Qualification: Level 5 CIPD Diploma in Applied Human Resources

Module Name: Contributing to Coaching and Mentoring

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Student Name: Sophie O'Kelly

Student Number: 1904625

CIPD Membership Number: 55491663

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: 17.03.21

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CIPD Candidate evidence matrix (CEM1)

Candidate name: Sophie O'Kelly				CIPD Membership/registration No.: 55491663		
Qualification title: CIPD Level 5 Diploma in Applied HR				**Unique Learner No. (ULN):** 1904625		
Unit code	**Unit title**	**Assessment criteria no.**	**Evidence description**	**Evidence reference number**	**Assessor Initials**	**I/V initials if sampled**
5ADCM	Contributing to Coaching and Mentoring	1.1	Snapshot from the People Development Policy, Capability Policy and Probation policy highlighting Coaching as an intervention that will be provided.	EV1		
5ADCM	Contributing to Coaching and Mentoring	1.1, 1.3	Conversation with Senior Leadership and Management Development Consultant at Maximus UK discussing vision for a Coaching Culture	EV2		
5ADCM	Contributing to Coaching and Mentoring	1.1	Coaching and Mentoring Survey sent to Line Managers in Wales.	EV3		
5ADCM	Contributing to Coaching and Mentoring	1.1	Snapshot taken from Line Manager Coaching and Mentoring Survey re. how coaching takes place within their teams	EV4		
5ADCM	Contributing to Coaching and Mentoring	1.1, 1.2, 2.2	Induction of new colleagues evidencing Peer Mentoring (or buddying)	EV5		
5ADCM	Contributing to Coaching and Mentoring	1.1	Induction evidencing Line Manager quality assurance checks of Peer Mentoring support during induction	EV6		
5ADCM	Contributing to Coaching and Mentoring	1.1	Performance Coaching document evidencing fair and consistent selection of colleagues to receive additional coaching support.	EV7		
5ADCM	Contributing to Coaching and Mentoring	1.2	Intranet that evidences the Organisation's vision for the development of its people.	EV8		
5ADCM	Contributing to Coaching and Mentoring	1.2	Snapshot of Coaching and Mentoring short courses, audio books, videos etc available to all colleagues to access through Maximus' online learning platform.	EV9		
5ADCM	Contributing to Coaching and Mentoring	1.2	Maximus' external website evidencing its mission.	EV10		
5ADCM	Contributing to Coaching and Mentoring	1.2, 1.3	Remploy ahead of its competitors for performance	EV11		
5ADCM	Contributing to Coaching and Mentoring	1.2	Survey results evidencing Line Managers feel investing time in supporting colleagues during their induction impacts positively on achieving performance objectives.	EV12		
5ADCM	Contributing to Coaching and Mentoring	1.2	Stakeholder action plan evidencing introduction of Performance Coaching impacting positively on increased performance	EV13		

5ADCM	Contributing to Coaching and Mentoring	1.3	Coaching Tips for Line Managers webinar – supporting wellbeing of colleagues.	EV14		
5ADCM	Contributing to Coaching and Mentoring	1.3	Four key areas for change to create and embed a diverse and inclusive culture.	EV15		
5ADCM	Contributing to Coaching and Mentoring	1.3	Evidence of plans for implementation of Balanced Scorecard to measure performance	EV16		
5ADCM	Contributing to Coaching and Mentoring	1.4	Email to my Line Manager with attached document detailing recommendations for further developments in Coaching.	EV17		
5ADCM	Contributing to Coaching and Mentoring	1.4	Business Case to suggest further developments needed in Coaching	EV18		
5ADCM	Contributing to Coaching and Mentoring	1.4	Line Manager survey responses regarding knowledge of Coaching and Mentoring models	EV19		
5ADCM	Contributing to Coaching and Mentoring	1.4	Line Manager survey responses indicating there is an appetite to learn more about how coaching can benefit their team,	EV20		
5ADCM	Contributing to Coaching and Mentoring	1.4	Line Manager survey responses indicating that time impacts on Coaching	EV21		
5ADCM	Contributing to Coaching and Mentoring	2.1	Google Hangout to Management team discussing benefits of attending Coaching Tips for Line Managers session	EV22		
5ADCM	Contributing to Coaching and Mentoring	2.1	Email sent to Line Managers to support them with implementation of Performance Coaching by utilising the GROW model	EV23		
5ADCM	Contributing to Coaching and Mentoring	2.1	Email sent to key Stakeholder to stress the importance of providing a mentor/buddy to all new colleagues during a remote induction.	EV24		
5ADCM	Contributing to Coaching and Mentoring	2.1	Email sent to Line Managers to encourage them to promote accredited IEP qualifications to their teams.	EV25		
5ADCM	Contributing to Coaching and Mentoring	2.2.	Presentation created to support Line Managers with the purpose and process of creating Enhanced Support Plans	EV26		
5ADCM	Contributing to Coaching and Mentoring	2.2	Email sent to Line Manager demonstrating collaboration of a Coaching plan for Team Member	EV27		
5ADCM	Contributing to Coaching and Mentoring	2.2	Digital Badge to evidence Mentoring course completion	EV28		
5ADCM	Contributing to Coaching and Mentoring	2.2	Revised induction for remote delivery – evidencing importance of buddy/mentor support	EV29		
5ADCM	Contributing to Coaching and Mentoring	2.2	Presentation sent to Key Stakeholder (ESD Operations director) to gain sign off for the Induction programme which highlights the importance of the buddy/mentor support.	EV30		
5ADCM	Contributing to Coaching and	2.3	Introduction to Coaching and Mentoring Pack for Line	EV31		

