork/library/documents/sickness_and_absen
http://atwork/library/documents/sickness_and_absence_monitoring_policy.pdf

Sickness and Absence Management Procedure
to 27 calendar days. 1.2 Medical evidence All **sickness** that lasts longer than seven calendar days requires medical evidence (with **sickness** of seven calendar days or less being ...
Authors: Rohman Samantha H. Q, Harding Susan H. Q Date: 11/18/2020 Size: 1MB
<http://atwork/Library/Policies-and-Procedures/ServicePolicies/Sickness and Absence Management Procedure.pdf>

Sickness
ManagerHolding an Informal Return to Work InterviewLine Manager Guide - Long Term **Sickness** ... Long-Term **Sickness** Flowchart 1Long-Term **Sickness** Flowchart 2Short Term **Sickness** Flowchart 1 ...
Authors: Rohman Samantha H. Q Date: 1/25/2021 Size: 65KB
<http://atwork/departments/Human-Resources-HR/Line-Manager-Resources/Pages/Sickness.aspx>

Short-term Sickness Rescind Process flow
Approved by 'Rohman Samantha H.Q.' using the Content and Structure Tool ... Short-term **Sickness** Absence Rescind Process flow chart
Authors: Rohman Samantha H. Q, Harding Susan H. Q Date: 3/12/2020 Size: 73KB
<http://atwork/departments/Human-Resources-HR/Line-Manager-Resources/Documents/Short-term Sickness Rescind Process flow.pdf>

Long-term Sickness Absence Escalation Process Flow Chart 2
Approved by 'Rohman Samantha H.Q.' using the Content and Structure Tool ... Long-term **Sickness** Absence Escalation Process Flow Chart 2
Authors: Rohman Samantha H. Q, Harding Susan H. Q Date: 3/12/2020 Size: 96KB
<http://atwork/departments/Human-Resources-HR/Line-Manager-Resources/Documents/Long-term Sickness Absence Escalation Process Flow Chart 2.pdf>

Sickness Letters
Please ensure a Cc of the letter is sent to: ... **Sickness**-Letters ... National Joint Council for Local Authority Fire and Rescue Services Circulars ... **Sickness** - LIVE 01 APRIL 2020 ...
Authors: Rohman Samantha H. Q Date: 7/10/2020 Size: 104KB
<http://atwork/departments/Human-Resources-HR/Line-Manager-Resources/Pages/Sickness-Letters.aspx>

Long-term Sickness Absence Escalation Process Flow Chart
Approved by 'Rohman Samantha H.Q.' using the Content and Structure Tool ... Long-term **Sickness** Absence Escalation Process Flow Chart A meeting will be held with the ...
Authors: Rohman Samantha H. Q, Harding Susan H. Q Date: 3/12/2020 Size: 196KB
<http://atwork/departments/Human-Resources-HR/Line-Manager-Resources/Documents/Long-term Sickness Absence Escalation Process Flow Chart.pdf>

EV29



Further to the recent workshop, I now enclose the CIPD Professional Map Assessment which is a recognised 'tool' for assessing an individual against the professional standards required for HR. There are three levels a) Senior Professional (those with a strategic role within a HR service); b) Professional (those with a CIPD qualification or relevant experience) and c) Technician (those working in HR at a lower level or beginning their CIPD training).

This assessment will be used to identify training/development needs for the future and also where people might best fit in the proposed new structure. Your current Line Manager has also been copied in, so they can separately complete an assessment of how they see you against these criteria. When both have been completed a meeting will be held with you to talk about the outcome.

I realise that for some people these types of assessment will not be familiar to them. Therefore if you would like help in completing the form or just like to talk about the questions, then please let me know.

I would be grateful if you could complete the form and return it to me by the end of this week (12th October). I am keen to identify 'training needs' so I can start looking at a training plan for the team.

Thank you
Sue

Sue Harding
Rheolwr Adnoddau Dynol/Human Resources Manager

CIPD Professional Map – Technician Level (HR Assistant)

The following assessment is used by the CIPD to assess individuals against the CIPD Professional Map. This assessment will be used to identify training/development needs for the future of the HR Team. Your current Line Manager will also complete an assessment of how they see you against these criteria. A meeting will then be arranged to discuss the results.

