

Module Name: Contributing to Coaching and Mentoring in the Workplace – 5ADCM

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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: 

Date: 18/03/2021

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Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5ADC M	Contributing to Coaching and Mentoring in the Workplace	1.2	Calon Wellbeing and Leadership Strategy 2017-2021	EV1		
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	2.3	Screenshot of Coaching Intranet Page	EV15	
	1.1	Coaches Screenshot	EV16	
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Candidate declaration:

- I confirm that the work/evidence presented for assessment is my own unaided work.
- I have read the assessment regulations and understand that if I am found to have 'copied' from published work without acknowledgement, or from other candidate's work, this may be regarded as plagiarism which is an offence against the assessment regulations and leads to failure in the relevant unit and formal disciplinary action.
- I agree to this work being subjected to scrutiny by textual analysis software if required.
- I understand that my work may be used for future academic/quality assurance purposes in accordance with the provisions of the Data Protection Act 1998.
- I understand that the work/evidence submitted for assessment may not be returned to me and that I have retained a copy for my records.
- I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final.

Signature:



Date:

18/03/2021

Dyfed-Powys Police has used coaching and mentoring for many years, with this being offered by a pool of internal and external coaches and internal mentors. These schemes are delivered via the Learning and Development department and are supported by senior leaders across the organisation.

To ensure these schemes have the best chance of success, they form part of a wider Leadership and Wellbeing strategy, titled 'Calon'. This strategy aims to embed a culture within the organisation of great leadership, working with stakeholders and engaging with employees, using a GROWTH model to encapsulate all of these areas (EV1). This strategy supersedes the previous policy document 'Coaching and Mentoring Scheme – Policy & Guidance Document', which dates from 2012 (EV10). This policy refers to previous processes for applying for a coach or mentor, which involved the use of a Coaching Co-Ordinator, who would allocate a coach with a coachee. This process is now one which the coachee control, with the ability to choose a coach themselves (Personnel Today, 2008).

The 'Calon' strategy has been developed using a number of internal and external documents, ensuring that the most relevant learning has been adopted and integrated into this policy document. It identifies the need for a coaching culture to exist across the organisation at all levels, from practitioner to senior manager and the executive team. This approach is consistent with best practice where the benefits are recognised to link coaching and leadership programmes to enhance the likely success of any coaching programme (Institute of Coaching).

To support the goal of the 'Calon' Strategy, Dyfed-Powys Police has committed to upskilling all first line supervisors and above, with the introduction of a force wide 'Transformational Leadership' training programme. This 5 day programme aims to equip line managers with the 'soft skills' necessary for people management, which includes coaching and mentoring (EV2). The course has been delivered over the last 3 years, using the most relevant information on these topics, including information and academic research, and has now been delivered to between 200 and 300 individuals; both Police Officers and Police Staff. As well as providing line managers with the necessary coaching skills, it is also designed to assist with the culture change required. This training forms part of an organisational 'Leadership Prospectus', which offers options for individuals to develop their leadership skills and to meet the organisations vision; *'to develop the best leaders to serve the communities of Dyfed-Powys Police'* (EV2). Whilst this is a positive step, there is a continuing question to the effectiveness and suitability of line managers in the coaching process, given their proximity to the individuals they are coaching (CIPD, 2020). Additionally, the coaching level provided within the Transformational Leadership training is equivalent to a level 3 qualification offered by the Chartered Management Institute (CMI), however this is not an accredited qualification. While this is based on current best practice, this would benefit from a formal accreditation. That said, Dyfed-Powys Police are working to implement the option of coaches working towards a level 5 or level 7 qualification in coaching, which supports their continued professional development.

To further support line managers, following the completion of the 'Transformational Leadership' training, there are a range of useful documents made available via the Learning and Development Intranet site. These include guidance documents on how to use the OSCAR model (EV6), documents explaining the importance of feedback and how this should be delivered (EV7) and information on diagnostic questionnaires for the identification of personality types (EV8). These documents support line managers to embed what they have learned during the course and increase the chance of these coaching styles continuing outside of the classroom. These models are fundamental for coaching and are recognised as being a vital tool to be able to structure the coaching relationship to get the best possible results (Mind

Tools). Gallup (2020) confirm the importance of line managers being supported by their organisation and suggest that time should be spent coaching line managers to ensure that they are able to support and coach individuals themselves. The 'Transformational Leadership' should be seen as a good start in supporting line managers carry out their roles.

Following successful completion of the course, line managers are given the option of joining the force wide coaching cadre, which consists of 54 internal coaches (EV16). These coaches are from different geographical locations and from different departments. This offers a wide range of skills and experiences and allows prospective coaches to select a coach that best suits their needs and to identify someone they feel they would be comfortable to open up to. Individuals are then able to request a coach to be assigned to them, by liaising directly with the coach themselves. This ensures that the process remains confidential, with only the coach being aware of the request. The coach and coachee are then required to complete a 'coaching contract' (EV3), with the coach also having access to a 'coaching checklist' (EV4), which ensures that all coaches are able to frame their meetings and provide the necessary tools for the sessions. The number of coaches in Dyfed-Powys Police seems to demonstrate that there may be a blocker between those being trained in the Transformational Leadership course, and those becoming 'formal' coaches, with a shortfall of 150 to 250 trained individuals not wishing to be recognised as formal coaches. This may be due to a lack of confidence, or that they are practicing coaching techniques in an informal manner with their own staff, or in brief informal sessions, often referred to as 'corridor coaching'.

The Leadership and Management Lead Trainer has confirmed that there had been done initial evaluation work conducted on the success and impact of this course, with a group of colleagues from one department (EV11). This involved the use of a focus group to obtain the views of line managers within this department. There has yet to be a follow up meeting at this time, however this is clearly something which the organisation should look to progress, as this would demonstrate a return on investment in this area and how this was providing benefits to the organisation. Coaching evaluation is a critical aspect of the Coaching and Mentoring process and allows an organisation to be able to show the impact of an intervention. Prior to any evaluation being planned it is important firstly to understand what an organisation expects the outcome of the intervention to be. Is this improved performance, a change in culture or improved learning? The answer to this will assist in developing a framework for evaluation, which can then take the format of control groups, focus groups, surveys or the identification of an organisation's behaviour changing (Carter A, 2006).

As well as the formal coaching process, Dyfed-Powys Police also promotes mentoring in the workplace, with this forming part of the initial probationary period for any new starter to the organisation. This process involves the allocation of a 'buddy' system, with the new employee being coupled with an existing, knowledgeable member of staff. This process follows a formal initial stage, followed by a varying process, depending on the department and the processes being mentored in (EV5). A 'buddy' scheme is a vital part of the onboarding process for any new employee, as this ensures that there is a support network available to new employees, allowing them to check new processes. What is important in this process is that the 'buddy' has the time to be able to commit to this process, as well as having the required skills and knowledge in the area of work (Cooper, J & Wight J, 2014). As well as the 'buddy scheme' mentioned above, mentoring largely exists within the warranted officer world, with Police Officers using the mentoring scheme when they look to move through the officer rank structure. This type of mentoring is known as one-to-one mentoring where individuals seek out a mentor with the intention of helping them develop in their role with the view of career progression (Mentoring Matters). This is recognised as being an area which needs investigation, as there appears to be a barrier where Police Staff are not accessing mentoring

as readily as Police Officers. This may be due to an apparent lack of progression opportunities for Police Staff, when compared with their Police Officer colleagues.

Whilst there is a healthy promotion of the coaching and mentoring ethos in Dyfed-Powys Police, with documents being made available to coaches, and links to site such as Academi Wales' 'Coaching and Mentoring' website being made readily available, there does not appear to be a clear understanding of the return on investment, and it is not clear what impact coaching or mentoring plays in individuals and the organisation meeting its objectives. This view was echoed during an interview with two Learning and Development trainers, who recognised the need the organisation to do more to understand the impact of coaching. They did confirm that feedback forms are being provided to coaches and that there is a 'coaching network' which has been used in the organisation in the past, which offers a peer support network for coaches. The Institute of coaching identifies the need for organisations to have a post-coaching assessment process in place, to understand evaluate the effectiveness of the coaching relationship (Institute of Coaching).

As noted above, coaches are required to complete a coaching contract with all coaches, with an additional requirement for Dyfed-Powys Police to report on the number of coaches and the number of coaches that have worked with. The use of a Coaching Contract is an important part of the coaching process, as this sets out the requirements and expectation of both the coach and the coachee. This ensures that the coachee is committed and engaged in the process and understands what will be expected of them in order that the relationship can be a positive and effective one. It also details the confidentiality of the process, which provides reassurance to the coachee that they can be open during their sessions (Hill, 2017). What this does not focus on is the percentage of goals achieved as part of the coaching process, or whether the coachee feels more empowered because of it. To further understand the Coaching process and approach I interviewed two Learning and Development trainers on their role in the Coaching process and how effective they felt the process to be. Their views were that this is a part of the process which currently needs work. Due to the confidentiality of the coach and coachee relationship (International Association of Coaching), this can act as a barrier to being able to understand how effective coaching is in Dyfed-Powys Police, however it was felt that this would be something done on an individual basis between coach and coachee during their sessions. In addition to this, there is work on-going to implement a small group of 'supervisory coaches', responsible for observing coaching sessions to appraise the coaches ability and offer feedback. Whilst this is seen as positive in offering coach feedback, it is felt that it may affect the openness of the sessions and potentially produce false readings.

Within my role as a Business Support Officer within the HR department, I am not responsible for coaching apart from with my own team (EV17). These functions are dealt with centrally from the organisation's Learning and Development team. This mirrors the view of the CIPD (2020), who suggest the importance of Coaching in an organisation being linked with the Learning and Development practices and organisational strategies. Given this the evidence provided below is based on what Dyfed-Powys Police, as an organisation, are doing to promote the coaching and mentoring networks that exist.

On investigation into the impact of coaching in Dyfed-Powys Police and the level to which this is promoted within the organisation, this led me to conduct an interview with an experienced coach in Dyfed-Powys Police (EV9 & EV12). From this discussion it was clear that, whilst coaching and mentoring are offered within the organisation, there are clear gaps where this could be more effective. The discussion identified that there is currently little interaction between the organisation and the individual coaches, with the experienced coach I interviewed only being contacted ad-hoc by prospective coachees to look to engage with them.

Additionally, there appears to be a lack of promotion of the benefits that coaching can bring, as well as a potential gap in continuous professional development (CPD) for coaches, which could result in coaches' skills and abilities becoming diluted and less beneficial over time. Ibarra and Scoular (2019) suggest that coaching is only truly successful in an organisation if it becomes a necessity and not just the latest hot topic, which can only be done by demonstrating its importance and benefits. If managers don't see coaching as important then this is often an area which falls into the shadows all too quickly and is not used (Weintraub and Hunt, 2015).

This is something which is lacking in Dyfed-Powys Police at present and needs addressing for coaching to be truly beneficial. Whilst the conversation also reiterated the earlier point raised regarding a coach peer support network and the use of 'Supervisor Coaches', this was confirmed as not being a process that is currently being recognised and used within Dyfed-Powys Police. These would be two areas where Dyfed-Powys could better invest time, in order to maintain the benefit of the coaching model being employed within the organisation, however this should also be combined with a series of promotional events to demonstrate the benefits that can come from coaching, with the use of anonymised case studies being utilised. I have raised this with the Learning and Development department, with a view of requesting coachees who might be prepared to volunteer for providing a case study or testimonial (EV14). This is something which can be developed easily in Dyfed-Powys Police and will be progressed with colleagues in Learning and Development. Additionally, Dyfed-Powys Police should consider the use of an evaluation framework to be able to demonstrate the effectiveness of the current coaching model. This is an area where there are very few organisations successfully evaluating their coaching models, however there is a need to understand whether the coachee's objectives were met and to what extent did the coach facilitate and what value to the organisation was added (Arema). Whilst this is not a simple process, the Institute of Employment have developed methods of doing just this and this is something which should be considered by Dyfed-Powys Police (Institute of Employment Studies).

In addition, whilst the 'Transformational Leadership' course was seen to be a vitally important means of altering organisational culture and improving line managers approaches to coaching, the interview with the coach stated that this may not be enough. It was felt that there are great benefits to be gained from a formal accredited qualification, which provides the basis for what a coach is and what a coach is not (a counsellor, a mentor and a friend). The Institute of Leadership and Management suggest that 95% of organisations see a direct benefit to their organisation when coaching is used and a 96% see a benefit to the individual themselves. To ensure that the coaching process is as effective as possible, however, professional qualifications are vital, with a range being offered from Awards, to Certificates to Diploma in both mentoring and coaching. Without these qualifications being in place, the organisation risks coaches, over time, reverting back to a 'tell' approach, or becoming a directive coach rather than facilitating genuine awareness and change in an individual.

There is also a possible gap in 'supervision' for coaches, with the possibility of difficult disclosures not being able to be discussed by the coach after their sessions. Coaching supervision offers an ability to benchmark against best practice, work through any possible ethical disclosures in a confidential manner and can assist in improving the coaches performance by providing real-time feedback (Association of Coaching Supervisors, 2021). It was felt that the Supervisor Coaches would offer a great deal of benefit to coaches and would assist with both supervision, but also to ensure that the coaching process was not diluted over time.

In summary, whilst it is positive to see that Dyfed-Powys Police has a formal Coaching and Mentoring programme, with the use of internal and external coaches, along with a 'buddy' scheme for new employees, my conclusion from the research I have undertaken is that more could be done. There is a lack of promotion by the organisation to the benefits of coaching, which could be done via the use of anonymised case studies, detailing the benefit coaching has had on someone within the Force. This is something which has been raised with the Learning and Development Department to take forward. Evaluation is also a key areas which need further investigation as an organisation, which has been discussed with the Leadership Trainer and the Coach who was interviewed, as at present there is a lack of return on investment of the coaching provision in Dyfed-Powys Police. These are all areas where further work will be completed in the future, working in partnership with Learning and Development colleagues.

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Foreword

As your Chief Constable, I am very proud to lead the force and to serve our many diverse local communities.

I firmly believe that policing is a vocation and that, we, in Dyfed-Powys Police continue to strive to protect the public and deliver the very best service that we possibly can within the budget provided.

Leadership is not rank or role specific.

I believe that recruitment is the start of our journey to success and defines the future leaders that we appoint to join us in our efforts to protect the public. I would very much like Dyfed-Powys to be the employer of choice for individuals seeking a career in policing.

It is essential that we value our workforce, and all members of Dyfed-Powys Police will be treated fairly and with respect. They will be engaged, consulted, developed and empowered as leaders. I want every person working for Dyfed-Powys Police to feel a big part of the force and its future direction.

"I want every person working for Dyfed-Powys Police to feel a big part of the force and its future direction"

Many members of our workforce have told me that they often feel isolated and that their voice is not heard. Some members of our workforce do not feel engaged or valued and feel that our organisation doesn't care for them. This cannot and will not continue. I want our workforce to practice our force values and embrace the Code of Ethics and I also want to see a much-improved team ethos across Dyfed and Powys where we are routinely sharing ideas and concerns.

I want to encourage everyone to come up with new ideas and innovation to deliver our key priorities more efficiently and effectively. We need to work together and capitalise on our strengths to deliver our service based on care, values and engagement for the benefit of our workforce and our communities.

The College of Policing (with full support from Chief Constables) have developed a new Competency and Values Framework (CVF) and this is the ideal opportunity to introduce our new 'CALON' Leadership and Wellbeing Strategy, which is the product of much work and which has regard for the unique requirements of Dyfed-Powys Police.

I am very proud of the force and the people who work for Dyfed-Powys Police. We all have a part to play in delivering the best service possible to the public of Dyfed and Powys and ensuring that we create a great place to live and work.

Mark Collins
Chief Constable



How we work with each other, the public and our partners is important. Our mission vision and values reinforce this for us.



The competency values framework has been launched by the College of Policing guiding all of us in the behaviours for policing and what are expected of us in the service.

How we behave with each other, the public and our partners determines how good we are at providing our service.

The behaviours have been mapped through the Calon Leadership and Wellbeing Strategy and action plans. .

We are a very proud "Welsh Family Force" who will deliver excellence through the care, values and engagement of our people.

This document contains a summary of the Calon Leadership and Wellbeing Strategy.

The document outlines the following:

- What is CALON?
- Our Journey
- What is the purpose of a Leadership and Wellbeing Strategy?
- What does success look like for us?
- Our CALON Model

What is CALON?

- The word "CALON" means "heart" in the Welsh language and for that very reason it was chosen to symbolise our commitment as a force in putting care, values and engaging leadership at the heart of everything we do. A new 'CALON' Leadership and Wellbeing Vision has therefore been identified.