	Mentoring		Managers – Slide Deck			
5ADCM	Contributing to Coaching and Mentoring	2.3	Introduction to Coaching and Mentoring Pack for Line Managers – Utilising the GROW model desk aid.	EV32		
5ADCM	Contributing to Coaching and Mentoring	2.3	Introduction to Coaching and Mentoring Pack for Line Managers – Guide to accessing additional Coaching and Mentoring Learning.	EV33		
5ADCM	Contributing to Coaching and Mentoring	2.3, 2.5	Email to Line Managers with Coaching and Mentoring resource pack attached.	EV34		
5ADCM	Contributing to Coaching and Mentoring	2.4	Evidence of Day 1 and End of Month 1 calls with new colleagues to introduce the induction programme and discuss the importance of engaging with process	EV35		
5ADCM	Contributing to Coaching and Mentoring	2.4	Email sent to Coachee and Line Manager to outline what happened during the session and clear actions that were created as a result.	EV36		
5ADCM	Contributing to Coaching and Mentoring	2.4	Introduction to Coaching and Mentoring Pack for Line Managers – Role, Responsibility, and benefits to Coachee/Mentee Desk aid.	EV37		
5ADCM	Contributing to Coaching and Mentoring	2.5	Introduction to Coaching and Mentoring Pack for Line Managers – Landsberg's self-assessment form from The Tao of Coaching (2015)	EV38		
5ADCM	Contributing to Coaching and Mentoring	2.5	Invitation to Line Managers to provide feedback on the Coaching and Mentoring resources	EV39		

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:	S Kelly	**Date:**	**17.03.21**

Personal Statement

1.1

Employers are increasingly using Coaching and Mentoring interventions to develop their people and improve performance (CIPD, 2020). Remploy Cymru is part of Maximus' Employment Skills and Disability business. Maximus has its own Talent and Development team, and Coaching and Mentoring are highlighted as supportive interventions in its People Development and Performance Management policies (EV1).

I spoke with Maximus' Senior Leadership and Management Development Consultant to understand what Coaching and Mentoring takes place, and what the vision is for the future (EV2). At the beginning of 2020, there were plans in place for Leadership development, however these did not come into fruition due to the disruption of the recent pandemic. Organisations have been driven to review their plans and are becoming less focused on formal learning, whilst utilising more informal approaches through Coaching and Mentoring (CIPD, 2020).

To understand the picture locally, I devised and distributed a short survey to send to all Line Managers in Wales (EV3). The results evidenced that Line Managers are invested in people development. The terms Coaching and Mentoring are used interchangeably, however they are different (CIPD, 2020). When analysing the responses, it became apparent that Line Managers are generally describing informal *Mentoring* or *One-to-One training* when they discuss *Coaching* (EV4).

Peer mentoring (or buddying) forms a significant part of the colleague induction process (EV5). Following a Mentoring programme that was introduced for new colleagues within the National Health Service, other colleagues commented that they wished they had experienced the same support (Clutterbuck, 2014). Within Maximus, colleague induction is formal, and all new colleagues are assigned mentors. Peer mentoring has naturally transitioned to be delivered online rather than face to face and to check its quality, Line Managers carry out regular quality assurance checks through discussion and observation (EV6).

Coaching in business is generally centred on performance improvement which could be either linked to a specific task or generally to become more effective or efficient within the role (Downey, 2014). At Maximus, Performance Coaching is a formal intervention that Line Managers can utilise to intensify the support provided to those who are underperforming or are at risk of underperforming. Selection of colleagues who receive this coaching is fair and transparent (EV7).

Maximus' vision is to create a Coaching Culture (EV2). A Coaching Culture is described by Hardingham (2004, cited in Clutterbuck et al, 2016, p.8) as "A culture where people coach each other all the time as a natural part of meetings, reviews and one-to-one discussions of all kinds". At Maximus, some colleagues are currently undertaking a Level 5 Coaching Apprenticeship as a part of a pilot. This opportunity will become available more widely for those who wish to develop their coaching skills if proven successful. Additionally, there are plans to develop a formal mentoring programme which will initially see senior colleagues undertake a Level 3 Mentoring qualification to mentor more junior colleagues. Phase two of this mentoring programme is aligned with the Organisation's Inclusion and Diversity strategy and will see Reverse Mentoring introduced for underrepresented groups.

1.2

The Maximus intranet has a dedicated colleague development page describing the vision of creating *'A Culture where everyone can thrive'* (EV8). Maximus' online learning platform is a step towards achieving that goal; supporting colleagues to increase their knowledge, learn new skills and prepare for the next step in their career. It offers a variety of skills-based content to meet individual learning needs (EV9). With what we know of the upcoming plans to make opportunities available for colleagues to undertake coaching apprenticeships and with a formal mentoring programme about to be launched; Maximus is taking strides in the right direction to achieve its vision. Providing colleagues with choice is more effective than offering prescriptive development. Mentorship programmes allow colleagues the opportunity and autonomy to match their interests and capabilities to current and future business demands (Volini et al, 2020).

Maximus' mission within the Employment, Skills and Disability business is *'Transforming People's Lives'* (EV10). This is achieved locally by supporting customers into sustainable employment. Remploy is top of the leader board in terms of its performance in comparison to its competitors (EV11) Peer mentoring support during the induction ensures new colleagues can reach the expected performance levels (EV5). Line Managers indicate that investing time in new colleague development is crucial to achieving performance expectations (EV12). Performance Coaching also helps to achieve the desired performance levels which is proven in the Commissioner's action plan (EV13). Traditional performance management systems struggle to inspire and develop colleagues; increased success is being seen through Line Managers coaching their employees (Clifton & Harter, 2019).

1.3

Cassidy (2020) discusses how the pandemic has made it more challenging for Line Managers to spot signs of physical and mental ill health. At Maximus, a weekly wellbeing programme was introduced to focus on colleague health and wellbeing. The Talent and Development team delivered weekly webinars to support colleagues during these unprecedented times. A 'Coaching Tips for Line Managers' session was delivered, focusing on colleague wellbeing and how coaching interventions can be used to support colleagues experiencing anxiety (EV14). Winfield (2020) discusses how Line Managers should use Coaching methods to understand how their teams are feeling.

Maximus has initiated a three-year plan to build a diverse and inclusive culture. The vision is to create a culture where everyone feels included and can thrive. The framework for change focuses on four key areas (EV15). We learned that Reverse Mentoring will be implemented as part of the Talent & Development workstream (EV2). Reverse Mentoring will focus on underrepresented groups, giving Leaders a better insight into diverse issues. Virgin Media paired its leaders with more junior colleagues to provide them with an insight into colleagues' backgrounds to encourage inclusion and diversity (Jolin, 2018).