[illegible]

Developing an understanding of the organisation using information and own experience

Using insights from data and good HR practice to spot potential trends and risks for the organisation

Collecting, analysing on data and metrics

Providing reports on relevant project and / or organisation information

Supporting the administration and delivery of HR programmes and projects

Supporting the evaluation of HR programmes and projects

The organisation's performance (including basic financial performance)

Specific external factors that impact the organisation (e.g. legal, financial, market factors)

Significant issues currently affecting the organisation

Relevant law for own role (or where to access legal information if required)

Principles and basic practice of project management

The HR plan for your own part of the business (and how this relates to the wider business strategy)

Providing advice using sound knowledge of HR policy and practice	☐
Co-ordinating own activity with others in the wider HR team	☐
Sharing ideas and best practice with others in the wider HR team	☐
Adjusting own approach in view of others' preferred working styles	☐
Seeking out and acting on feedback and development opportunities to develop own HR expertise and capability	☐
Ensuring own objectives are in line with the team's and function's objectives	☐
Accurately recording HR measures (such as service level agreements, financial data, Key Performance Indicators etc)	☐
Providing accurate financial data to support HR budgeting and financial planning	☐
Different working styles and preferences	☐
The principles of effective team working	☐
Methods for collecting different types of data	☐
Methods for analysing financial and non-financial data	☐

Providing accurate data and records on organisational structure, accountabilities and spans of control

Helping managers and employees to see the rationale behind organisation structure changes

Supporting the planning and implementation of structural change

Giving feedback to managers on behalf of those affected by the new design

Enablers or blockers to change in your organisation

Approaches to engaging and communicating with employees and managers about planned change

The principles of job leveling

The principles of job evaluation

1. Insights, Strategy and Solutions

Below, shows you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment.

What are my strengths and gaps for my current level?

Where I am competent

- Collecting, analysing on-data and metrics
- Providing reports on relevant project and / or organisation information
- Supporting the evaluation of HR programmes and projects

My Gaps

- Relevant law for own role (or where to access legal information if required)
- Developing an understanding of the organisation using information and own experience
- Using insights from data and good HR practice to spot potential trends and risks for the organisation
- Supporting the evaluation of HR programmes and projects
- The organisation's performance (including basic financial performance)
- Specific external factors that impact the organisation (e.g. legal, financial, market factors)
- Significant issues currently affecting the organisation
- Principles and basic practice of project management
- The HR plan for your own part of the business (and how this relates to the wider business strategy)

Development Actions

- Identify colleagues in different functions who know the organisation well and set up regular 'exchange of information' sessions.
- Review recent CIPD survey results (such as Employee Outlook or Learning and Development Survey) and identify any trends or risks which may impact your organisation.
- Find out how other organisations have used metrics to gather insights and identify any ways your organisation could benefit from a different approach.
- Identify meetings or forums where you can share your insights and views on organisational projects with your peers and line manager.
- Before starting work on a project, find out from others what they think the risks and opportunities might be – particularly if similar projects have been delivered before. Consider how you can learn from their insights, and how you can improve the way you support programmes and projects moving forward.
- Take time to fully understand the objectives of a project or programme, and which elements are critical for you to deliver. Find out how the project will be evaluated – which parts of your work will contribute to this evaluation?

- Locate the most recent annual review or report for your organisation or find out someone who knows about the organisation's performance. Find out what things the organisation measures its performance by (e.g. turnover, profit, production, customer satisfaction etc.). Compare last year's performance with the previous three years.
- Participate in regular market / customer / product updates and understand how these affect the organisation.
- Make time in your week to read the major business and news publications and understand how these external factors can impact your organisation.
- Find out from your HR colleagues and networks where to source relevant and up-to-date employment law – consider websites, podcasts and publications.
- Spend some time shadowing an expert in project management to understand the principles and practices of project management, and any specific approach to projects which is taken in your organisation.
- Discuss with your manager how your role contributes to the delivery of the people and organisation strategy.

EV32

Morning all,

The next Colourworks session has been arranged for 23 October 2020, and in order to prepare for the session could you please ensure that you all complete the Colourworks questionnaire on the link below by no later than 21/09/20. This will allow Helen sufficient time to prepare your individual reports. Can you please complete the questionnaire even if you are unable to attend on 23 October 2020, as your individual profile will be beneficial to you, and I believe 1-1 sessions with Helen may be arranged for you to go through your profile in more detail.