"Dyfed-Powys Police strives to continually deliver excellence through care, values and engagement"

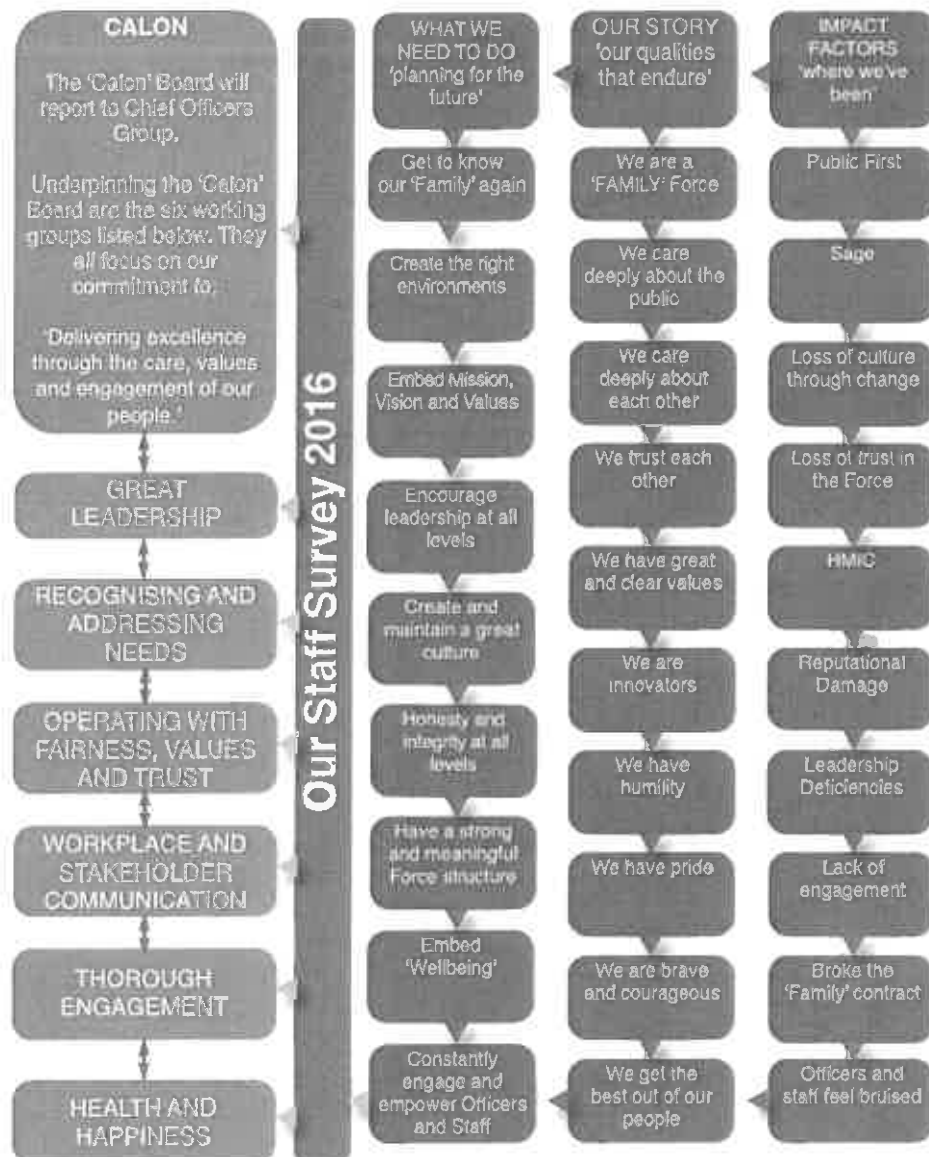
- Underpinning the CALON Leadership and Wellbeing Strategy are six distinct delivery plans. These will ensure we will be best positioned to meet future organisational challenges and foster the growth and development of others to succeed.
- The "GROWTH" strategic objectives are identified as follows:

Great Leadership
Recognising and Addressing Needs
Operating with Fairness, Values & Trust
Workplace & Stakeholder Communication
Thorough Engagement
Health and Happiness

- The six Growth objectives are underpinned by six delivery plans with nominated leads allocated to ensure delivery and roll-out.

Towards the future: Our Journey

In order to move forward, we recognise we need to step back. We will evaluate where we have been, what we have and together, determine where we will go next.



What is the purpose of the Leadership and Wellbeing Strategy?

The purpose is to enable leaders to “deliver excellence through the care, values and engagement of our people”.

With the support of all we will create the right environment, structures, processes and approaches to enable leaders to flourish. Supporting each other to be the best we can be and creating a high performance culture through its people.

There are six delivery plans underpinning the strategy these are:

Great Leadership; Recognising and addressing needs; Operating with fairness, trust and values; Workplace and stakeholder communication; Thorough engagement; Health and Happiness.

Empowering people means trusting them to make decisions and do things their way”

“The single most dignified thing you can do is just listen to someone” – Nancy Kilne

“Happy people live longer and are more productive people; realising you always have choices is the heart of being human”

How do we do this in Dyfed-Powys Police (DPP)?

The underpinning principles are based on the very best practices and Investors in People Principles.

They are:

- Use Evidence-based approaches: e.g. staff survey, HMIC review (Peel Inspection) Code of Ethics action plan, IIP action research, coaching and mentoring to name a few.
- DPP needs to now focus on behaviours, change the culture to empowerment and put people at the heart of everything we do.

“Lead well and people will follow”

“It doesn’t make sense to employ smart people and then tell them what to do; we employ smart people to tell us what to do” Steve Jobs

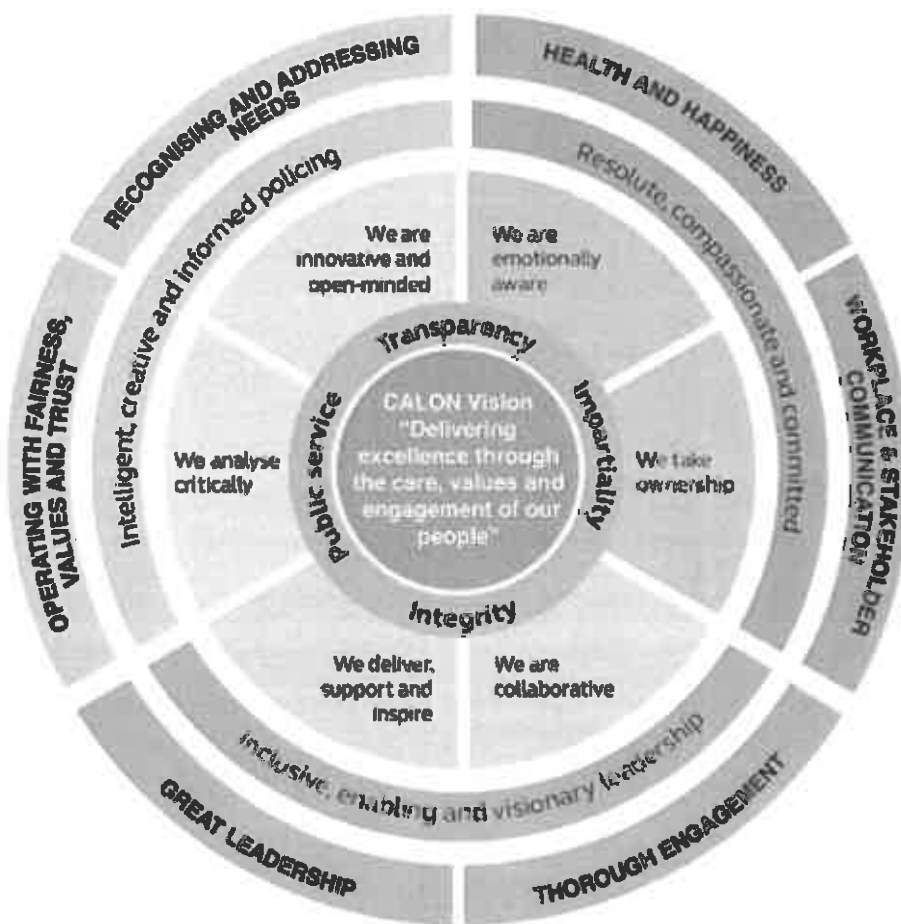
What does success look like over the next 4 years ?

Theme	Where are we now	What we will do	Success will be
Great Leadership	Loss of our culture through constant change	We need stability and clear direction. Leaders need to live the organisations values and behaviours	Empowering People
Recognising & Addressing Needs	We need to understand the skills of our staff and link that to our workforce plan.	We need to build capability. We need to ensure that staffs capabilities are actively managed and developed.	Building Capability.
Operating with Fairness, Values & Trust	Lack of trust in organisation and leaders	Leaders create a culture of openness and trust where people constantly behave in line with organisations values	Living the organisations values
Workplace Comms	No clear communication strategy for the force	Clear and consistent messages to all and in a timely and variety of methods	Increased trust
Through Engagement	People do not feel involved with the changes to the organisation	Changes are communicated before they are finalised so staff are involved and committed to the future success	Sustainable success
Health and Happiness	Wellbeing is recognised but needs to be part of leadership not just a function within the force	Leaders are engaged fully with their staff and support and encourage all.	Increased psychological wellbeing

Our CALON Model

With the 'CALON' Vision at the heart of all we do, we can confidently address the 3 key priorities identified by our Chief Constable, by implementing and demonstrating our leadership behaviours at every level. We can achieve GROWTH with a clear understanding of all that we stand by (our principles).

Dyfed-Powys Police GROWTH Model:





Rationale for selection

The leadership and wellbeing strategy relies on a behavioural shift towards care, values and engagement. Focusing on leadership to promote wellbeing is essential to this strategy. Great leadership and wellbeing practices support colleagues to understand and live the collaboratively defined behaviours, through good leadership, teamwork and engagement.

Our Current Situation

The historical focus of policing on response, uniform processes and action means there has been limited capacity and capability to understand and implement the very best people management approaches. This has been within both individuals and teams; and as a result it has also been seen in our systems, processes and approaches. We are committed to change.

Leadership Behaviours		
Level 1 - Practitioner	Level 2 - Supervisor and middle manager.	Level 3 - Senior manager and Executive
PC & equivalent police staff	Sergeant, Inspector & Chief Inspector & equivalent police staff	Superintendent, Chief Superintendent & Chief Officer Team & equivalent police staff
Identify & address skills gaps	Identify & fast-track own and others development needs	Provide clarity when communicating direction and priorities for the organisation
Team-working, embrace values and Code of Ethics and respect difference	Engage, motivate and empower others	Ensure that everyone has a tailored development plan with defined personal objectives
Support others with their development needs	Role model - demonstrate values-based leadership and promote inclusivity as part of creating a team ethos	Embed the values and Code of Ethics across the organisation
Make informed and courageous decisions	Care for and support your team. Engage and get to know the needs of the team	Deliver and embed the 'CALON' Leadership and Wellbeing Strategy
Provide new ideas and innovation to improve efficiency and effectiveness	Coach and mentor others and create opportunities to aid development	Foster a coaching and mentoring culture across the whole organisation
Regularly seek feedback to aid continuous development	Reward and recognise positive contribution including new ideas and innovation	Create the environment for new ideas, creativity and innovation

We will:

- 1. Improve the measurement and management of our demands and resources**
- 2. Ensure the structure, promotion processes and performance monitoring of the organisation meet the challenges we face in 21st Century and that our Calon behaviours of care, value and engagement are embedded.**
- 3. Promote workforce Autonomy and Independence of Judgement**
- 4. Identify and develop talent to ensure that the right people are in the right posts at the right time;**
- 5. Scope our future capability workforce requirements, and develop an enhanced plan to meet these requirements over the next 2, 5 and 10 years.**
- 6. Provide flexibility and support to enable our workforce to take ownership of their career development.**
- 7. Deliver enhanced development interventions, ensuring fairness of opportunity.**
- 8. Deliver interventions that assist the decision making and ownership of our workforce.**
- 9. Develop an enhanced strategy for recognition and reward at all levels.**
- 10. Ensure we have a representative workforce with the right skills, powers and experience necessary for the changing profile and priorities in policing.**

RECOGNISING AND ADDRESSING NEEDS



Rationale for selection

A workforce requires the effective skills, behaviours, resources and work environment in order to perform effectively. The careful assessment and delivery of these needs is vital

Our Current Situation

The 2016 Force Calon Survey identified the need to improve the behavioural skills of our leaders, the work environment and the management of demands. We have targeted engagement with diverse groups of our workforce ensuring we are able to measure the different opinions and perceptions to identify any issues for us as a Force. We have commenced work on the demand management of structures and we have a detailed workforce plan for submission for 2017-2025. An Estates review and plan has been undertaken and the publication of the National Police Chief's Council Policing Vision 2025 gives clear direction of commitment to policing and transformation.

Leadership Behaviours		
Level 1 - Practitioner	Level 2 - Supervisor and middle manager.	Level 3 - Senior manager and Executive
PC & equivalent police staff	Sergeant, Inspector & Chief Inspector & equivalent police staff	Superintendent, Chief Superintendent & Chief Officer Team & equivalent police staff
Prioritise workload against the Chief Constables priorities	Ensuring everyone understands and delivers the Chief Constables priorities	Set direction and communicate Chief Constables priorities
Engender a team spirit and "be there" to support your team colleagues	Implement the 'CALON' delivery plan	Develop and deliver the 'CALON' Leadership and Wellbeing Strategy
Take personal ownership for own development and future career needs and aspirations	Ensure team skills profiles are created, updated and that skills gaps are identified and addressed	Ensure a training and development programme is in place to address skills and confidence gaps
Taking ownership and responsibility and making decisions in line with the National Decision Making Model	Embed a culture of ownership and responsibility where staff are empowered to make decisions using the National Decision Making Model	Foster a culture of "everyone is a leader" across the whole organisation
Practising the Values and Code of Ethics when considering others different needs and perspectives	Creating an environment whereby feedback is routinely used to identify needs and receive healthy challenge	Deliver a representative workforce, which meets the diverse needs of communities and modern day policing

We will:

- 1. Improve the measurement and management of our demands and resources**
- 2. Ensure the structure, promotion processes and performance monitoring of the organisation meet the challenges we face in 21st Century and that our Calon behaviours of care, value and engagement are embedded.**
- 3. Promote workforce Autonomy and Independence of Judgement**
- 4. Identify and develop talent to ensure that the right people are in the right posts at the right time;**
- 5. Scope our future capability workforce requirements, and develop an enhanced plan to meet these requirements over the next 2, 5 and 10 years.**
- 6. Provide flexibility and support to enable our workforce to take ownership of their career development.**
- 7. Deliver enhanced development interventions, ensuring fairness of opportunity.**
- 8. Deliver interventions that assist the decision making and ownership of our workforce.**
- 9. Develop an enhanced strategy for recognition and reward at all levels.**
- 10. Ensure we have a representative workforce with the right skills, powers and experience necessary for the changing profile and priorities in policing**



Rationale for selection

Organisations and values are inseparable. Values inspire trust, trust builds relationships and relationships drive growth. We must adopt an evidence base when setting standards and making decisions and ensure that equality principles and ethical frameworks such as the Code of Ethics nine policing principles are used to guide us. Above all we need to operate with fairness, justness, equal opportunities and non-discrimination and ensure that the vision, mission and values of Dyfed-Powys Police are embedded.

Our Current Situation

We have relaunched our vision, mission and values and ensured that all staff are fully informed. We have updated our Strategic Equality Plan and our code of ethics nine policing principles are being integrated into all that we do. We have a proactive code of ethics committee and close links with the Superintendents Association, Police Federation and Unison. A lesson's learnt committee reviews Professional Standards and People Processes and we discuss transformational issues and the embedding of fairness, trust and values at our People Board.