Maximus' performance evidences that it is ahead of its competition (EV11), however continuous improvement and driving efficiencies will always be a consideration. The Organisation is currently reviewing its methods for measuring performance and is in the development stages of introducing a Balanced Scorecard to ensure that performance expectations are well balanced and consider customer experience, contractual measures, compliance, and productivity (EV16). This will be a

significant culture change for the organisation as coaching expectations of Line Managers will increase. Maximus does not use external coaches therefore the responsibility will sit with the Line Manager. Clifton & Harter (2019) discuss that Millennials and Generation Z want a Coach and not a Boss. This transition will not only improve engagement and productivity but will also be essential to supporting the achievement of creating a Coaching Culture.

1.4

Google is an example of an organisation that operates a Learning culture and has decided to only invest in learning which can measure changes in people's behaviour (Bock, 2015). Similarly, Maximus' vision is to create a Coaching Culture and understanding the impending changes, specifically around the introduction of the Balanced Scorecard requiring Managers to start operating as Coaches, I approached my Line Manager with some recommendations as to how Coaching could be further developed (EV17). I attached a business case to document my recommendations and justifications along with costing implications (EV18).

I recommended that we equip our Managers for the changes ahead. The survey results tell us that Line Managers' interpretation of coaching differs. We also know that some are unfamiliar with Coaching models that can be used to structure these conversations (EV19). GROW is probably one of the most popular coaching models used with the Coach supporting the Coachee to firstly define the desired goal before defining the current situation, then exploring the options available to achieve the goal before finally agreeing the way forward to achieving it (Mindtools, 2012). Most Line Managers stated that they would like to learn more about how Coaching can benefit their teams (EV20). For this reason, I devised an 'Introduction to Coaching and Mentoring' pack for Line Managers to enhance their knowledge; a desk-aid introducing the GROW model and how it can be used; a guide to access Coaching and Mentoring resources on Maximus' online learning platform; a document that highlights the benefits for the Coachee and Mentee and a copy of Landsberg's self-assessment form for Line Managers to assess their own Coaching Skills (Landsberg, 2015). My recommendation was that I share this resource pack with Line Managers in Wales, ask them to review it and access some of the training before inviting them to feedback on how they plan to implement it within their teams.

Line Managers feel that time is a factor impacting them being able to coach their teams effectively (EV21). Clifton & Harter (2019) discuss how time invested now will be time saved longer term as employees will be more capable of making effective decisions and achieving desired performance. Landsberg (2015) discusses how Line Managers will be able to delegate more and achieve higher performance more quickly. It will make sure Line Managers can lead their teams effectively though the upcoming changes. Change can be challenging, and good coaches can effectively support colleagues through change (Boyatzis et al, 2019).

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E.V1

4.6 1:1 Meetings

Informal reviews should take place on a regular basis but it may be required to increase the frequency where there is a performance concern or it is deemed necessary.

When a line manager considers that an employee is performing below the required standard, they should make them aware of their concerns, set out the expectations for their performance and an action plan with timescales to improve performance within their 1:1 meetings.

During 1:1 meetings, where there is a performance concern the line manager should discuss:

a) the standards of performance required so that the employee is clear at all times of what is expected of them

b) whether there are any personal factors or health problems affecting performance

c) any reasonable adjustments that are or should be in place

d) any appropriate training, coaching and support to improve employee performance

e) setting out the necessary timescales to achieve the improvement required

1:1 Meetings

Informal reviews will be arranged by the line manager on a regular basis as deemed appropriate. Initially, these informal reviews should take place on a more frequent basis to provide support to the employee in their first few weeks.

Where there are performance concerns, reviews should revert to be more frequent as appropriate.

The purpose of these reviews is for the line manager to:

a) Ensure that the employee is settling into their role

b) Review their job responsibilities

c) Review the employee's objectives and targets

d) Provide update on employee's progress and positive feedback on their progress

e) Highlight any performance issues and identify methods/solutions to overcome them

f) Highlight any concerns regarding the employee's conduct or attendance records i.e. due to sickness absence / timekeeping

g) Provide a regular opportunity for the employee to raise any concerns or questions

h) Agree working methods

i) Identify strengths and opportunities for improvement

j) Highlight any training and development needs

k) Review effectiveness of any support mechanisms in place e.g. mentoring, coaching or reasonable adjustments (if applicable) and identify any further support that may be beneficial

l) Discuss any other aspects that may effect the employee, for example their wellbeing or anything they feel would support them during their probation period.

3. Responsibilities

3.1 People Development

3.1.1 We recognise the need for you to learn and develop your skills on a continuous basis and will support you to achieve this by:

- Diagnosing learning needs and developing organisational learning strategies and plans in alignment with the core business priorities
- Leading or supporting on the design and implementation of learning interventions
- Seeking feedback and evaluating learning interventions in order to continuously improve all learning and development practices
- Ensuring that a clear procedure is in place for recording and monitoring of learning activities for the purpose of bids and tenders, compliance and continuous improvement

3.2 Line Managers

3.2.1 Line managers are responsible for their team's learning and development, by helping individuals to improve their performance. Line managers are expected to:

- Undertake regular reviews with the team in line with the agreed HR processes
- Identify needs and encourage colleagues to undertake relevant learning interventions
- Actively use the recognised system to monitor team development requirements
- Take responsibility for the development of their team, for assessing their learning and development needs and identifying suitable learning interventions
- Evaluate the effectiveness of learning and development interventions at performance and potential level with the team (1-2-1 or group reviews, observations etc) and provide feedback to People Development as required
- Engage with People Development at all stages of learning that require Remploy investment
- Create an environment for learning to be applied and factor in learning time in their team's activities to ensure continuous development of our colleagues

3.3 Remploy Colleagues

3.3.1 You are empowered to take ownership of your individual development, whilst being supported by your line manager and the People Development team.

3.3.2 You are expected to:

- Identify learning and development needs aligned to your role with your line manager through the review process
- Actively use the recognised system to access/ book your learning
- Actively invest time for in/ out of work hours for your development when required
- Provide feedback on all learning interventions and update your Continuous Professional Development (CPD) and Personal Development Plan (PDP)

EV2

Understanding Coaching and Mentoring

On the Job Training

Activity One

I met with Hilary Reen who is the Senior Leadership and Management Development Consultant for Maximus UK. Hilary has a wealth of knowledge and experience in Coaching and Mentoring, so I found this a really beneficial discussion for my learning.