The instructions for completing the questionnaire are as follows:

1. Click directly on the link below:

<https://online.insights.com/evaluator/TheColourWorks/discovery>

2. Fill in your details using referral code **WHS/MAWWFRSRESOURCES/JSMITH** (substituting JSMITH with your initial and surname)

3. Follow the instructions

4. Complete and submit

The whole exercise should take you no longer than 20 minutes. There are no wrong or right answers merely your preferences in the work environment.

Thank you in anticipation of your co-operation.

Regards
Mark

Mark Miles MSc; Chartered FCIPD

Pennaeth Adnoddau Dynol / Head of Human Resources

EV33

Hi Rachel,

I agree that by running a session with Colour Works, this will not only benefit employees on an individual basis, but would also increase line manager understanding of their employees.

Karen – Would you mind speaking to Helen Rees regarding this course as I understand she arranged it last time. I'm guessing because of COVID, there would be the possibility to run this virtually.

Thanks Rach. This is not something we would have necessarily considered.

Kind Regards,

Chris

Chris Rees

Dirprwy Bennaeth Datblygu Pobl a'r Gyfundrefn

Deputy Head of People and Organisational Development

EV34



Client Testimony and Evaluation

Annex H

Coaches Name: _____

Date: _____

We would like to ask you to complete the form below to allow us to formally evaluate the programme to date. Please be open and honest about your experience, as it will allow us to shape the future of coaching in MAWWFRS. Please note that only collective evaluation results will be shared, no individual responses will be shared.

About your coaching sessions:

1. What were your impressions of coaching before you undertook this coaching?

Negative No impression Positive

2. What are your impressions of coaching now?

Very Negative ~~Negative~~ Positive Very Positive

3. Would you recommend coaching to a colleague?

Yes No

4. Would you be willing to have a coach again in the future?

Yes No

5. On a scale of 1 – 10 where 1 is poor and 10 is excellent: How well did your coach ...

- Create a rapport / build a relationship / get to know you?
- Listen and create a clear space for reflection?
- Use insightful questions that challenged and stretched your thinking?
- Get commitment / Agree action from you?

6. Has coaching had a positive impact on your professional work role?

Yes No

7. Were you able to execute and follow through all or most of your action plan / goals?

Yes No

8. How much support has your line manager given you through this process?

- Very good support
- Some support
- No support

9. What 3 things have these sessions helped you with? (eg. greater confidence, effective decision making)

1.

2.

3.

If you would like to add anything in addition to the questions above please use the box below

EV35



Coaches Evaluation

Annex M

Coaches Name: _____

Date: _____

As a coach we would like to ask you to complete the form below to allow us to formally evaluate the programme to date.

Helps to identify Value for Money and Return on Investment

In your opinion, your client

• Improved performance	
• Behavioural change / attitude	
• Sickness avoided	
• Grievance avoided	
• Employee more engaged / motivated	
• Employee increased confidence and self-reliance	
• Gained awareness and insight	
• Improved decision making	
• Greater self-awareness	
• Improved ability to deal with change	
• Improved ability to work independently	
• Greater sense of responsibility ~~on~~ for own development	
• Other (please state)	

EV36

I understand that Rachel identified that there was a lack of promotion and participation in coaching and mentoring programmes within the organisation, therefore I gave authorisation for Rachel to contribute to the promotion and development of coaching and mentoring documentation in line with her findings.

Rachel has built a good relationship with the People and Organisational Development department, and I have heard nothing but good reviews from management towards her contributions.

I understand Rachel was also liaising with the Corporate Communications and Business Development department and arranging the necessary meetings to ensure that this learning initiative was known within the organisation. I can personally say that I have seen this advertised on the Service's internal website and have looked at what has been created.

This has been a good starting point in Rachel's development. As her role is very specific to recruitment, I have agreed to allow the opportunity to further develop her knowledge and skills by attending any formal training courses in this subject area.



K Fairhurst
Human Resources Manager

20 April 2021

EV37

Hi Rach,

On a personal note, I would like to thank you for all your help over recent weeks in analysing the Service need, and formulating resolutions in relation to coaching and mentoring in the organisation.

I look forward to keeping an eye on the uptake and feedback over the coming weeks.

Thanks again

Kind Regards,

Chris

Chris Rees

Dirprwy Bennaeth Datblygu Pobl a'r Gyfundrefn

Deputy Head of People and Organisational Development