Leadership Behaviours		
Level 1 - Practitioner	Level 2 - Supervisor and middle manager.	Level 3 - Senior manager and Executive
PC & equivalent police staff	Sergeant, Inspector & Chief Inspector & equivalent police staff	Superintendent, Chief Superintendent & Chief Officer Team & equivalent police staff
Demonstrate high personal standards and embrace the Code of Ethics	Role model demonstrating values based leadership	Ensure the Code of Ethics and Values are fully embedded
Strong public focus displaying honesty, integrity, impartiality openness and honesty	Embedding the Code of Ethics across all teams	Deliver the equality strategy ensuring a representative workforce and one that embraces difference
Value, support and care for all team members	Demonstrate caring and engaging leadership, taking overall responsibility for the team	Role model - Do what you say, practice the force values and recognise the value of engaging the workforce in future direction and key decision making
Challenge inappropriate or discriminatory behaviour	Intervene and deal robustly with inappropriate and discriminatory behaviour	"Walk the walk" - be accessible, visible and engage the whole workforce
Respect the different needs of colleagues and communities and see others perspectives	Foster a culture of reflection, feedback and continuous learning and improvement	Create a culture of continuous learning and development and ensure a proportionate response where mistakes are found to have been made
Be reflective, self-aware and seek regular feedback to consider your own performance and your impact on others	"Walk the Walk" to engage with teams and verify that strategic direction is understood and being implemented	Encourage feedback on personal performance and decision making

We will:

- 1. Continue to build a culture which values difference, openness and transparency, underpinned by the shared values and behaviours as set out in the Police Service Code of Ethics.**
- 2. Embed our values and Code of Ethics into all local and national selection processes (LR 3) and adopt the Competency Values Framework for Policing (2017).**
- 3. Improve our workforce understanding and use of the mission, vision and values.**
- 4. Remove the stigma of mental health and promote mental health equality and support.**
- 5. Reduce the impact of psychological harm to our workforce from internal Professional Standards (PSD) investigations and disciplinary matters.**
- 6. Adopt behaviours that promote staff feeling valued and cared for by the organisation.**
- 7. Ensure as leaders we give clear direction and outline expectations to those who work within Dyfed-Powys.**
- 8. Encourage staff to be innovative, open minded, inquisitive and outward looking with the confidence to challenge.**
- 9. Seek to understand how well we are performing, both as individuals and teams, and seek to continuously improve.**
- 10. Expect staff to take ownership and empower them to do the right thing.**
- 11. Reduce barriers to early reporting of allegations of discrimination or bullying and auditing reported cases to identify trends and learning the lessons.**



Rationale for selection

Effective leadership and wellbeing requires two-way commitment and communication between an organisation and its members. Communication includes both formal communication of messages but also a much wider definition including **interpersonal communications, coaching conversations and the promotion of a coaching culture.**

Our Current Situation

The need for improved methods of communication, particularly during a period of change was highlighted within the 2016 force survey along with improvements to the interpersonal communication between our workforce and its leaders. We have recently launched a new corporate communications strategy and new communication methods are being developed. The coaching model is a key area of our leadership focus and we have an established network of organisational coaches.

Leadership Behaviours		
Level 1 - Practitioner	Level 2 - Supervisor and middle manager.	Level 3 - Senior manager and Executive
PC & equivalent police staff	Sergeant, Inspector & Chief Inspector & equivalent police staff	Superintendent, Chief Superintendent & Chief Officer Team & equivalent police staff
Take time to understand the Chief Constables directions and priorities	Ensure that everyone knows what is expected of them and the standards required	Promote a culture of "coaching communication"
Understand and comply with the Code of Ethics	Communicate and promote advisory and support services	Communicate direction and key messages in a way that the workforce can understand
Speak up on matters that concern you or any ideas you may have to improve the force	"Walk the walk" to engage the workforce and to deliver key messages	Direct and deliver a workforce engagement strategy
Provide support and mentoring to colleagues who lack confidence or require development	Proactively communicate positive work making best use of modern technology and communication platforms	Foster a culture of two-way feedback to deliver effective change and to ensure organisational learning
Be proactive in seeking out information and direction which will make you more effective in your role	Be proud to work for Dyfed-Powys Police and demonstrate pride when engaging with colleagues, partners and the public	"Walk the walk" to ensure that key messages are being disseminated and understood
Be reflective, self-aware and seek regular feedback to consider your own performance and your impact on others	"Walk the Walk" to engage with teams and verify that strategic direction is understood and being implemented	Encourage feedback on personal performance and decision making

We will:

- 1. Promote a culture of "coaching communications" that will be the predominant communication style within our organisation.**
- 2. Promote the new Leadership and Wellbeing Model, "Calon", fully within the Force.**
- 3. Develop and implement a communication plan to promote support services and disseminate wellbeing information.**
- 4. Develop a method of actively sharing ideas, good practice and engaging with our workforce that breaks down barriers and encourages creativity and engagement.**
- 5. Introduce a simple, non-threatening feedback tool that can be routinely used to capture feedback between leadership and its workforce extending to line managers, staff and specialist roles.**
- 6. Ensure that, at a minimum, monthly, quality two-way communications are undertaken between leaders and their staff. Improved access to communications technology to support this in remote geographical areas will be a priority.**
- 7. Develop an enhanced process specifically to communicate change and check and test the approach using staff feedback.**
- 8. Increase access to coaching, particularly at practitioner and first line supervisor level and ensure all first line managers achieve a minimum standard of coaching ability with funding and support given to those interested to further develop this area.**



Rationale for selection

Engaged organisations have strong and authentic values, with clear evidence of trust and fairness based on mutual respect, where two-way promises and commitments between employers and employees are understood and fulfilled. We deliver, support and Inspire and we understand the vision for Dyfed-Powys Police to role model our values on a daily-basis. Manager behaviour is vital for sustainable engagement. This means creating the right climate for staff to undertake their role and to do this to the best of their ability. Engagement alone is not enough

Wellbeing +Engagement = Sustainability.

Our Current Situation

The police service is transforming the way it delivers policing and must inspire all to develop the flexibility, capability and inclusivity required to adapt to change. Our recent staff survey captured honest and practical ideas and feedback that we will embed into our Calon action plans and our Investors in People assessment outlined the need for us to invest in staff so they can fully embrace this change.

We are committed to developing and implementing the technological solutions to enhance engagement within our workforce and our communities and to remove any barriers that inhibit voice and inclusivity. Our Staff Associations fully represent the workforce but we need to increase interpersonal and wider organisational engagement.

Leadership Behaviours		
Level 1 - Practitioner	Level 2 - Supervisor and middle manager.	Level 3 - Senior manager and Executive
PC & equivalent police staff	Sergeant, Inspector & Chief Inspector & equivalent police staff	Superintendent, Chief Superintendent & Chief Officer Team & equivalent police staff
Advocacy - speak positively about the force to improve public confidence	Implement the force engagement strategy	Develop and deliver the organisational engagement strategy
Provide suggestions to make the force more efficient and effective	Listen to and act on any concerns or new ideas and innovation	Promote a culture of participation, innovation and togetherness
Provide feedback to line managers to help improve the organisation	Facilitate an environment where two-way feedback is the norm	Create a communication channel for all and act on new ideas and concerns
Challenge where you have any concerns about the force or its future direction	"Walk the walk" to discuss key issues with the workforce and identify any barriers to delivering the vision of the organisation	Demonstrate pride in the force and its people and celebrate success
Facilitate team discussions about needs and concerns and feedback to line managers	Engage with senior leaders and identify ideas and concerns to further improve the force	Involve the whole workforce in key decisions

We will

- 1. Ensure that we encourage innovation and forward thinking by rewarding both success and participation and develop a process that widens access to this reward.**
- 2. Act on what our workforce are telling us and promptly respond to their ideas and concerns.**
- 3. Be authentic when engaging with our staff and follow through with our commitments.**
- 4. Increase pride and engagement of our workforce by leading the way and encouraging innovation.**
- 5. Ensure that when decisions are made about issues concerning working practices we ask for opinions from our workforce.**
- 6. Promote greater engagement between departments within the Force.**
- 7. Develop a process that facilitates engagement and feedback but that also specifically meets the needs of front line staff to ensure they are able to increase their voice and participation in decision making.**
- 8. Develop ways to increase job satisfaction and feedback and ensure that we harness the full capabilities of our workforce.**
- 9. Ensure that the promotion of wellbeing and engagement are intrinsic to our measurement of management performance so that we build an environment where our workforce look forward to going to work.**



Rationale for selection

Good work is important for physical and psychological wellbeing. Employers who adopt healthy working practices will have a happy, healthy and more productive workforce.

Whilst the health of every individual is their responsibility, Dyfed-Powys Police aims to promote a positive and healthy workplace that supports and empowers staff to make healthy choices. This means highlighting and minimising harmful working practices and promoting and implementing approaches that support good health.

Our Current Situation

Dyfed-Powys Police has been recognised by the HMIC (2016) as having a good "in house" Occupational Health Service, delivering a comprehensive range of support services and health promotion events. The Force continues to improve its understanding of physical and psychological health strategies and we have a long-standing wellbeing group and wellbeing champions. The 'CALON' survey captured a comprehensive list of staff suggestions that impact on health and where possible they will each be considered for implementation. However, there is a disconnect between ownership of the wider organisation for the promotion of health and happiness. Going forward we will adopt a more proactive approach to the prevention of ill health where promoting health and happiness will be specific line manager objectives and wellbeing a standing agenda with our workforce.

Leadership Behaviours		
Level 1 - Practitioner	Level 2 - Supervisor and middle manager.	Level 3 - Senior manager and Executive
PC & equivalent police staff	Sergeant, Inspector & Chief Inspector & equivalent police staff	Superintendent, Chief Superintendent & Chief Officer Team & equivalent police staff
Be a 'happy and healthy' role model	Be a 'happy and healthy' role model	Be a 'happy and healthy' role model
Support team members to be physically active	Encourage use of facilities provided	Provide facilities to encourage healthy living
Report upwards on positive work by colleagues	Encourage use of available support services	Provide advisory and support services to promote health and happiness
Signpost facilities to others to ensure maximum use	Encourage new ideas to improve health and happiness in the workplace	Motivate the workforce with reward and recognition schemes
Signpost advisory and support services for colleagues in need	Motivate the team through reward and recognition and creating new opportunities	Celebrate success and recognise everyone's contribution

We will:

- 1. Ensure a comprehensive, advisory, and support service, is available to the workforce.**
- 2. Ensure that priorities around health and work are assessed and reviewed.**
- 3. Review the Caion annual survey staff suggestions that impact on health and happiness with a view to implementing all practical suggestions that can be reasonably rolled out. We will also scope the requirements for more comprehensive interventions so they can be included in future planning.**
- 4. Review information on staff wellbeing to improve our policies and procedures that impact on wellbeing.**
- 5. Promote a community feel within the organisation (One DPP).**
- 6. Encourage and support increased physical activity of our workforce to promote the overall wellbeing of staff.**
- 7. Implement strategies to increase the resilience of our staff and facilitate awareness and support of health issues.**
- 8. Closely monitor psychological health and prioritise support and interventions that support our staff and maintain and enhance our Mindful Employer and mental health action plan.**
- 9. Adopt best practice and aim to lead the way in the promotion of Wellbeing. We will follow the guidance laid out in the current national Wellbeing Charters and, when available, will sign up to the police specific Wellbeing Charter being developed for policing. In doing so, we will strive to meet a standard of excellence.**
- 10. Enhance the role of our of health and wellbeing champions to become more autonomous and introduce a local reporting line on this issue to Chief Inspector/ Superintendent level so that wellbeing issues and suggestions are picked up and that senior management actively drive this area of importance.**



OUR SIX CALON G.R.O.W.T.H. STRATEGIC OBJECTIVES WILL DRIVE OUR CONTINUED DEVELOPMENT AND GROWTH

GREAT LEADERSHIP



RECOGNISING AND ADDRESSING NEEDS



OPERATING WITH FAIRNESS, VALUES AND TRUST



WORKPLACE AND STAKEHOLDER COMMUNICATION



THOROUGH ENGAGEMENT



HEALTH AND HAPPINESS





Leadership Development Prospectus





Foreword from the Chief Constable

I am passionate about your development as we are all leaders and responsible for delivering a first class service to the public.

The purpose of this prospectus is to provide you with an easy route to personal and professional development opportunities. You can navigate through the prospectus to find what opportunities will support you in achieving your potential.

This prospectus compliments the 'CALON' Leadership and Wellbeing Strategy by encouraging Leadership to prosper at all levels. You will find within this prospectus the Leadership development plan on a page, which is an easy way to see how we plan to deliver on this commitment.

A handwritten signature in black ink, appearing to read 'M. Collins'.

Mark Collins
Chief Constable



VISION

To develop the best leaders to serve the communities of Dyfed-Powys Police.

BUSINESS OUTCOMES



Llywio

Direct Entry

Fast Track

Towards
Diversity

Coaching and
Mentoring

Doing the basics
brilliantly course

Senior
Leaders

TRANSFORMATIONAL LEADERSHIP

CAPABILITIES



Training Department

- Leadership trainer and Coordinator

Skills Identification

- Supporting staff development
- Clear career pathways

Knowledge Base

- Access to online resources
- Online tools and applications that support local and national practice

Partnerships

- Private sector
- Academia
- Government agencies

DELIVERY ASSETS



Organisational

- Workforce Plan
- Leadership Development Group
- Academic funding
- OPCC

Human

- USW
- UWTSD
- IT
- Corporate Comms
- HR and Recruitment
- Leadership trainers

Information

- Academi Wales
- National Policing Library
- Apprentice opportunities
- HMICFRS
- Coaching and Mentoring
- COP Leadership programme and Recognition of prior learning

EXTERNAL OPPORTUNITIES

Direct Entry

A College of Policing scheme which allows talented candidates to enter the police service at Inspector or Superintendent level.

Entry involves an application form, sift and interview by the recruiting force.

Successful candidates then attend the assessment centre with the College of Policing.

For more information contact Karyn Howells or click <https://leadbeyond.police.uk/>

Senior Leaders Hub

The Senior Leaders Hub is a resource provided by the College of Policing and provides police staff and officers with bespoke courses for improving personal effectiveness, leadership and performance.

Visit their website for more information

<https://www.college.police.uk/What-we-do/Development/Senior-Leaders-Hub/Pages/senior-leaders-hub.aspx>

The Hub includes the Aspire leadership development programme

<https://www.college.police.uk/What-we-do/Development/Senior-Leaders-Hub/Progression/Pages/aspire.aspx>

which aims to provide tools, skills, knowledge and confidence to aspiring future leaders who are currently under represented in the service.

To request Senior Leaders opportunities, click [here](#)

Academi Wales

Academi Wales offer excellent opportunities to learn from other services across Wales while also improving your personal effectiveness, leadership and performance.

Visit their website for more information <https://academiwales.gov.wales/>

To request Academi Wales opportunities, click [here](#)

360° Feedback

Belbin

Belbin is an accessible, rich, people-positive tool which promotes authentic leadership, helping leaders towards an honest assessment of their strengths and shortcomings. Armed with an understanding of their own behaviours, leaders can learn how best to adapt their leadership style to the working environment within their organisation to ensure a positive impact on those they lead. Belbin is much more than a feedback tool, it has a range of reports which help individuals not only increase their self-awareness but also supports their ongoing development.

To request Belbin 360 feedback click [here](#)





INTERNAL OPPORTUNITIES

Fast Track

A College of Policing scheme which fast tracks officers from Constable to Inspector in two years.

Entry to the scheme is via an internal application and interview, followed by an assessment centre with the College of Policing.

There is a familiarisation event annually in January, with the application process opening in September.

For more information contact: Karyn Howells or click <https://recruit.college.police.uk/Officer/leadership-programmes/Fast-Track-Programme/Fast-Track-Internal/Pages/Fast-Track-Internal.aspx>

Doing the basics brilliantly - Constable, Supervisors and Managers Course

Designed for new and existing Sergeants, Police staff supervisors, Inspectors and Police Staff Manager to provide them with the skills they need to undertake their role.

For more information contact Donna Thomas and Rob Gravelle

#HeForShe

#HeForShe is a campaign for the advancement of gender equality which was initiated by the United Nations.

Its goal is to achieve equality by encouraging all genders to be agents of change and take action against negative stereotypes and behaviors. Workshop opportunities are promoted as they become available.

The force lead is Detective Chief Superintendent Steve Cockwell.

Academic and Apprentice Development

We are committed to providing staff the best opportunities for development and advancement through academic and apprentice opportunities.

Anyone who wants to request organisational support for academic studies or apprentice opportunities can submit an application to Jane James. A panel will then consider the request.

Apprenticeship Request.

Academic Study Request.

Work based learning opportunities at:

University of Wales Trinity Saint David <https://uwtsd.ac.uk/wappar/>

University of South Wales <https://www.southwales.ac.uk/degree-apprenticeships/apprenticeships-employers/>

Coaching and Mentoring

Coaching

Coaching is the art of facilitating another person's learning, development and performance.

Through coaching, people are able to find their own solutions, develop their own skills and change behaviours and attitudes. Coaching is an ongoing process designed to help employees gain greater competence and overcome barriers to improve performance and achieve personal goals.

A Coach does not need direct experience of individual's occupational role.

To request a Coach, [click here](#).