The COVID-19 pandemic has had a significant impact on Maximus and a number of plans for Leadership Development (of which included Coaching and Mentoring) had to be halted as a result. Hilary discussed that in late 2019; Maximus had plans to partnership with an external Coaching Company and launch a consistent Leadership Framework across all Maximus businesses. Developing and implementing a Coaching Culture *was* and *still is* the optimal goal. A Coaching culture exists in an Organisation where its people build rapport; are active listeners; ask beneficial questions and individual empowerment is instilled (Cooper, 2019). To initiate this aspiration, upskilling in Coaching and Mentoring was planned for Senior Leaders within the business (as a starting point). A number of colleagues are currently undertaking a Level 5 Coaching Professional Apprenticeship to pilot its success. If proven beneficial, the Business will consider offering this more widely to colleagues wishing to develop their Coaching Skills.

For many years there has been and still continues to be pockets of effective Coaching and Mentoring taking place; mainly of an informal nature. Historically, Coaching has been perceived negatively within Maximus amongst employees; in that it's only introduced when there are concerns around performance. 'Performance Coaching' is quite rightly and effectively used to help 'fix' a problem, whereas 'Coaching for Development' is centred around the individual's learning and growth rather than 'fixing' (Stanier, 2016). Maximus aspires to make Coaching and Mentoring very much part of all activities and conversations, which is aligned with its aspirations of developing a Coaching Culture.

The pandemic has forced Organisations to find alternative methods to face to face learning. Coaching in this respect has become an increasing popular learning intervention as halting People Development can't continue (Nevins, 2020). Inclusion and Diversity is an area of key focus within Maximus and Hilary is leading on the 'Talent and Capability Development' work stream that sits within this. Coaching and Mentoring is the first priority on this work stream. Phase one of this initiative will see the introduction of a Colleague Mentoring Programme which will gradually expand. A formal mentoring programme ensures that groups that may have otherwise been overlooked via a more informal approach are easily able to access it (Clutterbuck, 2014). Selection criteria will be introduced to become a Mentor or Mentee, however initially Senior Leaders will be chosen throughout the Organisation to take on Mentor roles where they have specific knowledge and/or experience in areas of which Colleagues may want to develop their knowledge and skills further. Mentors will complete a Level 3 Mentoring Apprenticeship. Phase 2 will focus on Reverse and Reciprocated mentoring of underrepresented groups. Non-traditional mentoring programmes such as these enable Organisations to develop by embracing the concept that everyone regardless of role within the organisation can share knowledge (Hirsch, 2019).

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Activity Two

Maximus has a People Development Policy and a Performance Capability Policy that both incorporate elements of Coaching and Mentoring.

Its People Development Policy focusses on highlighting the Organisation's commitment to Continuous Professional Development (CPD) of Maximus colleagues. Additionally, it details its responsibility of ensuring Colleagues are enabled to undertake their roles effectively and achieve their goals. The policy promotes the importance of operating a culture of learning; providing fair access to Learning and Development opportunities for all. Google operates an effective Learning Culture. It recognises the importance of allowing its people to help others grow and develop and encourages its people to be 'Teachers' (Bock, 2015). Maximus' People Development Policy highlights the importance of providing continuous learning opportunities for its employees. The responsibility of the Line Manager in making sure an environment is created for learning to be applied is reinforced. Clutterbuck (2012) discusses that Line Managers must be responsible for creating an environment where coaching can take place. When employees trust that Coaching is a partnership with joint responsibility, they will seek out coaching opportunities. This policy also highlights the responsibility of colleagues to take ownership for their own learning.

Maximus' Performance Capability policy supports employees to achieve and sustain required performance expectations. It highlights Line Managers' responsibility in identifying performance issues and addressing them swiftly. Goldsmith (2014) is a Coach for Behavioural Change and discusses that when Coachees are not willing to engage with the coaching process, they cannot be coached. Maximus' policy highlights coaching as a tool that should be used as a learning

intervention during the Capability process to enhance performance and reinforces the importance of the colleague being fully engaged.

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Activity Three

Following self-assessment of my skills and knowledge in Coaching and Mentoring using the new CIPD Profession Map, I met with my Line Manager to discuss my development.

Within the new Profession Map, 'Coaching and Mentoring' were listed as skills required under the Core Knowledge area of 'People Practice'. Coaching and Mentoring was also found under the Specialist Knowledge area of 'Learning and Development'. To be competent at Associate Level, it's important that I am knowledgeable in the different models of Coaching and Mentoring; am confident when to use them and am able to support and utilise both approaches in learning.

Following discussions with my Line Manager we have agreed for me to focus on furthering my development in Coaching and consider before defaulting to delivering a Training Session, whether the process would be more beneficial to be delivered through Coaching. Additionally, as part of my development I will further promote the benefits of Coaching to Line Managers and encourage enrolment to the Coaching and Mentoring resources available on our Online Training platform. I have already identified an area where Coaching would sit as an effective learning intervention. Line Managers currently complete audits on employees' files in silo; if this was delivered as a coaching session, employees would feel more empowered and have a greater awareness as to how they can improve. Maximus is changing the way it measures performance in the coming months with the introduction of a Balanced Scorecard. Operating as a Coach will be an expectation of Line Managers during this change so an early introduction will prepare them for this.

EV3

Coaching and Mentoring Questionnaire for Line Managers

I would really appreciate if you could find 5-10 minutes to complete this short questionnaire.
The aim is to establish what Coaching and Mentoring is already taking place amongst our teams.
This information will then enable me to consider and put forward recommendations as to how we can:
a) Share any best practice
b) Further enhance what we already do
c) Introduce new initiatives that could add value.
*****This form is not collecting email addresses so your responses will remain anonymous*****

Have you ever had training in Coaching and/or Mentoring (Formal or Informal)? Please explain. *

Long-answer text

Would you like to learn more about how to provide effective coaching to your teams? *

- Yes
- No

Does any form of mentoring take place within your team? Please explain. *

Long-answer text

What coaching takes place within your teams, who provides it and during which activities? *

Long-answer text

Do you utilise any Coaching/Mentoring models? If so, which ones? *

Long-answer text

What barriers (if any) do you find prevent you from providing coaching to your team? *

Long-answer text

How do you think Coaching and Mentoring could be further developed in the organisation and why? *

Long-answer text

Do you have any additional information you would like to add about Coaching and Mentoring that may be helpful? *

Long-answer text

EV4

What coaching takes place within your teams, who provides it and during which activities?

9 responses

Yes - when I have new starters join the team I utilise the support of the whole team and get them all to provide coaching/buddying over the first 2 weeks, they each take a day on a rota basis and go through different areas of the role, and allow the new starters to shadow them and listen to how they do the role as well as see them update the system etc. They also go though their lead area to provide the new starter with the knowledge and understanding of what is available or how to do it etc. eg. safeguarding, ADAPT, JCP Engagement, Employer Engagement, CPN etc. a look to identify a specific buddy from the team for each new starter, giving everyone a chance to be a buddy, so when the new starter are introduced to their caseload they have a go to person for support (as well as the rest of the team and myself) but also so they can do shadowing and joint appointments before going on their own after 4 weeks.

A new advisor starts shadowing 1 or 2 advisors who become their buddies and go to although I make sure I catch up with new starters regularly to make sure they are happy.
I have 2 [redacted] champions in place (we are working on the [redacted] so not on Adapt), there is also a safeguarding advocate on the team, and I actively encourage the team to bring up difficult customers on the huddle so we can share ideas on how best to support them if they are struggling. I have found this has been particularly useful and almost like a participant focus session - I do this as I know it can be difficult when an advisor feels they have done everything with a participant and need some fresh ideas. I always use the full allocated half an hour in the morning for the team and if I don't have much to report I often make a statement such as 'lets discuss how we could encourage a participant to attend appointments without their mum'...or, 'lets discuss how we could encourage a good routine in teenagers who are up gaming all night'...these are usually issues that I hear in caseload reviews that I bring up for the team to discuss and coach the team. I feel it has been a great way for getting information that experienced advisors take for granted and sharing new ideas from newer advisors from different work backgrounds

* Elearning - self guided with min support. *Observations - all staff, *QMU's - Myself, *Buddy systems - All staff involved, * Practical systems/ process learning - myself / all staff involved. *Performance support - myself/ staff member *

EV5

Overview Of The Role | Systems Training | Practice Time | Approval

Day	Timing	Activity	Early Starter (ES)	Owner	Resources	Progress Checklist
Day 2	9.00am - 10.00am	**Review Master Policies** # Expenses Policy # Driving on Company Business	ES	Self Led	Useful Link Tab	
	10.00am - 1.00pm	**E-learning Modules** # CM006 - MAXIMUS code of conduct # HS006 - MAXIMUS workplace safety # CM003 - Safeguarding	ES	Self Led	Learning Academy	
	1.00pm - 2.00pm	**Meet with Buddy (Contract Specific Training)** # Overview of support buddy will provide during induction # Book training dates in # Local Partner Organisations & how to signpost	ES	Buddy		
	2.00pm - 3.00pm	# The Role, KPIs and Metrics # Cascade and Expenses	ES	Line Manager	Cascade Login details	
	3.00pm - 4.00pm	Contract Overview # Refer to Manager regarding queries	ES	Self Led	Presentations on Maximus Hub	
	4.00pm - 5.00pm	Observe In Work Support - Change Coach/Advisor/Specialist	ES	IWS Change Coach/Advisor/Specialist		

Week 1 Overview Of The Role | Week 2 Systems Training | Week 3 Practice Time | Week 4 Approval

Day	Timing	Activity (System Training)	Early Starter (ES)	Owner	Resources
Day 6	9.00am - 4.00pm	**Systems Training (whichever one is relevant to your role - CMS, Adapt)** # Log on to the Training Portal # Detailled 1:1 or Group training on how to use/update the system # Buddy to share feedback and provide further training if applicable	ES	CC/EA/KW*	Test system Login Details
		# Scenario based training using the Training Portal # Buddy to provide feedback and provide further training if applicable	ES	CC/EA/KW*	Test scenarios
	4.00pm - 5.00pm	**E-learning Modules** # HS004 - Stress awareness (Workrite)	ES	Self Led	Learning Academy

Day	Timing	Activity (System Training)	Early Starter (ES)	Owner	Resources
	9.00am - 3.00pm	**Observe Initial Appointments and Update system** # New Starter to observe Initial Appointments # New Starter to update system during the appointments with the support of a buddy # Buddy to provide feedback and further training (if applicable)		CC/EA/KW*	

Week 1 Overview Of The Role | Week 2 Systems Training | Week 3 Practice Time | Week 4 Approval

Day	Timing	Activity	Early Starter (ES)	Owner	Resources	Pr Ch
Day 11	9.00am - 1.00pm	**Complete Initial Appointments with the support of a buddy** # New Starter to complete Initial Appointments # New Starter to update system during appointments # Buddy to provide feedback and further training (if applicable)		CC/EA/KW*		
	1.00am - 3.00pm	**CV Writing Activity** # Review Participant CV's and rewrite them including cover letter # Buddy to share best practices and examples of good CV's # Buddy to review CV's and provide feedback	ES	Self Led/Buddy		
	3.00pm - 5.00pm	**E-learning Modules** # HS003 - Display screen equipment (DSE) (Workrite)	ES	Self Led	Learning Academy	

Day	Timing	Activity	Early Starter (ES)	Owner	Resources	Pr Ch
		Complete Monthly Appraisals with the support of a buddy				

EVG

Week 1 Overview Of The Role	Week 2 Systems Training	Week 3 Practice Time	Week 4 Approval

Day	Timing	Activity	Early Starter (ES)	Owner	Resources	Progre Checkli
Day 16	9.00am - 3.00pm	**Complete Initial Appointments** # New Starter to complete Initial Appointments # New Starter to update system during appointments # Line Manager to observe an IA and provide feedback		Self Led / Line Manager		
	3.00pm - 5.00pm	**Complete Participant CVs** # New Starter to complete CVs for Participants # Line Manager to check CV and provide feedback on quality		Line Manager		

Day	Timing	Activity	Early Starter (ES)	Owner	Resources	Progre Checkli
Day 17	9.00am - 3.00pm	**Complete Monthly Appraisals** # New Starter to complete Monthly Appraisals # New Starter to update system during appointments # Line Manager to observe a Monthly Appraisal and provide feedback		Self Led / Line Manager		
	3.00pm - 5.00pm	**Upload Case load Planner** # Line to review and provide feedback	ES	Self Led		