Mentoring

Mentoring is the long term passing on of support, guidance and advice. In the workplace, it has been described as a relationship in which a more experienced colleague uses their greater knowledge and understanding of the work, or workplace, to support the development of a more junior or inexperienced member of staff. It's also a form of apprentice, whereby an inexperienced learner learns the "tricks of the trade" from an experienced colleague.

A Mentor does need direct experience of the individual's occupational role. A Mentor should be sourced local level by the individual.





Transformational Leadership

The Transformational Leadership Programme is a mandatory five-day course that equips all supervisors and managers with the knowledge, skills and confidence to coach and guide cultural change. It aims to foster a leadership and wellbeing approach across all levels of the organisation and is being rolled out to all supervisors and managers. Contact Heather Scanlon and Donna Fernandez for more information.

Shadowing

An opportunity to spend time with senior staff and officers to gain an insight in to their role.

This can be considered by staff and officers who want exposure to a different area of work or senior leadership.

To request a shadowing opportunity [click here](#).

Llywio

Dyfed-Powys Police's Career Development Scheme. Llywio aims to provide a structured approach to identifying and developing officers and staff with high potential, and to steer their career development and progression over two years.

The scheme is open to officers and staff from all levels and offers opportunities for personal and lateral development. Staff can be nominated by a manager or other sponsor in the organisation (e.g. a coach or mentor), or self-nomination (if supported).

Opportunities are promoted as they become available.

Springboard Personal Development Programme

A tried and tested women's development programme delivered over a series of four workshops. Springboard consists of five simple yet powerful ingredients:

- A workbook
- Four one-day workshops
- The provision of real, relevant and inspiring role models
- The encouragement of effective networks within the group

Participants work on valuing their skills, building on their strengths and conquering their weaknesses.

Benefits to managers/departments/organisation include:

- Increased staff motivation, focus and confidence.
- Enthusiasm to take on more responsibility
- Improved communication skills and problem solving

The Springboard Women's Development Programme is designed for women from all backgrounds, ages and stages of their lives. Although the programme was initially written and developed for women in non-management grades, women from all levels, including management, have participated in the programme to the benefit of their personal and career development.

For more information, please contact Heather Scanlon and Donna Fernandez.



Dyfed-Powys Coaching & Mentoring Agreement

This agreement outlines the main objectives of the Coaching, and Mentoring relationship, and should be discussed and completed at the first meeting.

Coach/Mentor's Details

Name:

Job title:

Tel no:

Participant's Details

Name:

Force No:

Job title:

Tel no:

It is the responsibility of both parties to sign this agreement to ensure mutual understanding of the basis of the relationship, roles and responsibilities.

As a Coach or Mentor I will:

- Commit to an open honest coaching/mentoring relationship;
- Be a partner in bringing out the best in you;
- Provide encouragement and support in environment where we can explore;
- Respect your confidentiality as stated in this agreement;
- Promote the discovery of new personal insights;
- Give you feedback to assist promote your development;
- Help settle into your new role and/or responsibility;
- Resettle into the organisation (as appropriate);
- Listen carefully to you and ask questions to provoke self-awareness and professional / personal development;
- Be a resource for you;
- Make our time together a priority.

As a Participant I agree to:

- Commit to an open honest coaching/mentoring/buddying relationship;
- Be punctual for each session;
- Fully and actively participate in the discussions;
- Prepare for each session;
- Commit to goals and carry out actions;
- Commit to self-development and improved, sustained performance;
- Experiment with new approaches, practice new behaviours;
- Be open to feedback and ideas;
- Be fully responsible for my choices and actions;
- Make our time together a priority;
- Provide feedback and participate in evaluation activity regarding the Coaching and Mentoring Scheme.

Confidentiality

All information supplied in this agreement and during the coaching or mentoring relationship will remain strictly confidential. However, if any breach of the Misconduct Regulations or Police Staff Capability & Conduct Procedure are disclosed, or what is stated gives cause for concern for an individual's wellbeing, the coach or mentor will be duty bound to report this matter to the Scheme Co-ordinator.

Meetings

We have agreed to meet every four to six week(s) for one session. We have agreed that One to Two hrs is a suitable length for our sessions. It is our joint responsibility to agree the scheduling of these sessions.

Our first session will be on:

Date: Time:

Venue:

If for any reason a session is cancelled we will arrange to meet again at a mutually convenient time. If sessions are being cancelled regularly then the Coach/Mentor may consider ending the relationship.

Additional support

If additional support is required, for example between scheduled sessions, then the coach/mentor may be available to answer telephone calls or emails within reason. The scope of this 'additional support' needs to be agreed during this initial 'agreement setting process'.

Termination/Exiting the Scheme

Either party can request a termination of the agreement if there is a breakdown in the coaching/mentoring relationship, inadequate commitment to the process or lack of progress being made. The coaching/mentoring relationship will conclude at the end of the agreed number of sessions or when both parties feel objectives have been met.

I have read and agree this agreement

Signed:

Coach/Mentor

Date:

Participant:

Date:

Coaching Checklist

-  **Mutually agreed date/meeting place**
-  **Refreshments**
-  **Coaching Contract**
-  **Previous notes (if any)**
-  **OSCAR template**
-  **Relevant tools (e.g. performance wheel, belief cycle, diagnostic questionnaires)**
-  **Record of Coaching Hours form**

INDUCTION CHECKLIST AND PROBATIONARY PERIOD ASSESSMENT

1. It is the responsibility of line management and the new starter to ensure the induction process and probationary performance assessments detailed in this document are completed fully and within the timescales specified.
2. **The employment of a new starter will not be confirmed until the specified probationary period has been successfully completed.** Any issues arising that may prevent the successful completion of the probationary period must be brought to the attention of the People Services, Attendance & Performance Management Team at the earliest opportunity.
3. This form should be retained and updated by the line manager until the completion of the probationary period. When complete it must be returned to the Business Support Unit HR / Payroll Section.

Name:		Start Date:	
Post Title:		Pay Reference:	
Status:	Permanent ☐ Temporary ☐	Department:	

	Completed (✓)	Date
Introduction to:		
Manager (specify name):		
Team:		
Assign Workplace buddy (specify name):		
Senior Management:		
Explain Department Structure and departmental functions		
Conduct tour of building		
Confirmation of Pre-employment Learning		
The new employee has been tasked with viewing Induction information and completing NCALT learning prior to commencing employment. The line manager must check these tasks have been completed on the first day of employment so that a baseline of knowledge and understanding can be confirmed. For the Ncalt modules a certificate of completion must be provided by the new employee and this requirement is confirmed to the employee prior to joining.		
Introduction to Health and Safety Training Video		
Data Protection Training Video (course code DataVid1)		
Fire Safety e-learning		
The new employee will also be required to complete the below NCALT learning within six months of being appointed. The line manager must check these tasks have been completed so that a baseline of knowledge and understanding can be confirmed. Certificate of completion must be provided by the new employee..		
Managing Information: Non-Operational (for Police Staff) OR Managing Information: Operational (for Police Officers and certain Police Staff such as FCC role)		
Manual Handling e-learning		

Display Screen Equipment (DSE) e-learning		
Stress Management for Employees E-Learning		
Equality Act 2010: An Introduction		
Workplace Support		
National Decision Model for Policing		
Electrical Safety Training Video		
ECDL Module 1 - Security for IT Users (2010)		
ECDL Module 2 - IT User Fundamentals (2010)		
ECDL Module 8 - Improving Productivity Using IT Skills (2010)		
Welfare, Health and Safety		
Provide briefing on welfare arrangements, refreshment facilities, toilets, first aid equipment and identity of qualified first aiders		
Explain fire drill and evacuation procedures including details of assembly points		
Explain accident and sickness reporting procedures		
Explain hazards specific to job, if applicable (detail hazards referred to):		
Issue necessary safety equipment and operating instructions, if applicable (detail equipment and instructions provided):		
Provide / arrange initial training (detail training provided / arranged):		
If a Display Screen Equipment User – Provide <u>Display Screen Equipment Guidance</u> from the Health and Safety Intranet site.		
Security, Data Protection & Confidentiality		
Explain implications and importance of confidentiality, information security and data protection		
Confirm the Data Protection Act 2018 Declaration has been read, understood, signed and returned		
Confirm Official Secrets Act 1989 has been read and understood		
Explain Building Security rules		
Explain policy on the wearing of Force Identification		
Workplace Standards, Responsibilities & Requirements		
Explain <u>Standards of Professional Behaviour</u> expected of staff		
Explain requirements of the <u>Uniform and Standards of Appearance Policy</u>		
Highlight the No Smoking Policy <u>No Smoking Policy</u>		
Highlight guidance on: <u>Internet & Social Media Usage</u> Facebook Guidance  Facebook Guidance for Staff.doc		
Highlight <u>Welsh Language Scheme</u> requirements		

Please discuss Dyfed-Powys Police's Level 1 Welsh Language ability requirements with the member of staff. If they have no Welsh Language ability direct them to the learning methods and explain to them that they have 6 months to reach level 1. Welsh Language Levels can be found here  All Wales Welsh Language Levels To register to undertake a Welsh Language course to improve your Welsh to level 1, please follow this link: Click here for Welsh course		
Remind staff of the requirement to notify the vetting team of changes in Personal Circumstances. <u>Change In Personal Circumstances Form</u>		
Housekeeping		
Arrange for the issuing of an ID card by the Business Support Unit - Supplies		
Arrange for access to necessary IT systems (http://dppl/sites/?siteID=65&pageInstanceId=66047&pageID=97)		
Arrange the purchase of the relevant Building Entry Card – via IS&T Intranet Site		
Explain Welfare Fund, Union Representation, Force Lottery, Sports Association		
Explain time and length of breaks/working hours/flexible working		
Explain annual leave procedures		
Explain car parking policy & arrange for the issuing of parking pass through SCC Reception		
Explain necessity to enter personal sensitive information onto MyTrent via link: http://trentliveapp/tlive_ess/ess/index.html#/login		
Identified Learning/Development Needs		
Detail further learning/development needs identified during the Initial Induction and record arrangements made to meet these needs:		

I agree that all the items above have been explained to me.

Inductee

Date

Line Manager.....

Date

Section B

Date

TO BE COMPLETED AFTER 2 WEEKS (OR IF ISSUES ARISE SOONER) BY FIRST LINE MANAGER
WITH REFERENCE TO ROLE PROFILE

General Observations:**Training Needs Identified:**

Line Manager..... Date

INDUCTEE COMMENTS :

Inductee Date

Section C

Date

TO BE COMPLETED AFTER 3 MONTHS (OR IF ISSUES ARISE SOONER) BY FIRST LINE MANAGER WITH REFERENCE TO ROLE PROFILE (any concerns should be brought to the attention of the Performance and Attendance Management Team)

Copy of form to be sent to the HR Business Support Unit

General Observations

Training Needs Identified:

Line Manager.....

Date

INDUCTEE COMMENTS:

Inductee

Date

Section D

Date

TO BE COMPLETED AT THE END OF THE PROBATIONARY PERIOD (usually 6 months but may be extended following consultation with the Performance and Attendance Management Team)

General Observations

Training Needs

Line Manager.....

Date

INDUCTEE COMMENTS

Inductee

Date

SECTION E (completion required for Permanent Staff Only)

Recommended Appointment confirmed

Yes	No

Line Manager Date.....

PRINT NAME:

When complete forward this form along with all Ncalt certificates to the Business Support Unit HR / Payroll Section, Police Headquarters, Carmarthen.

Office Use Only

Date completed form received:

Appointment confirmation letter sent: ☐

Date:

Form uploaded to personal record: ☐

Date:

The OSCAR Coaching Model

Outcome (Your Destination)	• What is your long term outcome? • What would success look like? • What would you like to achieve from today's session? (This is where you clarify the outcomes around any given situation)
Situation (Your starting point)	• What is the current situation? • What's actually happening? (This is where you get clarity around where you are right now)
Choices and Consequences (Your route options)	• What choices do you have? • What are the consequences of each choice? • Which choices have the best consequences? (This is where you increase awareness about the consequences of each choice)
Actions (Your detailed Plan)	• What actions will you take? • What will you do next? • When will you do it, with whom? • On a scale of 1 to 10 how willing are you to take those actions? (This is where you take responsibility for your own action plan)
Review (Making sure your on track)	• What steps will you take to review your progress? • When are we going to get together to review progress? • Have the actions been taken? • Have the actions moved you towards your outcome? If not, what corrective action needs to be taken? (This is where you continually check that you are on course)

Giving Feedback

(Adapted from Chartered Management Institute)

1. Prepare for the feedback session

Preparation for any feedback encounter is crucial. You need to think about the outcomes you want, *what* you are going to say and *how* you are going to say it. You need to consider *where* you are going to give the feedback and ensure you have allowed yourself sufficient time. You shouldn't rush it.

Your objectives should be:

- ownership of the feedback by the recipient
- a commitment to change where desired
- co-creation and agreement of an action plan for implementation after the feedback session.

The feedback conversation should be a participative exercise where everything that is said will be viewed as helpful and developmental. This means that the feedback should be carried out in a relaxed atmosphere, unhurried, free from tension and characterised by openness and honesty. Statements which are judgmental, accusing and patronising will immediately encounter resistance. This in turn is likely to lead to defensive behaviours, with the objectives of the interview not being achieved. Side by side, alongside a table, or across the corner of a table is often a good setting, especially when a visual portrayal is needed. A private and confidential setting is vital.

2. Focus on communication skills

Any communication must involve a minimum of two people – the sender and the receiver. As the person giving the feedback, you should remember that while you should aim to be talking for only about 20% of the time, you are communicating as both the sender *and* receiver so you need to consider the communication process from both perspectives.

As the initial sender (or giver) of feedback, try to avoid misunderstandings by:

a) Working at sending clear, unambiguous messages.

Think about your use of words and the logic of the message; whether it is pitched at the appropriate level; your questioning technique; and your body language.

b) Checking that the message has been understood as it was intended to be.

Ask the recipient of feedback to summarise what you have said. Listen to what they are saying, and watch how they respond.

As the receiver, try to avoid misunderstandings by:

1. Actively listening to what has been said
2. Observing any non-verbal behaviour
3. Asking for clarification of any unclear verbal or non-verbal messages

4. Summarising your understanding at regular intervals

A coach should adopt the following guidelines:

- You should focus on the behaviour and not the person. This is the most important point to bear in mind. This avoids personal attack and the feedback is reinforcing good behaviours or attempting to change undesired behaviours
- Be assertive and aware of your rights as well as those of the other person
- Don't be aggressive or overbearing and don't be non-assertive, apologetic or meek and mild
- Be direct (not blunt) and to the point
- Avoid sarcasm and demeaning comments
- Avoid blaming the individual with aggressive 'you' statements
- Display appropriate body language, especially in terms of eye contact, body positioning and physical mannerisms
- Be specific about the good or bad behaviours and be non-judgemental
- Mutually explore and possibly offer suggestions or options for improvement or change

3. Develop your questioning skills

Coaches who develop the skill of questioning rather than telling should then be able to proceed from here by the use of more open questions to get the coachee talking. Helping the coachee identify the situation for themselves is a most powerful and effective way to give feedback and will greatly increase the chances of acceptance by the coachee.

Try to use open questions when communicating which encourage the interviewee to talk. These are difficult to answer with a 'yes' or a 'no'. Open questions begin with 'What,' 'Why,' 'When,' 'How,' 'Where' or 'Who'.

4. Beginning the feedback conversation

At the start of the interview it is important to devote time to establishing rapport. The allotted timescale could vary but it should not be rushed. Any encounter that increases self-awareness can be a very threatening process and many recipients are conditioned to view it as a negative and not a positive process. *'It will tell me what I am poor at, not what I am good at'* or *'It will prove I am not up to scratch'* is the kind of thinking they may portray. The coach will need to combat this.

It is important to begin by explaining the situation. You could start by asking an open question such as:

- 'How do you think you did?'
- 'How did you feel about that?'
- 'What did you hope to achieve?'
- 'How would you assess your performance?'

It may be helpful for you to mentally rehearse your approach, particularly the opening, even to the extent of writing out your opening and repeating it to yourself several times so that you are familiar with it and say it naturally. You should aim to give the criticism as early as possible in the conversation.

During the conversation it is advisable to:

- get to the point quickly, and be specific. You should state what the problem is, and where appropriate, how the problem is affecting them, you, your customers, your work area or the team.
- you should have specific facts at your disposal to support your comments.
- own what you say. Use the 'I' word and take responsibility for what you are saying. Don't use 'you' – it is blaming. These sorts of phrases are usually appropriate: 'I want.....', 'I think...', 'I would like...', 'I don't like...', 'I know that...'

A number of useful phrases are:

- 'The ratings indicate that.....', 'The indications are that.....', 'Measured against previous scores.....'

Unhelpful phrases are:

- 'You are.....', 'This is a poor rating on.....', 'One area of weakness is...', 'I have rarely seen a performance that bad....', 'That was awful...'

Remember to focus on the behaviour and not the person

Use assertive body language. A loud voice, finger wagging, inability to look the recipient in the eye, are *not* recommended. People are much more comfortable if you look at them directly and in a calm, unemotional manner. However, be mindful that you don't convey cold detachment in your endeavour to appear unemotional.

Explore weaknesses or development areas by letting the recipient identify the weakness or mistakes for themselves, and considering the benefits of change.

Explore suggestions for improvement. While you should know what you want in terms of outcome, you can ask for suggestions from the recipient first before suggesting your own. They may well suggest what you want, which will increase ownership. Useful phrases here are:

- 'What do you think you should do?'
- 'How could you resolve this?'

- **'What are the options?**

Obtain (if appropriate) a commitment to change with the recognition that if change is possible, the onus is on the coachee. Establish the level of support required from you as coach. For some challenging issues, the individual may want to 'sleep on it' so be prepared to reconvene the following day.

5. Giving negative feedback

Many managers view giving criticism with distaste. They are apprehensive about the response as well as their own feelings. They should remember, however, that many positive benefits can accrue from properly administered constructive criticism, and that problems must be confronted if future success is to be achieved. Remember also, that there is probably greater potential to learn from our mistakes than from our successes. The feedback interview involving criticism should be constructive and not destructive, so that everything that is said will be viewed as helpful and developmental.

6. Giving positive feedback

Work with the positives whenever you can. Praise conveys recognition of good behaviour and/or performance. As a coach, one of your roles is to help to motivate coachees and reinforce good habits, behaviour and performance. Praise is, if administered correctly, a very powerful way of doing this, because it recognises effort, helps to make people feel valued and secure, and increases self-esteem and confidence. Whilst giving praise is a more palatable task than giving criticism, it can still cause embarrassment to both the giver and the recipient, and therefore may not be given as frequently as it should be. A coach needs to prepare well in order to get the recipient to accept the praise as sincere, and to use it to reinforce good work so that it continues, with motivation levels increasing as a result.

At the interview it is advisable to:

- deliver your opening statement, which you should have rehearsed
- deliver the praise as soon as possible
- be specific by saying exactly what pleased you and how it affected you, your customers, your work area or the team. For example: "All the estimates you have done for me this past month have been accurate, well presented, and accepted by the management team, which has reflected well on the department and myself"
- keep it short and to the point. Don't gush and go over the top, as this may be perceived as insincere, and it may also devalue future praise. Equally, don't adopt a patronising manner, as this will irritate the recipient
- use the 'I' word and take responsibility for what you are saying. So, "the company would like to place on record its appreciation of..." is not as good as: 'I appreciate...'

- avoid belittling yourself by inflating others into gods and giants. For example, “You have got more tact in your little finger than I’ve got in my whole body.”
- use assertive body language. If you are calm and unemotional, look the recipient in the eye, smile and have an open posture, you won’t go far wrong

Remember..... It is not what you say, but how you say it!

Coaches/Mentors should therefore avoid:

- Destructive criticism
- Being poorly prepared and rushing the feedback encounter
- Ambiguous messages which lack clarity.

VAK Learning Styles Self Assessment Questionnaire

Circle or tick the answer that most represents how you generally behave.

1. When I operate new equipment I generally:
 - a) read the instructions first
 - b) listen to an explanation from someone who has used it before
 - c) go ahead and have a go, I can figure it out as I use it

2. When I need directions for traveling I usually:
 - a) look at a map
 - b) ask for spoken directions
 - c) follow my nose and maybe use a compass

3. When I cook a new dish, I like to:
 - a) follow a written recipe
 - b) call a friend for an explanation
 - c) follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:
 - a) write instructions down for them
 - b) give a verbal explanation
 - c) demonstrate first and then let them have a go

5. I tend to say:
 - a) watch how I do it
 - b) listen to me explain
 - c) you have a go

6. During my free time I most enjoy:
 - a) going to museums and galleries
 - b) listening to music and talking to my friends
 - c) playing sport or doing DIY

7. When I go shopping for clothes, I tend to:
 - a) imagine what they would look like on
 - b) discuss them with the shop staff
 - c) try them on and test them out

8. When I am choosing a holiday I usually:
 - a) read lots of brochures
 - b) listen to recommendations from friends
 - c) imagine what it would be like to be there

9. If I was buying a new car, I would:
- a) read reviews in newspapers and magazines
 - b) discuss what I need with my friends
 - c) test-drive lots of different types
10. When I am learning a new skill, I am most comfortable:
- a) watching what the teacher is doing
 - b) talking through with the teacher exactly what I am supposed to do
 - c) give it a try myself and work it out as I go
11. If I am choosing food off a menu, I tend to:
- a) imagine what the food will look like
 - b) talk through the options in my head or with my partner
 - c) imagine what the food will taste like
12. When I listen to a band, I can't help:
- a) watching the band members and other people in the audience
 - b) listening to the lyrics and the beats
 - c) moving in time with the music
13. When I concentrate, I most often:
- a) focus on the words or pictures in front of me
 - b) discuss the problem and the possible solutions in my head
 - c) move around a lot, fiddle with pens and pencils and touch things
14. I choose household furnishing because I like:
- a) their colours and how they look
 - b) the descriptions the sales-people give me
 - c) the textures and what it feels like to touch them
15. My first memory is of:
- a) looking at something
 - b) being spoken to
 - c) doing something
16. When I am anxious, I:
- a) visualise the worst-case scenarios
 - b) talk over in my head what worries me most
 - c) can't sit still, fiddle and move around constantly
17. I feel especially connected to other people because of:
- a) how they look
 - b) what they say to me
 - c) how they make me feel

18. When I have to revise for an exam, I generally:
- a) write lots of revision notes and diagrams
 - b) talk over my notes, alone or with other people
 - c) imagine making the movement or creating the formula
19. If I am explaining to someone I tend to:
- a) show them what I mean
 - b) explain to them in different ways until they understand
 - c) encourage them to try and talk them through my ideas as they do it
20. I really love:
- a) watching films, photography, looking at art or people watching
 - b) listening to music, the radio or talking to friends
 - c) taking part in sporting activities, eating fine foods and wines and dancing
21. Most of my free time is spent:
- a) watching television
 - b) talking to friends
 - c) doing a physical activity or making things
22. When I first contact a new person, I usually:
- a) arrange a face to face meeting
 - b) talk to them on the telephone
 - c) try to get together while doing something else, such as an activity or a meal
23. I first notice how people:
- a) look and dress
 - b) sound and speak
 - c) stand and move
24. If I am angry, I tend to:
- a) keep replaying in my mind what it is that has upset me
 - b) raise my voice and tell people how I feel
 - c) stamp about, slam doors and physically demonstrate my anger
25. I find it easiest to remember:
- a) faces
 - b) names
 - c) things I have done
26. I think you can tell if someone is lying if:
- a) they avoid looking at you
 - b) their voice changes
 - c) they give me funny vibes

27. When I meet an old friend:
- a) I say "It's great to see you!"
 - b) I say "It's great to hear from you!"
 - c) I give them a hug or a handshake
28. I remember things best by:
- a) writing notes or keeping printed details
 - b) saying them aloud or repeating words and key points in my head
 - c) doing or practising the activity or imagining it being done
29. If I have to complain about faulty goods, I am most comfortable:
- a) writing a letter
 - b) complaining over the phone
 - c) taking them back to the store or posting them back to head office
30. I tend to say:
- a) I see what you mean
 - b) I hear what you are saying
 - c) I know how you feel

Now add up how many A's, B's and C's you selected.

A's =

B's =

C's =

If you chose mostly A's you have a **VISUAL** learning style

If you chose mostly B's you have an **AUDITORY** learning style

If you chose mostly C's you have a **KINAESTHETIC** learning style

Some people find that their learning style may be a blend of two or three styles, in this case read about the styles that apply to you in the explanation.

VAK Learning Styles Explanation

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (there is no right or wrong learning style)

- Someone with a **visual** learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flipchart, etc. These people will use phrases such as "show me" , "let's have a look at that" and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.
- Someone with an **auditory** learning style has a preference for the transfer of information through listening: to the spoken word of self or others, of sounds and noises. These people will use phrases such as "tell me" , "let's talk it over" and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the phone, and can remember all the words to songs they hear!
- Someone with a **kinaesthetic** learning style has a preference for physical experience – touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as "Let me try", "how do you feel?" and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two, or less commonly, three styles.

When you know your preferred learning style(s) you understand the type of learning that works best for you.

There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.

Harris David

From: Harris David
Sent: 23 February 2021 19:49
To: Morgans Carys OPCC
Subject: [SWYDDOGOL OFFICIAL] Coaching Assistance - CIPD Qualification

SWYDDOGOL OFFICIAL

Hi Carys,

How are you keeping?

I wonder whether you would be prepared to speak with me about Coaching in the organisation, from a coach's perspective, as part of one of my CIPD assignments? I have to produce a portfolio and I am keen to understand the process from a coach's perspective in how you assess the value of your coaching sessions and whether you do any follow up work to understand the return on investment.

I have done research on what the force's process is and I am hoping to have a similar conversation with Donna Fernandez and Heather Scanlon, but would also be grateful for some of your time if you would have some free time (sorry, that's not meant to be a joke).

Thanks in advance.
Dave



Dave Harris
Swyddog yr Uned Cymorth Busnes/ BSU Officer
Uned Cymorth Busnes (UCB) – Adnoddau Dynol a Chyflogres/ Business Support Unit – Human Resources
Heddlu Dyfed-Powys Police
Ext:23817

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SWYDDOGOL OFFICIAL



Coaching & Mentoring Scheme

Policy & Guidance Document

**THIS POLICY HAS BEEN DRAFTED IN ACCORDANCE WITH THE
PRINCIPLES OF HUMAN RIGHTS. PUBLIC DISCLOSURE IS APPROVED
UNLESS WHERE OTHERWISE INDICATED AS JUSTIFIED**

POLICY TITLE: Coaching and Mentoring Policy
POLICY REF. NO.:

POLICY OWNERSHIP: Dyfed Powys Police

PORTFOLIO/BUSINESS AREA OWNERSHIP: Human Resources

DEPARTMENT RESPONSIBLE: Human Resources

PERSON RESPONSIBLE: Meriel Lewis, HR Specialist Employee Relations

LINKS/OVERLAPS WITH OTHER POLICIES:

POLICY DOCUMENT RATIFIED BY DCC ROBERTS ON BEHALF OF COG ON :

POLICY IMPLEMENTATION DATE: 1st April 2012

REQUIRED FREQUENCY OF REVIEW: Annually

DATE POLICY LAST REVIEWED: N/A

POLICY REVIEW DATE:

DIVERSITY SCREENING ASSESSMENT (DATE): 8th March 2012

PERSON RESPONSIBLE: Meriel Lewis, HR Specialist Employee Relations

COMPLETED SCREENING ASSESSMENT SENT TO DIVERSITY OFFICER (DATE): 8th March 2012

Consultation

Representatives Consulted	Date
Police Authority, Human Resources and Staff Liaison Committee	19 th June 2012
Chief Officer Group	Approved by the Deputy Chief Constable on 15 th March 2012, on behalf of the Chief Officer Group
Police Federation	4 th August 2011
Superintendents Association	4 th August 2011
Unison	4 th August 2011

Document History

Version	Date	Author	Reason for Change

(a) Legislative Basis and Legitimate Aims :-

Legitimate Aims of this policy are to:

- To formalise a corporate approach to the coaching and mentoring of staff through a structured and co-ordinated scheme.
- To ensure that identified performance needs/gaps of individuals are met in the most effective and appropriate way.
- To ensure that the needs of the individual are closely matched to those of the organisation, and that learning and development is linked to force goals.
- To ensure that all staff are developing the right knowledge, understanding, skills, attitudes and behaviour in the right way, to the right standard, at the right time, at the right cost.

(b) Equality Impact Assessment

The policy proposal is designed to achieve:

The purpose of the Dyfed Powys Police Coaching & Mentoring Scheme is to accelerate personal and professional development thus enhancing the individual performance of its staff so as to improve the service that it provides to its many different communities.

This policy does not need a full impact assessment

Reason

The application of the policy will need to be monitored but there is no reason at present to take a view that it would adversely impact on any particular group.

Signed: Meriel Lewis, HR Specialist Employee Relations

Dated: 28th June 2012

CERTIFICATE OF COMPLIANCE

This policy has been drafted in accordance with the Human Rights Act and has been reviewed on the basis of its content and the supporting evidence and it is deemed compliant with that Act and the principles underpinning it.

Name:

Department: **Legal Services Department**

Signed:.....(Force Solicitor)

REVIEW

This policy is due for review by:

Management of Police Information Compliance

This policy has been reviewed to ensure accordance with our policy on the management of police information. I am satisfied to the best of my knowledge that it is now compliant with the requirements contained within that guidance and any necessary amendments have been made.

All police information will be dealt with in accordance with the Force policy on the Management of Police Information.

All records must be processed in accordance with the law and in compliance with the appropriate retention or disposal period laid out in the Force Retention and Disposal Schedules.

Signed: Merlel Lewis

Dated:

28th June 2012

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Acknowledgement

South Wales Police Coaching & Mentoring Scheme

1.0 Principles of Policy & Guidance

The purpose of the Dyfed-Powys Police Coaching and Mentoring Scheme (known from hereafter as 'The Scheme') is to accelerate personal and professional development thus enhancing the individual performance of its staff so as to improve the service that it provides to its many different communities.

This policy and guidance sets out the Coaching & Mentoring process (see Appendix 1) by which Dyfed-Powys Police will commit to the learning and development of staff as part of its aim to enhance the capability of its leaders in delivering its policing plan. Dyfed-Powys Police recognises the value of coaching and mentoring to support new staff to the organisation, existing staff moving to new or different roles, those undertaking learning and career development programmes or those with specific performance issues. Its implementation will encourage consistency of practice and promote a culture where staff are properly supported in their career within Dyfed-Powys Police.

2.0 Aims of Policy & Guidance

1. To formalise a corporate approach to the coaching and mentoring of staff through a structured and coordinated scheme.
2. To ensure that identified performance needs/gaps of individuals are met in the most effective and appropriate way.
3. To ensure that the needs of the individual are closely matched to those of the organisation, and that learning and development is linked to force goals.
4. To ensure that all staff are developing the right knowledge, understanding, skills, attitudes and behaviour in the right way, to the right standard, at the right time, at the right cost.

3.0 Background & Context

Traditionally, formal training courses have been seen as a panacea, with little, if any, consideration given to alternative methods of closing an identified performance gap or meeting the developmental needs of an individual or indeed thinking about how the learning from 'courses' is effectively transferred and managed on return to the workplace. This 'one size fits all' approach has proven to be cost prohibitive, lacking in corporacy and varying in quality and standards. This policy and guidance together with its supporting infrastructure is designed to ensure that individual needs are met by means of coaching and mentoring and in all cases ensuring that individual learning is maximised to improve organisational performance.

Coaching and Mentoring, like all learning and development opportunities, must be linked to the force vision, mission, values and priorities and individually designed to improve an identified individual performance need/gap.

In the recent research of February 2011 by the Institute of Leadership & Management (ILM) '*Creating a Coaching Culture*' it was found that 89% of the organisations surveyed had used, were using or planning to use (within the next 3yrs) coaching as a development tool, with 95% of respondents believing that coaching was of benefit to their organisation. It was reported that coaching and mentoring is often delivered informally through line manager intervention in order to develop and get the most out of their teams.

4.0 Definitions

In relation to this policy the following definitions apply:

Coaching can be defined as:

"Unlocking a persons' potential to maximise and improve their own performance...helping them to learn rather than teaching them" (adapted from Gallway 1975).

Mentoring can be defined as:

"The deliberate pairing of a more skilled or more experienced person with a less skilled or less experienced one, with the mutually agreed goal of having the less experienced person grow and develop specific competencies" (Murray 2001: xiii).

Further information on the interpretation of these terms can be found on the Public Services Management Wales Coaching website:

<http://wales.gov.uk/psmwsubite/psmw/personaldev/coachmentor/coaching/>

Whilst the aim of this policy is to formalise a corporate approach to Coaching and Mentoring, it is also recognised that Buddying can also be used as a means of professional development for individuals in the workplace.

Buddying can be defined as:

"Informal mentoring for people new to the organisation, with new roles / responsibility or returning to the workplace after prolonged absence" (adapted from Wahl 2003).