Day	Timing	Activity	Early Starter (ES)	Owner	Resources	Progress Checklist
Day	9.00am - 1.00pm	**Complete Initial Appointments / Monthly Appraisals /Job Searching Sessions**		Self Led/Buddy		
	3.00pm - 5.00pm	End of Week 4 Catch up with Line Manager # Reflection/Thoughts on Week 4 # Caseload Handover for Learning Bay # Review Checklist	ES	Line Manager		

Managers Comments (Strengths, Knowledge gap, further training):

Inductee Name	Signature	Date

Managers Name	Signature	Date

New Joiners Comments:

EV7

Performance Coaching

24 July 2020

Following on from conversations around more focus on performance, we need to look at providing more intense coaching for advisors who have underperformed. We appreciate that performance during lockdown has been greatly affected, however, in order for us to make the transition to business as usual (under the circumstances), we need to introduce a structure / benchmark that will be utilised to determine which advisors require the coaching.

The coaching will be the responsibility of the Performance Lead and they will primarily be responsible for delivering the sessions. However, in order to ensure we have fresh pair of eyes, the DPM's will also be part of the process and can support the PL in some or all of the activities.

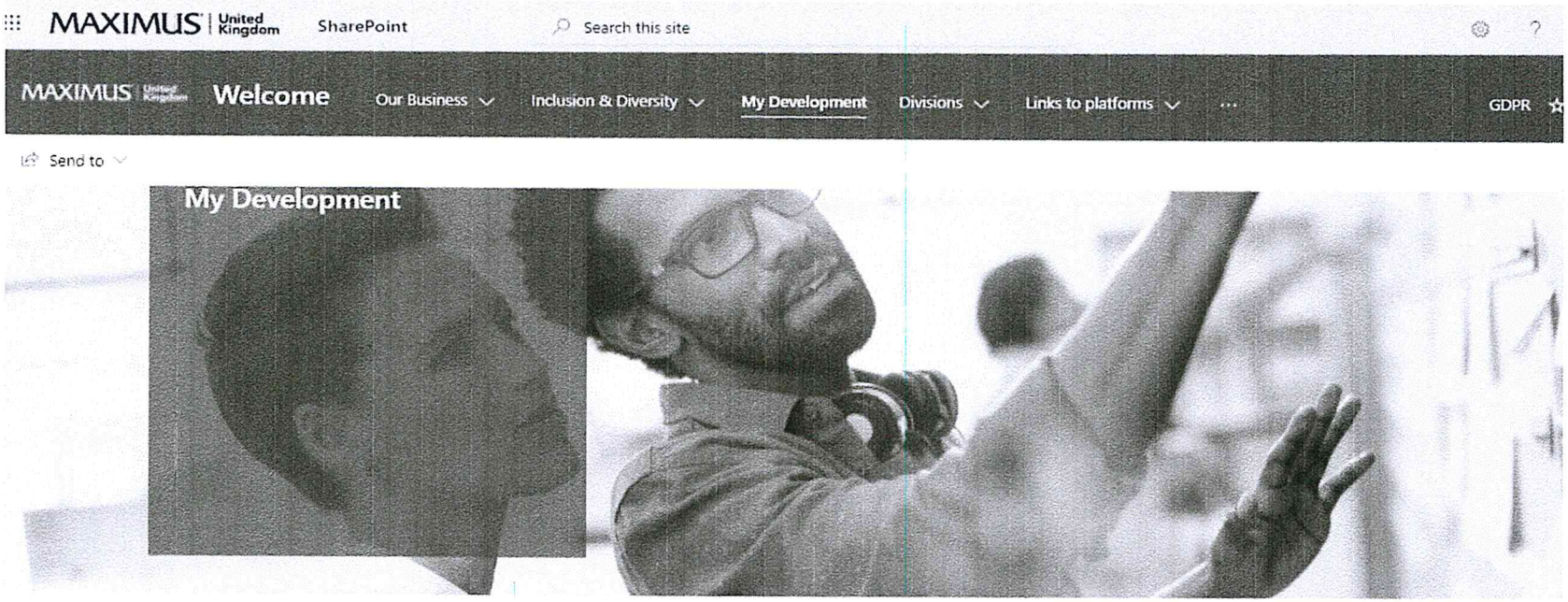
Benchmark

Job start performance will be reviewed for the following period and a minimum expectation will be applied:

Period	Target FTE	Minimum Expectation
January to March 2020	9 x 1st & 3 x sub jobs – 12 jobs in total	100%, although the average is 64%
April to June 2020	11 x 1st & 3 x sub jobs – 14 jobs in total	1 job each month or 3 jobs in total
July 2020	3 x 1st & 1 x sub jobs - 3 jobs in total	1 x 1st & 1 x sub jobs or 2 jobs in total

Advisors who have scored below 60% of the total job start performance during the period January to June 2020 and then also fail to achieve the required 2 job starts in July will be required to participate in performance coaching session with their Performance Leads.

EV8



A culture where everyone can thrive

We have a range of training for all colleagues at all levels, as well as a number of learning resources to help you achieve your career aspirations.

Ev9

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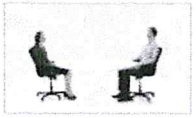
Great coaches don't do a lot talking; they ask a lot of questions. If you're telling others what to do or handing out a lot of advice, it's time to brush up on your coaching skills. These tips are a ...