A buddy is generally a peer, working at the same level, who has the ability to be an informal friend to the Participant who is new to the organisation, role, or is returning after a prolonged period of absence.

Within the Dyfed-Powys Coaching & Mentoring Scheme people being coached or mentored are known as 'Participants'.

5.0 Procedure & Principles

So why should people become involved in a coaching, or mentoring relationship?

Participants may become involved to:

- Improve their performance;
- Develop expertise in a skills based area;
- Explore and work towards achieving their full potential;
- Expand their leadership abilities;
- Make valuable contacts;
- Learn and develop professionally;
- Be supported in their new role or return to the organisation.

Coaches/Mentors may become involved to:

- Share their expertise;
- Prove themselves as valuable leaders;
- Obtain a fresh perspective of a subject;

- Enhance experience in their areas of expertise;
- Extend their role as subject matter experts;
- Help others;
- Invest in the career and development of others.

The benefits of coaching, and mentoring include:

- Enhanced individual and organisational performance;
- Individualised and accelerated learning and development;
- Expanded contact network;
- Cost effective and efficient means of addressing performance needs;
- Sounding board for testing ideas and plans;
- Renewed enthusiasm for role and increased motivation through shared experience;
- Personal fulfilment;
- Increased leadership skills development;
- Formalised sharing of knowledge and skills across the organisation;
- Development of a learning culture;
- Increased self-confidence and self-esteem;
- Assistance and support for those new or returning to the organisation or undertaking a new role or responsibility;
- Assists individual participation within a change process;
- Improving team engagement, involvement and motivation.

The Coach

Coaches act as a mirror; helping people work on what they want, what they are good at, and where and how they can improve.

Coaching is not the primary function of a Coach; rather it is an additional voluntary task attracting no financial reward. The role of the Coach is to facilitate another person's learning, development and performance. Through coaching people are enabled and empowered to find their own solutions, develop their own skills and change their own attitudes and behaviours.

All managers need to coach their team members as part of their leadership approach. Learning & Development Services encourage this style of leadership so as to create a coaching culture within the organisation. However, to avoid any potential conflict of interest, under the auspices of this Scheme, Coaches will be not be allocated to those people for whom they have line management responsibility.

The Mentor

A mentor is generally a more experienced individual willing to share knowledge with someone less experienced, in a relationship of mutual trust.

The role of the mentor is to assist the Participant to reach their full potential through development and personal growth and to offer support and encouragement. The specific roles played by the Mentor will be dependent on the needs of the Participant. To avoid any potential conflict of interest, under the auspices of this Scheme, Mentors will not be allocated to those people for whom they have line management responsibility.

The Coaching/Mentoring relationship:

An effective Coaching/Mentoring relationship is based on mutual respect and trust with both parties committed to and valuing the process. Where an individual is unable, or no longer wishes, to continue in a Coaching/Mentoring relationship they must inform the Scheme Coordinator, Human Resources Business Centre, Police HQ, Carmarthen.

What Coaching and Mentoring is not:

Coaching and Mentoring should primarily be a supportive means of developing an individual. Coaching and Mentoring is not intended to:

- Unfairly 'open doors' for the Participant;
- Intervene within the organisation in support of a Participant or mediate/negotiate on Participant's behalf;
- Involve reporting to senior officers, line managers or the Scheme Co-ordinator on any specifics related to an individual Participant's progress.

Eligibility for the Scheme

Any individual on completion of an application form (See 'Participant Application Form – Appendix 2), may request a Coach or Mentor to assist in their personal and professional development relevant to their role/post or potential. The Scheme is intended to be available to all individuals within Dyfed-Powys Police, which includes Police Officers, Special Constables, Police Staff and Volunteer Staff whether full or part time, however applications will be prioritised (see further details below). Coaching and Mentoring makes integration into a new role easier by assisting individuals to become familiar with the organisation. It is for this reason that the following will be encouraged through line management to make use of the Scheme:

- Officers selected for High Potential Development Scheme or those as part of any internal talent management, leadership development or change management process;
- Minority groups currently under-represented within the workforce;
- Transition of any member of staff into more senior roles;
- Members of staff who are undergoing specific professional or performance management development;
- Transferees;
- Members of staff returning from an extended period of absence, for example career break or maternity / paternity leave;
- Newly appointed Sergeants (in line with the HMIC thematic 'Leading from the Front Line').

Application to join the Scheme

The flowchart of the scheme process is summarised in diagrammatic form at Appendix 1. Coaches and Mentors are advised to read the Guide for Coaches and Mentors (separate document) and the Coach and Mentor Role Descriptions (see Appendix 3) for clarification purposes prior to applying to join the Scheme. Participants should refer to the Guide for Participants (separate document). All relevant documents are available from the Scheme Co-ordinator at Human Resources Business Centre or the HR Website.

Coaches, Mentors and Participants will be required to complete an application form. See Appendix 2 (Participant Application Form) and Appendix 4 (Coach/Mentor Application Form). All applications must be endorsed by the applicant's line manager.

Coaches and Mentors will be appointed from a pool of experienced and trained staff who have applied, in writing, to become a Coach or Mentor. As such applicants should be committed to the process and should be someone other than the Participant's line manager, as this could lead to conflict of interest.

Coaches and Mentors will be chosen on the basis of:

- Commitment to the process of developing others;
- Appropriate personal characteristics and interpersonal skills;
- Experience and/or knowledge of the Participant's job;
- Knowledge of the organisational/departmental procedures and expectations;
- An understanding of the context of coaching/mentoring;
- Close geographical proximity to the Participant (to reduce travelling costs).

All Coaches and Mentors will be expected to undertake a development programme, either via the Local Service Board or the Learning and Development Services Department at HQ, these courses will be coordinated through The Scheme Co-ordinator in the HR Business Centre.

Senior staff may wish to use a Coach/Mentor from outside the organisation, as part of the Local Service Board Collaboration project. The Scheme Co-ordinator will advise and arrange this on request in conjunction with the Head of Human Resources.

In most cases Participants will be provided with details of up to three suitable Coaches or Mentors by the Scheme Co-ordinator and invited to select one. The Participant's selection will be based on the objectives identified by them on their application form (see Appendix 2) and the skills and experience of the Coach, or Mentor.

The Coach or Mentor will be responsible for creating a facilitative relationship and the Participant will be responsible for availing themselves of the opportunities offered. Guidelines are available for Coaches, Mentors, and Participants on the Human Resources website. http://hailstone/human_resources/

In exceptional circumstances, Coaches and Mentors may be asked to contribute to an action plan report in terms of the process of support given to the Participant. Coach/Mentor and Participant must therefore record dates and times of meetings.

Coaching and formal Mentoring requires a substantial level of commitment on the part of the Coach or Mentor. For this reason it is recommended that each Coach or Mentor should be Coaching / Mentoring no more than two people at any one time.

The Agreement

All Coaching/Mentoring relationships will benefit from a working agreement, one that can be reviewed regularly. This will ensure that both Coach/Mentor and Participant understand the ground rules for working together and for keeping the meetings on track. All relationships should commence with defined role related objectives set by the Participant in consultation with their Coach/Mentor. These will be recorded in the 'Coaching / Mentoring Agreement', (See Coaching / Mentoring Agreement, Appendix 5), where relevant parties will agree upon achievable targets, with the intention of meeting the original objectives in a staged and manageable way. The agreement should be completed on the first meeting. Both parties will retain a copy and the Coach/Mentor is responsible for sending a copy to the Scheme Co-ordinator. Periodic reviews should take place as directed by the Scheme Co-ordinator to assess the value / benefit of the relationship (see Review forms, Appendix 6).

Confidentiality

In order to maintain trust between the Coach/Mentor and Participant, confidentiality needs to be assured. Coaches/Mentors are expected to discuss the boundaries of confidentiality with each new Participant during the first meeting of their relationship. The relationship is to be conducted on a one-to-one basis.

The Scheme Co-ordinator will receive completed copies of each Coaching/Mentoring Agreement. To provide feedback on the effectiveness of the Scheme participants will be required to complete quarterly review forms. (See Appendix 6).

Reports, feedback and statistical data will be collated anonymously on behalf of Chief Officers. Exceptions to this rule would be if the Participant was showing a clear sign of being in breach of the Misconduct Regulations / Discipline Rules (Police Staff Code of Conduct). In such circumstances the coach / mentor will have an obligation to disclose the relevant information. This will be done in the full knowledge of the Participant.

All personal information held to administer the Scheme is held in accordance with current Data Protection legislation.

Meetings

The meeting time with a Coach or Mentor will normally last for approximately one hour, however a flexible approach should be adopted to meet the needs of both parties, there will be an expectation that these meetings will take place regularly, e.g. at least once every six week (but not more than once a month) for a period of 12 months in the case of a Mentoring relationship and for approximately 3 to 6 sessions in a Coaching relationship. The venue for the meetings is a matter for mutual agreement and should normally be in an appropriate place within work time. It will be at a time convenient to the both parties and Dyfed-Powys Police.

Expenses and Overtime

Duties will be arranged to avoid the necessity for individuals to incur overtime whilst engaged in the Coaching or Mentoring process. There are no additional funds available for overtime to implement the Scheme. Managers should recognise that flexibility in the organisation of duties is essential for the Scheme to succeed.

Any additional travelling expenses incurred as a result of the Coaching/Mentoring meetings or any training must be authorised, in advance, through line managers and claimed for in accordance with current policy/procedure. Dyfed Powys Police will not fund the payment of any expenses for individuals should they chose to meet outside of police owned premises.

Prioritisation

There may be times when the demand for Coaches/Mentors will exceed the number available. If this situation should arise, there will be a need to prioritise. In such instances the needs of the organisation will be the principal consideration. Priority will be given to:

- Officers selected for High Potential Development Scheme or those as part of any internal talent management, leadership development or change management process;
- Members of Minority groups and staff networks, under-represented in the work force, including situations where workforce planning has identified a future under representation;
- Members of staff who are undergoing specific professional or performance management development.

Non-Support of Application to be a Coach/Buddy/Mentor

There may be certain circumstances where the organisation deems it inappropriate to accept an individual's application to become a Coach or Mentor. Each case will be judged on its merits. One example of a reason to reject an application could be where the individual is underperforming in their substantive post, and the proposed coaching or mentoring would not assist that individual in improving their performance, beyond that available through usual management development actions.

6.0 Individual Roles & Responsibilities

Participant

The Participant's role is an active one. Their responsibility is to identify the objectives of the relationship and at meetings to increasingly take the initiative, for example by:

- Identifying problems they have experienced;
- Outlining possible solutions;
- Challenging ideas and theories;
- Acting on the agreed development plan.

The Participant must demonstrate that they are reflecting on their experiences and learning from them. At all times the Participant must respect the confidentiality of the relationship, seeking and exploring issues and working to (as appropriate) actively implement the learning from their coaching / mentoring sessions.

Specific responsibilities are to:

- Make a genuine and sustained attempt to gain as much benefit as possible from the process and the opportunities it offers;
- Attend all the meetings as arranged and as agreed;
- Be considerate and efficient in using the time and expertise of the Coach / Mentor;
- Sign up to and adhere to a coaching / mentoring agreement.

Coaches and Mentors.

Coaches and Mentors are accountable to the Scheme Co-ordinator for the provision of the coaching and mentoring services. Where an individual is unable or no longer wishes to continue providing this service they must inform the Scheme Co-ordinator.

Specific responsibilities are to:

- Have reasonable expectations of the Participant;
- Allocate time;
- Attend all the meetings as arranged and as agreed;
- Respect the confidentiality of the relationship and actively build trust;
- Give encouragement to the Participant to progress own learning;
- Help the Participant develop an appropriate learning/development plan;
- Provide practical and objective support including as appropriate to new role, responsibility or re-settlement to the organisation;
- Be enthusiastic about the relationship;
- Provide constructive and appropriate feedback;
- Act as a role model;
- Help the Participant to develop a broader perspective of the organisation;
- Identify where individuals may need other support services appropriate to their circumstances and guide appropriately;
- Complete and forward monitoring data to the scheme coordinator;
- Attend workshop meetings and take an active role in sessions;
- Challenge inappropriate language and behaviour and positively promote an awareness of equality issues related to information and support services;
- Sign up to and adhere to a Coaching and Mentoring agreement;

Scheme Co-ordinator

The Scheme Co-ordinator is a member of the Human Resources Department, and has overall responsibility and accountability for the Scheme, including:

- Publicity and recruitment processes;
- Recruitment and selection of Coaches and Mentors, assisted by the Coaching & Mentoring Champions;
- Matching Coaches and Mentors with Participants, assisted by the Coaching & Mentoring Champions;
- Ensuring the maintenance, review and update of this policy & guidance;
- Application processes (all Coaches/Mentors and Participants must complete an application form to join the Scheme);
- Maintaining a database of short pen pictures of all trained Coaches and Mentors;
- Producing and updating the Scheme documentation.
- Regular contact and support for Coaches, Mentors and Participants;
- Organisation of quarterly development workshops for Coaches and Mentors;
- Evaluation and review of Scheme at regular intervals;
- Producing an action plan for improvements following review of the Scheme;
- Training for Coaches/Mentors which will include:
 - Clarification of the Coach/Mentor role and the policy and procedures at Dyfed Powys

Police.

- An opportunity to share experiences with other Coaches/Mentors (for example, through Action Learning Sets);
- Arranging coaching supervision sessions (coaches only).

Role of the Line Manager

Line Managers should endorse all applications (see Appendix 4) where it is considered reasonable to do so and promote the Scheme with their staff. They should be aware of any absences due to Coaching or Mentoring responsibilities and should not impede the process when not reasonable to do so.

The Line Manager must be supportive of the relationship and respect the confidentiality of the relationship between the Coach/Mentor and Participant and view it for what it is, an additional aid to the development of a member of their staff.

When supporting this request the line manager must be aware of the commitment to the Scheme that will be required of staff.

In the case of mentoring the Mentor/Participant relationship will normally be conducted for approximately 1 hour every six weeks, up to 12 months, in any relationship, subject to application to the scheme coordinator. Potentially this will mean a maximum time allowance for this candidate to be released from duties of 12 hours over a twelve-month period for mentees and 24 hours over a 12-month period for Mentors, when mentoring up to two mentees. The informal nature of this relationship enables a different time commitment.

In the case of coaching, meetings should be regular, lasting around one hour and be conducted every 4-6 weeks for 3 or 6 sessions.

In endorsing the application form, the line manager is agreeing to accommodate this time allowance.

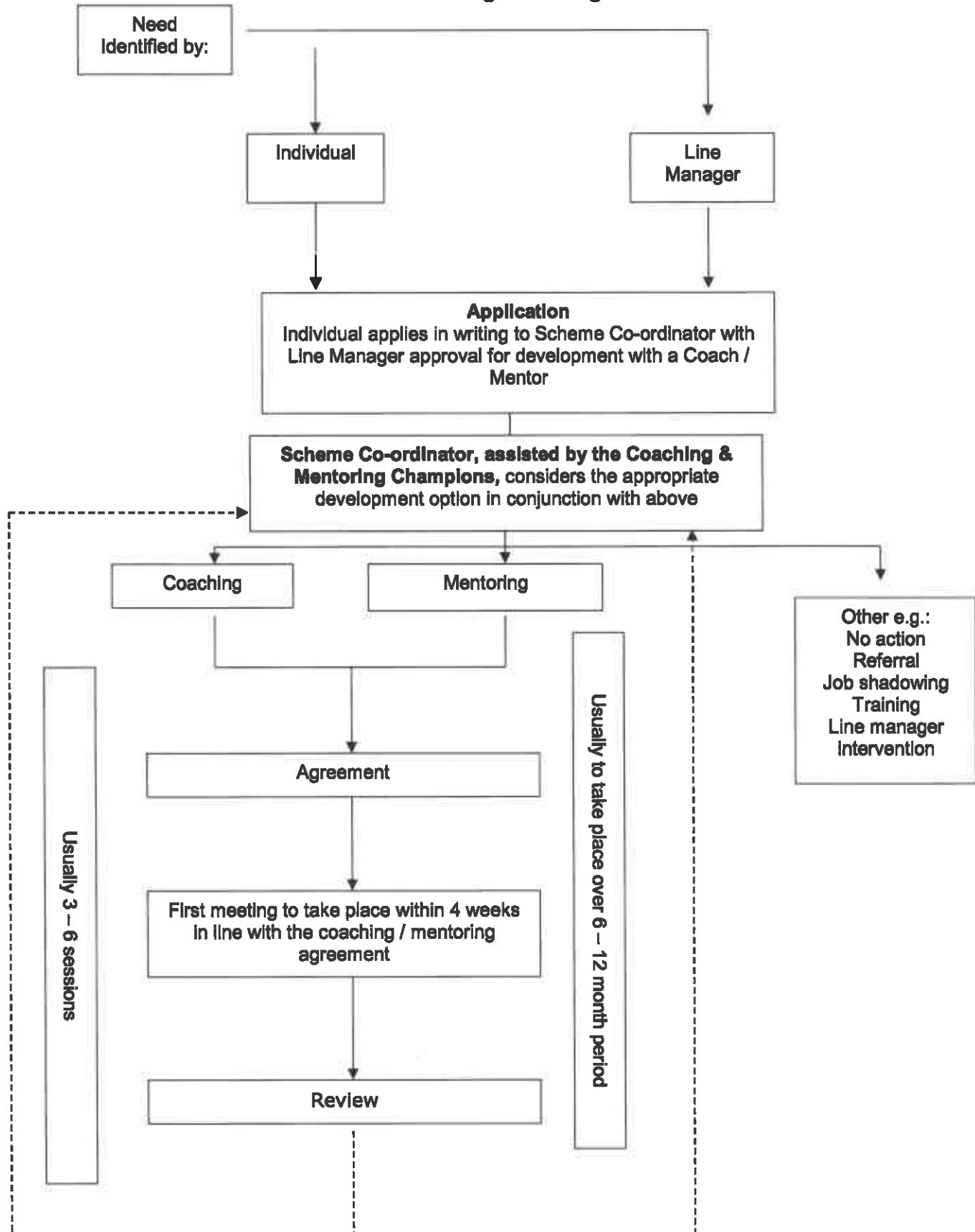
7.0 Procedural Administration & Forms

Administration of the Scheme

Human Resources Business Centre will be responsible for the administration of the process, as set out above and incorporating:

- Process Flowchart – Appendix 1
- Participant Application Form – Appendix 2
- Coach / Mentor / Role Description – Appendix 3
- Coach / Mentor / Application Form – Appendix 4
- Coaching / Mentoring / Agreement – Appendix 5
- Review Forms – *Participant* Appendix 6a / *Coach / Mentor* / Appendix 6b

Flowchart of Coaching/Mentoring Process



Dyfed-Powys Police Coaching and Mentoring Scheme***Application to be Coached or Mentored
(Participant Application Form)***

The information on this form will remain strictly private and confidential and will be used for the purpose of selecting, matching and coordination within the Dyfed Powys Police Coaching & Mentoring Scheme.

If you would like to discuss any issues before you send in your application please contact the **Scheme Co-ordinator, HR Business Centre**. Your line manager will be informed when you are allocated a Coach or Mentor.

The meeting time with a Coach or Mentor will normally last for approximately one hour, however a flexible approach should be adopted to meet the needs of both parties, there will be an expectation that these meetings will take place regularly, e.g. at least once every six week (but not more than once a month) for a period of 12 months in the case of a Mentoring relationship and for approximately 3 to 6 sessions for a period of 12 months in a Coaching relationship. The venue for the meetings is a matter for mutual agreement and should normally be in an appropriate place within work time. It will be at a time convenient to the both parties and Dyfed-Powys Police

Name:

Force Number:

Job Title:

Department / Territorial Policing Unit

Rank / grade:

Contact address:

Telephone number:

Email:

Please complete the following areas:

How do you think a Coach or Mentor may help you? For example, what are your goals or outcomes for developing and improving your performance?

How will improvement in these areas contribute to organisational performance? i.e. what will be the return on investment to the organisation? .

What skills and knowledge do you plan to develop?

The Scheme database contains a broad range of information about each Coach and Mentor, including their skills and relevant experience. The list below is designed to get you thinking about ways in which a Coach or Mentor Buddy might help you. It would be useful if you could indicate any areas in which you feel you need support/assistance, or particular skills you would like your Coach or Mentor to have.

Please tick any areas that apply:

Someone with effective leadership skills	☐
Familiar or selected for with the High Potential Development Scheme	☐
Familiar with promotion/assessment and interview processes/OSPRE	☐
Strong operational background	☐
Strong investigation background	☐
Someone with project management experience	☐
Someone with change management experience	☐
Someone with effective IT skills	☐
Someone with budget management experience	☐
Effective appraisal/performance management skills	☐
Support for my personal development, e.g. new skills, confidence	☐
Knowledge of training / presentation skills	☐
Experience of dealing with difficult working relationships and managing conflict	☐
Experience in diversity / community cohesion	☐
Currently studying for or recently completed an external qualification	☐
A member of a minority group or staff network?	☐

Someone with specialist knowledge in:

Other areas, not shown above:

Do you have previous experience as: *(please circle your answer)*

A Coach/Mentor

Yes/No

A Participant

Yes/No

Signed: _____ Date: _____

If you require any further information about any aspect of this application form, please contact the Scheme Coordinator, details of which are given below.

Line Manager Completion

This area is for your Line Manager to complete as endorsement of your application.

When endorsing this request you must be aware of the commitment to the Scheme that will be required of the candidate. For example, the meeting time with a Coach or Mentor will normally last for approximately one hour, however a flexible approach should be adopted to meet the needs of both parties, there will be an expectation that these meetings will take place regularly, e.g. at least once every six week (but not more than once a month) for a period of 12 months in the case of a Mentoring relationship and for approximately 3 to 6 sessions for a period of 12 months in a Coaching relationship. The venue for the meetings is a matter for mutual agreement and should normally be in an appropriate place within work time. It will be at a time convenient to the both parties and Dyfed-Powys Police

Potentially this will mean an approximate time allowance for this applicant to be released from duties of 12 hours over a twelve-month period. In endorsing this request, you are agreeing to accommodate this allowance. If you require more information about the process please contact the Scheme Coordinator or access the DPP Coaching/Mentoring Scheme Policy & Guidance.

Line Manager: Do you endorse this application? Y / N (Please provide information to support your decision.)

Line Manager's Name (please print):

Line Manager's Signature:

Date:

Please check your application has been signed by your Line Manager and then return this form to:

Vicky Anderson
The Scheme Co-ordinator
HR Business Centre
Police HQ
Carmarthen
SA31 2PF

Next steps: Your application will be considered by the Scheme Coordinator. Application forms will be reviewed at the end of each month. The Scheme Coordinator will then match the Coach / Mentor and Participant and invite both parties to begin the Coaching & Mentoring process.

Dyfed-Powys Coach / Mentor Role Description

(For information only)

Role Title: Mentor / Coach / Buddy

Location: Various

Grade / Rank: Voluntary

Responsible to: Head of Human Resources

Responsible for: Mentoring, Buddying or Coaching services to allocated staff

Liaison with: Staff of Heddlu Dyfed-Powys Police

Main duties:

1. Provide confidential support and guidance to Heddlu Dyfed-Powys Police staff being coached or mentored on issues relating to their personal development.
2. Assist individuals with identifying personal objectives that will progress their personal development.
3. Develop action plans with the individual to assist their personal development.
4. Identify where individuals may need other support services appropriate to their circumstances and guide appropriately.
5. Complete and forward monitoring data to the Scheme Co-ordinator.
6. Maintain relevant paperwork to assist continuous personal development.
7. Maintain an awareness of current equal opportunities issues, new legislation and changes in force policy.
8. Regularly attend workshop meetings and take an active role in sessions.
9. Challenge inappropriate language and behaviour and positively promote an awareness of equality issues related to information and support services.

Attainments:

- One year's service (**applicants must normally have a minimum of 1 year's service following confirmation of appointment, or time-served experience*) as Police Officer, Special Constable, member of Police or Volunteer Staff.
- Experience and enthusiasm for developing others.
- Experience of providing support as a line manager or in an advisory capacity.
- Evidence of self-development and continuing professional development.
- Willingness to facilitate learning opportunities for others.

Personal:

- Ability to manage boundaries appropriately.
- Ability to remain objective.

General Intelligence and Implementation:

- Able to commit to Coaching & Mentoring for a specific period of time (i.e. normally a maximum of one hour per six weeks or per mentee a maximum of 12 months in any relationship (subject to application to Scheme Coordinator).
- Attendance on an Institute of Leadership Management Course Level 5 or 7, Coaching Workshop in collaboration with the Local Service Board.
- Attendance on a one day Mentoring Workshop (*offered in force*).
- Motivated to seek feedback on own performance and learn from reflective practice.
- Willingness to accept and value alternative cultures and perspectives.
- Willingness to undertake coaching supervision sessions (coaching only).

Behavioural Competencies Required to Undertake the Role.
Competency Level Definition

Effective Communication	B	Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed. Makes sure that others understand what is going on. Communicates all needs, instructions and decisions clearly. Adapts the style of communication to meet the needs of the audience. Checks for understanding.
Respect for Diversity	A	Understands other people's views and takes them into account. Is tactful and diplomatic when dealing with people, treating them with dignity and respect at all times. Understands and is sensitive to social, cultural and racial differences.
Maximising Potential	B	Actively encourages and supports the development of people. Encourages others to learn and develop, giving them clear and direct guidance and feedback on their performance. Encourages and supports staff, making sure they are motivated to achieve results.
Problem Solving	C	Gathers information from a range of sources. Analyses information to identify problems and issues, and makes effective decisions. Gathers enough relevant information to understand specific issues and events. Uses information to identify problems and draw logical conclusions. Makes good decisions.
Personal Responsibility	B	Takes personal responsibility for making things happen and achieving results. Displays motivation, commitment, perseverance and conscientiousness. Acts with a high degree of integrity. Takes personal responsibility for own actions and for sorting out issues or problems that arise. Is focused on achieving results to required standards and developing skills and knowledge.
Planning & Organising	C	Plans and carries out activities in an orderly and well structured way. Prioritises tasks, uses time in the best possible way, and works within appropriate policy and procedures.
Openness to Change	C	Understands the need for change and is willing to adapt to it. Is flexible and prepared to try out new ideas.

Dyfed-Powys Police Coaching and Mentoring Scheme

Application to become a Coach or Mentor

The information on this form will remain strictly private and confidential and will be used for the purpose of selecting, matching and coordination within the Dyfed Powys Police Coaching and Mentoring Scheme.

The meeting time with Participants will normally last for approximately one hour and there will be an expectation that these meetings will take place regularly. For example, at least once every six weeks (but no more than once a month) for a period of 12 months in the case of a mentoring relationship and for approximately 3 to 6 sessions in a coaching relationship.

Name:

Force Number:

Length of Service:

Job Title:

Department / Territorial Policing Area:

Rank / grade:

Contact address:

Telephone number:

Email:

Please comment as requested below in spaces provided.

Please explain why you wish to become a Coach/Mentor

Do you have previous experience as: (please circle your answer)

A Coach/Mentor

Yes/No

A Participant

Yes/No

Please detail your practical skills and experience that you feel would be relevant to the Coaching / Mentoring role (i.e. Management, Administration, Scientific Support, CID, Legal, Finance, Operations, IT, etc.)

Coaches and Mentors are often selected for their specific skills and or qualifications. They must also be prepared to share their experience and knowledge of the organisation's policies and practices, and to encourage the exchange of information with others that may be sources of such knowledge and expertise.

You may also find the following list helpful, please tick any areas that apply:

Effective leadership skills	☐
Familiar with or selected for the High Potential Development Scheme	☐
Familiar with promotion/assessment and interview processes/OSPRE	☐
Strong operational background	☐
Strong investigation background	☐
Project management experience	☐
Change management experience	☐
Effective IT skills	☐
Budget management experience	☐
Effective appraisal/performance management skills	☐
Knowledge of training/presentation skills	☐
Experience of dealing with difficult working relationships and managing conflict	☐
Currently studying for or recently completed an external qualification	☐
Working knowledge of other sectors/organisations	☐
Experience in diversity / community Cohesion	☐
A member of a minority group or staff network?	☐

Please detail the personal qualities that you will bring to the role – In particular how you meet the criteria for Effective Communication, Respect for Diversity and Maximising Potential as outlined in the role description.

I hereby apply to become a Coach/Mentor on the basis that I display the above qualities required of a Coach/Mentor.

Signed: _____ Date: _____

Line Manager Completion

This area is for your Line Manager to complete as endorsement of your application.

When endorsing this request you must be aware of the commitment to the Scheme that will be required of the candidate. For example, the meeting time with Coaches/Mentors and the member of staff who is being mentored or coached will normally last for approximately one hour. There will be an expectation that these meetings take place on a regular basis. For example at least once every six weeks (but no more than once a month) for up to 12 months in the case of a mentoring relationship and for approximately 3 to 6 sessions in a coaching relationship.

Potentially this will mean an approximate time allowance for this applicant to be released from duties of 12 hours over a twelve-month period. In endorsing this request, you are agreeing to accommodate this allowance. If you require more information about the process please contact the Scheme Coordinator or access the Dyfed Powys Police Coaching & Mentoring Scheme Policy & Guidance.

Line Manager: Do you endorse this application? Y/N *(Please provide information to support your decision based on the suitability of the applicant to become a Coach / Mentor).*

Line Manager's Name *(please print)*:

Line Manager's Signature:

Date:

If you require any further information about any aspect of this application form, please contact the Scheme Co-ordinator, details of which are given below. Please check application has been signed by Line Manager, then return this form to:

Vicky Anderson
The Scheme Co-ordinator
HR Business Centre
Police HQ
Carmarthen
SA31 2PF

Next steps:

Your application will be considered by the Scheme Co-ordinator. Following invitation to join the Scheme you will be expected to participate in the Coaching & Mentoring development programme run jointly with the Local Service Board which will equip you with the skills and abilities to conduct the Coaching and Mentoring role. Applications from staff will be reviewed at the end of each month. The Scheme Co-ordinator together with the Coaching & Mentoring Champions will then match the Coaches & Mentors and Participant and invite both parties to begin the Coaching & Mentoring process.

Dyfed-Powys Coaching & Mentoring Agreement

This agreement outlines the main objectives of the Coaching, and Mentoring relationship, and should be discussed and completed at the first meeting.

Coach/Mentor's Details

Name:
Force No:
Email address:
Work address:
Job title:
Tel no:

Participant's Details

Name:
Force No:
Email address:
Work address:
Job title:
Tel no:

It is the responsibility of both parties to sign this agreement to ensure mutual understanding of the basis of the relationship, roles and responsibilities.

As a Coach or Mentor I will:

- Commit to an open honest coaching/mentoring relationship;
- Be a partner in bringing out the best in you;
- Provide encouragement and support in environment where we can explore;
- Respect your confidentiality as stated in this agreement;
- Promote the discovery of new personal insights;
- Give you feedback to assist promote your development;
- Help settle into your new role and/or responsibility;
- Resettle into the organisation (as appropriate);
- Listen carefully to you and ask questions to provoke self-awareness and professional / personal development;
- Be a resource for you;
- Make our time together a priority.

As a Participant I agree to:

- Commit to an open honest coaching/mentoring/buddying relationship;
- Be punctual for each session;
- Fully and actively participate in the discussions;
- Prepare for each session;
- Commit to goals and carry out actions;
- Commit to self development and improved, sustained performance;
- Experiment with new approaches, practice new behaviours;
- Be open to feedback and ideas;
- Be fully responsible for my choices and actions;
- Make our time together a priority;
- Provide feedback and participate in evaluation activity regarding the Coaching and Mentoring Scheme.

Confidentiality

All information supplied in this agreement and during the coaching or mentoring relationship will remain strictly confidential. However, if any breach of the Misconduct Regulations or Police Staff Capability & Conduct Procedure are disclosed, or what is stated gives cause for concern for an individual's well being, the coach or mentor will be duty bound to report this matter to the Scheme Co-ordinator.

Meetings

We have agreed to meet every ____ week(s) for ____ sessions. We have agreed that ____ to ____ hrs (*complete as necessary*) is a suitable length for our sessions. It is our joint responsibility to agree the scheduling of these sessions.

Our first session will be on:

Date

Time

Venue.....

If for any reason a session is cancelled we will arrange to meet again at a mutually convenient time. If sessions are being cancelled regularly then the Coach/Mentor may consider ending the relationship.

Additional support

If additional support is required, for example between scheduled sessions, then the coach/mentor may be available to answer telephone calls or emails within reason. The scope of this 'additional support' needs to be agreed during this initial 'agreement setting process'.

Termination/Exiting the Scheme

Either party can request a termination of the agreement if there is a breakdown in the coaching/mentoring relationship, inadequate commitment to the process or lack of progress being made. The coaching/mentoring relationship will conclude at the end of the agreed number of sessions or when both parties feel objectives have been met.