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18

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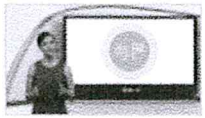


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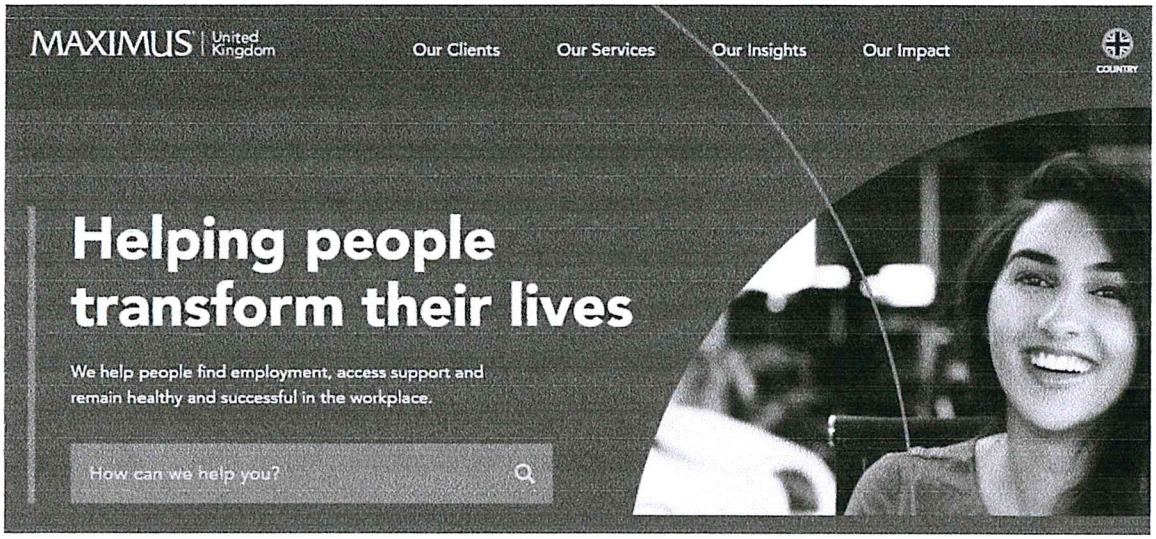
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Bridging Differences for Better Mentoring: Lean Forward, Learn, and Leverage

This first comprehensive guide to helping mentors and mentees bridge gaps between and among cultures—a growing issue in today's diverse workplace—is coauthored by the founder a...

7

EV10


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WHP - Comparative Performance Nov 18 to June 2020

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		Contract Entrants						Job Starts				Outcomes				Sustainability		Starts to Ouct	
		CES - Actuals	% of Profile	Movement from last month	Position	Conversion of referrals	Position	Actuals	Job Starts % of Contract Entrants	Movement from last month	Position	Actuals	% v profile	Movement from last month	Position	% JS to Outcome	Position	% of Starts to Outcome	Position
CPA6	Remploy	[redacted]	[redacted]	[redacted]	1	[redacted]	1	[redacted]	[redacted]	[redacted]	1	[redacted]	[redacted]	[redacted]	1	[redacted]	1	[redacted]	1

EVII

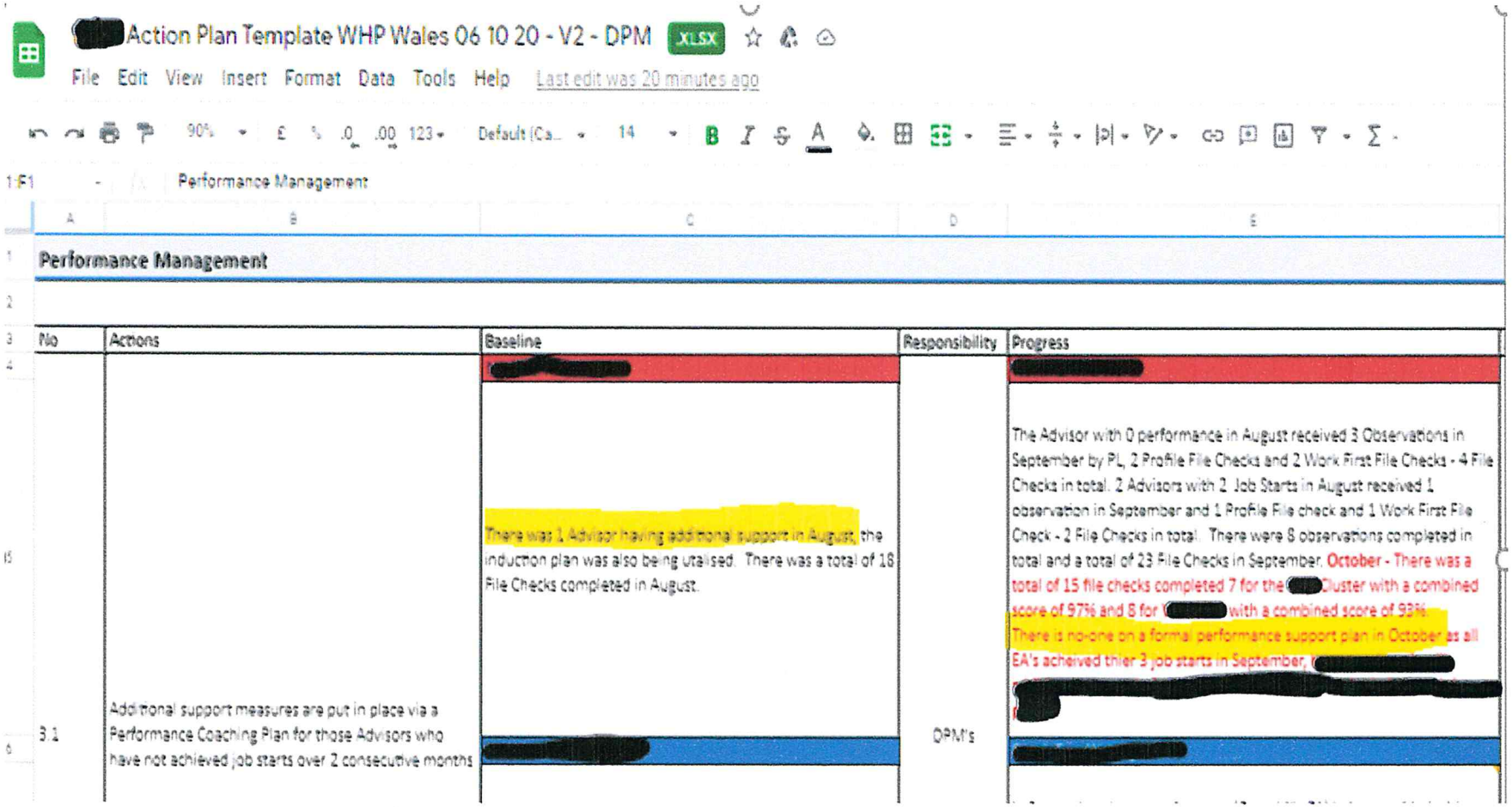
EV12

Do you have any additional information you would like to add about Coaching and Mentoring that may be helpful?