I have read and agree this agreement

Signed:

Coach/Mentor (*delete as appropriate*):

Date:

Participant:

Date:

Both parties to retain copy of completed agreement. Coach/Mentor please send a copy to:
The Scheme Co-ordinator,
HR Business Centre,
Police HQ, Carmarthen.
e-mail: - HR Business Centre

Coaching / Mentoring Review Participant Record

The purpose of this review is to assess how the mentoring/coaching programme is currently working effectively for you. All responses will be collated by the Scheme Co-ordinator.

Participant details - Please complete the following.

Forename(s):

Surname:

Force Number:

Ext:

Coach / Mentor - Please complete the following.

Forename(s):

Surname:

Force Number:

Ext:

Please answer the following questions:

Are you currently being coached, or mentored?

How many meetings have you had with your Coach, or Mentor?

If none, please state what contact you have had (i.e. phone calls/emails etc) and reasons for non attendance.

What specific objectives have you been working towards?

Do you feel you are progressing towards achieving those objectives? *(Please circle as appropriate)*

Strongly Agree Agree No Change Disagree Strongly Disagree

If so, in what way? If possible, please specify the actual outcome(s) achieved:

Do you feel your performance has improved as a result of the coaching/buddying/mentoring sessions? *(Please circle as appropriate)*

Strongly agree Agree No Change Disagree Strongly Disagree

Do you feel your Coach / Mentor has the right skills and experience to assist you?
(Please circle as appropriate)

Strongly Agree Agree No Change Disagree Strongly Disagree

Do you feel the relationship is progressing well? (Please circle as appropriate)

Strongly Agree Agree No Change Disagree Strongly Disagree

Are there any issues with your coaching/mentoring relationship causing you concern, which may benefit from intervention from the Scheme Co-ordinator?

Is there anything new or different that you intend to do as a result of your involvement with the coaching and mentoring scheme? (if yes please provide specific examples)

What have been most useful aspects of your involvement with the coaching and mentoring scheme (please be as specific as you can)

Participant's signature:

Date:

Please return completed forms to:
The Scheme Co-ordinator,
HR Business Centre
Police HQ, Carmarthen.
e-mail:- HR Business Centre

Coaching / Mentoring Review Coach/Mentor Record

The purpose of this review is to assess how the coaching/mentoring programme is currently working for you. All responses will be collated by the Scheme Co-ordinator.

Participant details - *Please complete the following.*

Forename(s):

Surname:

Force Number:

Ext:

Coach/Mentor details - *Please complete the following.*

Forename(s):

Surname:

Force Number:

Ext:

Please answer the following questions:

Are you currently coaching or mentoring the above named?

How many meetings have you had with your Participant?

If none, please state what contact you have had (i.e. phone calls/emails etc) and reasons for non attendance

How often are you meeting and at what location?

What objectives has your Participant been working towards?

What actions have your Participant developed to help achieve those objectives?

Do you feel you that your Participant is progressing towards achieving those objectives?
(Please circle as appropriate)

Strongly Agree

Agree No Change

Disagree

Strongly Disagree

Do you feel that you have the right skills and experience to assist your Participant?
(Please circle as appropriate)

Strongly Agree Agree No Change Disagree Strongly Disagree

Do you feel the relationship is progressing well? (Please circle as appropriate)

Strongly Agree Agree No Change Disagree Strongly Disagree

Are there any issues with your relationship that are or have caused you concern, and which may benefit from intervention from the Scheme Co-ordinator?

What have been most useful aspects of your involvement with the coaching and mentoring scheme (please be as specific as you can)

Coach/Mentor's signature:

Date:

Please return completed forms to:
The Scheme Co-ordinator,
HR Business Centre,
Police HQ, Carmarthen
e-mail:- HR Business Centre

Equality Screening Assessment Template (April 2011)

For completion by owner of policy or procedure

An 'Equality Screening Assessment' should to be carried out for all policies and procedures, in order to **assess the relevance** of a policy to the Public Sector Equality Duty and protected characteristics. (A guidance document is available to help policy owners undertake screening assessments and full equality impact assessments).

Policy/ Procedure Title:

Dyfed Powys Police Coaching & Mentoring Scheme

Brief Description/ Aims:

To formalise a corporate approach to the Coaching & Mentoring of staff through a structured and co-ordinated scheme. To ensure that identified performance needs & gaps of individuals are met in the most effective and appropriate way. To ensure that the needs of the individuals are closely matched to those of the organisation, and that learning and development is linked to force goals.

Signature of Policy/ Procedure owner:

Meriel Lewis, HR Specialist Employee Relations

1.0 Equality Duties

Section 4 of the Equality Act 2010 sets out the 'protected characteristics' that qualify for protection under the Act as follows:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex (referred to as 'Gender' in our Single Equality Scheme)
- Sexual Orientation

The Single Public Sector Equality Duty applies to all the protected characteristics with the exception of Marriage and Civil Partnership.

The new duty places a proactive legal requirement on public bodies to have regard, in the exercise of their functions, to the need to:

- eliminate discrimination, harassment, victimisation, and any other conduct that is unlawful under the Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Please answer the following questions in relation to the Equality Duties:

1.1 Does the policy or procedure involve or impact upon the duty of Dyfed-Powys Police to eliminate unlawful discrimination, harassment, and victimisation in relation to Age, Disability, Gender Reassignment, Pregnancy and Maternity, Race, Religion or Belief, Sex, or Sexual Orientation?

No

If your answer is 'yes', please specify:

1.2 Does the policy or procedure involve or impact upon the duty of Dyfed-Powys Police to advance equality of opportunity between people of different groups?

No

If your answer is 'yes', please specify:

1.3 Does the policy or procedure involve or impact upon the duty of Dyfed-Powys Police to promote good relations between people of different groups?

No

If your answer is 'yes', please specify:

If you answer 'yes' to any of the questions above, a Full Impact Assessment of the policy or procedure needs to be undertaken.

2.0 Protected Characteristics

When completing this Assessment, please consider all the protected characteristics set out above.

Policy owners are also asked to consider the obligations placed on police forces under the Welsh Language Act 1993 when completing this Assessment. These are outlined in our Welsh Language Scheme. Dyfed-Powys Police considers the Welsh Language as an equality strand alongside other equality strands, as outlined in the Single Equality Scheme.

Please answer the following questions in relation to the protected characteristics:

2.1 Does the policy or procedure impact directly on police officers/ staff or members of the public?

Yes

If your answer is 'yes', please specify:

The policy sets out the Coaching & Mentoring process by which Dyfed Powys Police will commit to the Learning & Development of staff as part of its aim to enhance the capability of its leaders in delivery its policing plan

2.2 Does the policy or procedure impact differently on people who share any of the relevant protected characteristics compared with people who do not?

No

If your answer is 'yes', please specify:

2.3 Are there any groups of people sharing relevant protected characteristics who are likely to have different needs in relation to this policy or procedure?

Yes

If your answer is 'yes', please specify:

The Coaching & Mentoring scheme is intended to be available to all staff within Dyfed-Powys Police. In some instances, individuals enrolling on the scheme who have Welsh as their first language, may require a coach or mentor who is Welsh Speaking.

2.4 Is there any public or political concern related to protected characteristics/ equality strands that may be associated with this policy or procedure?

No

If your answer is 'yes', please specify:

2.5 Can discretion be exercised during the exercise of this police power or legal requirement, or is there an opportunity to treat people differently?

No

If your answer is 'yes', please specify:

Your answers to these questions should help you decide whether you need to undertake a Full Impact Assessment in relation to the policy or procedure.

For quality assurance, electronic copies of all Equality Screening Assessments should be sent to the Force Diversity Officer or Welsh Language Advisor at:

Helen.morgan-howard@dyfed-powys.pnn.police.uk

Lisa.o-connor@dyfed-powys.pnn.police.uk

Harris David

From: Scanlon Heather
Sent: 10 March 2021 15:59
To: Harris David; Fernandez Donna
Subject: RE: [SWYDDOGOL OFFICIAL] Transformational Leadership - Evaluation

Hi Dave,

Thank you for your e-mail, in line with your question, I did conduct a focus group meeting with CJD to establish how effective the TLP was for their supervisors. This meeting was held just prior to us going into lockdown and we haven't had a further meeting to establish further findings.

This will be an ongoing process, and if I receive anything further I will let you know.

Kind Regards at all times,
Heather

From: Harris David <david.harris@dyfed-powys.pnn.police.uk>
Sent: 10 March 2021 12:05
To: Scanlon Heather <heather.scanlon@dyfed-powys.police.uk>; Fernandez Donna <donna.fernandez@dyfed-powys.police.uk>
Subject: [SWYDDOGOL OFFICIAL] Transformational Leadership - Evaluation
Importance: High

SWYDDOGOL OFFICIAL

Hi both,

Firstly I wanted to thank you for taking the time to speak with me recently regarding the coaching and mentoring provision in Dyfed-Powys Police. It was a really useful discussion for me and I appreciate your openness about the processes and where these could be improved upon moving forward. Since our discussion, I have also had a similar conversation with Carys to get her views from a coaches perspective, and this discussion confirmed some of the areas for improvement which you mentioned, such as the Coach Supervisors and the Peer Network.

I am looking at the Transformational Leadership course at present, as part of this assignment and wonder whether any evaluation work has been conducted to identify how beneficial this has been as an initiative? Has this been done at all, appreciating that individuals would have completed a feedback form at the end of their week, but has any follow up been done with previous cohorts to identify whether this is being practically used in their roles?

Any information you can provide would be fantastic, or perhaps if this hasn't been done, I could be involved in some of this work in the future?

Also, if its ok, I will write my notes from our discussion and send them across for you to confirm that they are accurate.

Thanks in advance.
Dave



Dave Harris
Swyddog yr Uned Cymorth Busnes/ BSU Officer
Uned Cymorth Busnes (UCB) – Adnoddau Dynol a Chyflogres/ Business Support Unit – Human Resources

Heddlu Dyfed-Powys Police

Ext:23817

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SWYDDOGOL OFFICIAL

From: Morgans Carys OPCC
Sent: 16 March 2021 08:00
To: Harris David
Subject: RE: [SWYDDOGOL OFFICIAL] Coaching Discussion - Wednesday 3rd March 2021

SWYDDOGOL OFFICIAL

Dave,

Thank you. This is very well summarised and is reflective of our discussion. If you need any further assistance, please do not hesitate to let me know.

Carys

SWYDDOGOL OFFICIAL

From: Harris David <david.harris@dyfed-powys.pnn.police.uk>
Sent: 13 March 2021 10:46
To: Morgans Carys OPCC <carys.morgans@Dyfed-Powys.pnn.police.uk>
Subject: [SWYDDOGOL OFFICIAL] Coaching Discussion - Wednesday 3rd March 2021
Importance: High

SWYDDOGOL OFFICIAL

Good morning Carys,

I wanted to take this opportunity to thank you for taking the time to speak with me about the Coaching process in Dyfed-Powys Police and the OPCC, and your experience as a coach.

I have summarised our conversation below and wondered whether you would be able to review this, ensuring that this is an accurate reflection of what we discussed:

We discussed Coaching in DPP and how effective you feel currently feel that this is, to which you felt that there is work to be done and that it could be more effective that it currently is, and perhaps not as structured as it was previously when it was being managed and delivered by the previous Head of Legal Services. In addition, you agreed that there is not a current process in place to be able to understand and evaluate the return on investment of coaching as a process in itself in the organisation.

You then provided me with an overview of how you deliver coaching and the structure you provide, detailing the number of sessions you typically will have with a new coachee and how you will set objectives with the coach and how these are reviewed at the start of each new session. This demonstrated that there is a check and test process being undertaken by individual coaches, to ensure that coachees are fully engaged in the process.

You also felt that the organisation currently does not promote coaching enough and you felt that more could be done in terms of promoting its benefits, with the use of case studies. It appears that the organisation may not be buying into the process of coaching enough at present for it to be truly effective and more widely used.

We then discussed the topic of coaching qualifications and you gave your view on their importance, to provide a better understanding of background and ethics of coaching and how to ensure that this is delivered consistently by all coaches, without individuals slipping into being more directive in their approach.

Our discussion also covered the topic of coaching networks and supervision and, whilst this has been discussed in DPP, this is not being used at present and was vital for offering 1-2-1 support for coaches and ensured that

benchmarking could be undertaken, so that coaching practices were not slipping. This links to the above point on coaching qualifications and their benefits.

We then discussed the use of internal coaches vs external coaches and the use of line managers in the coaching process, to which your view was that generally a coach is more effective if they are somewhat removed from the individual being coached. Whilst line managers could adopt a coaching approach to their management style, you felt that this was better placed to be done formally by someone other than the direct line manager.

Lastly, we discussed the Transformation leadership Course, which you felt was a positive step for DPP and went some way to promote coaching and its benefits and started a change in culture to a more coaching way of leadership, however accepted that the organisation could definitely do more and could use its coaches more readily.

Thanks again for your time and I would be grateful for your comments on the above, in order that I can cite this as a piece of evidence in my Coaching and Mentoring portfolio.

Regards
Dave



Dave Harris
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SWYDDOGOL OFFICIAL

Harris David

From: Harris David
Sent: 13 March 2021 11:03
To: Scanlon Heather; Fernandez Donna
Subject: [SWYDDOGOL OFFICIAL] Coaching and Mentoring - Case Studies

Importance: High

SWYDDOGOL OFFICIAL

Hi both,

I have been thinking about the Coaching and Mentoring process in DPP and the possibility of using some case studies to promote their use and effective to the Force as a whole. This would not have to be an individual's story so that they were identifiable, however could be anonymised so that they would not be able to be identified, unless the coachee was happy to do so.

I would be happy to do some of the work for this, in engaging with the coachee and perhaps we could put out a blanket request to coachees to see if they are interested, or ask the coaches to do this on our behalf with individuals they have coached before. This could be promoted then on the Intranet, but also on the coaching page so that people can see the real benefit of coaching.

Let me know your thoughts and perhaps we could have a Skype meeting to discuss this further and to start the ball rolling?

Hopefully speak soon about this.

Regards
Dave



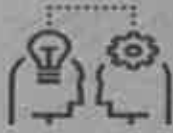
Dave Harris
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Coaching and Mentoring Intranet Page Screenshot



Coaching and Mentoring

The organisation is introducing a Coaching style of Leadership, that is Transformational and which supports our CALON Leadership and Wellbeing Strategy Plan, in order to coach and guide cultural change.

What is coaching?

"Coaching is unlocking a person's potential to maximise their own performance"

Sir John Whitmore

Coaching is the art of facilitating another person's learning, development and performance.

Through coaching, people are able to find their own solutions, develop their own skills and change behaviours and attitudes. Coaching is an ongoing process designed to help employees gain greater competence and overcome barriers to improve performance and achieve personal goals.

A Coach does not need direct experience of an individual's occupational role, and should be requested via the link below.

What is Mentoring?

"Mentoring is a two-way street; you get out what you put in"

Steve Washington

Mentoring is the long term passing on of support, guidance and advice. In the workplace, it has been described as a relationship in which a more experienced colleague uses their greater knowledge and understanding of the work, or workplace, to support the development of a more junior or inexperienced member of staff. It is also a form of apprenticeship, whereby an inexperienced learner learns the "tricks of the trade" from an experienced colleague.

A Mentor does need direct experience of the individual's occupational role, and should be requested via your supervisor.

View & Request A Coach	Become a coach	External Links
Tools & Tips	Guidance documents	Blog



Coaches

If you are interested in finding a coach, please read the profiles of our coaches below and complete the Coaching Request Form. Once you have done this, click on a name to contact and request the individual as your coach and attach the form. If you would prefer an external coach, you can access the Academi Wales coaches' website which can be found under 'External Links'.

Coaching Request Form

 	 	  Read full profile here
 	  Read full profile here	 
 	 	

Harris David

From: Harris David
Sent: 18 March 2021 19:22
To: Davies Sian (HR)
Subject: [SWYDDOGOL OFFICIAL] Coaching Benefits

SWYDDOGOL OFFICIAL

Hi Sian,

I wanted to raise with you the topic of coaching in the workplace and the potential benefits this can have to you and your development in the organisation. I know you had previously tried for a few others roles and that you would be interested in developing in the future, an coaching could certainly assist with this.

DPP has a formal coaching programme, which I would be happy to discuss with you and point you in the right direction to engage with a coach, if you were interested. This could really help you identify what you might want to achieve in your career with DPP, whether that's in HR or any other area of business.

As always, I am happy to discuss this in more detail.

Regards
Dave



Dave Harris
Swyddog yr Uned Cymorth Busnes/ BSU Officer
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