9 responses

Completing the initial training with new staff members is very time consuming and it can easily become low on priority when faced with other demands, and can be frustrating for new staff who are keen to get stuck in, however over the last 6 months I have invested a huge amount of time in coaching staff and this has really paid off, they feel confident to work independently and they also feel able to approach me with any questions rather than 2nd guessing. The time has been well spent and the confidence in my new starters is evident in both their compliance, quality and most of all performance.

EV13



[redacted] Action Plan Template WHP Wales 06 10 20 - V2 - DPM XLSX

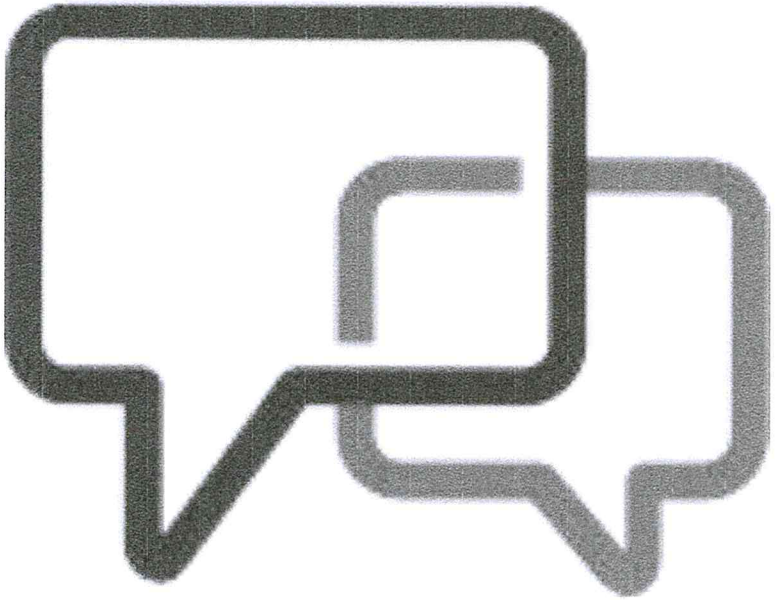
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F1 Performance Management

	A	B	C	D	E
1	**Performance Management**				
2					
3	No	Actions	Baseline	Responsibility	Progress
4			[redacted]		[redacted]
5			There was 1 Advisor having additional support in August, the induction plan was also being utalised. There was a total of 18 File Checks completed in August.		The Advisor with 0 performance in August received 3 Observations in September by PL, 2 Profile File Checks and 2 Work First File Checks - 4 File Checks in total. 2 Advisors with 2 Job Starts in August received 1 observation in September and 1 Profile File check and 1 Work First File Check - 2 File Checks in total. There were 8 observations completed in total and a total of 23 File Checks in September. October - There was a total of 15 file checks completed 7 for the [redacted] cluster with a combined score of 97% and 8 for [redacted] with a combined score of 93%. There is no-one on a formal performance support plan in October as all EA's acheived thier 3 job starts in September, [redacted]
6	3.1	Additional support measures are put in place via a Performance Coaching Plan for those Advisors who have not achieved job starts over 2 consecutive months	[redacted]	DPM's	[redacted]

.ine managers have told us their teams are ....



....Feeling anxious about returning to work because of family, work, travel & social distancing....

....Anxious about working in an office/public space, coping with these daily challenges....

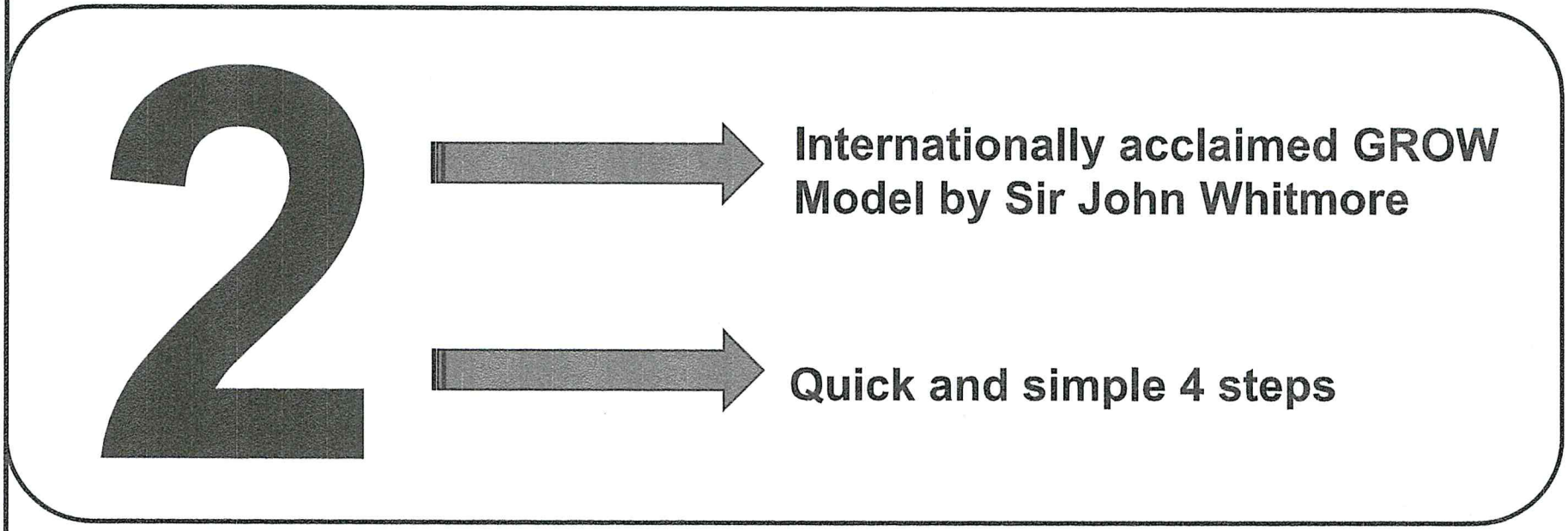
....Coping with home working and balancing family and work demands....

....and generally supporting colleagues who are feeling anxious....

They asked – how do we handle this and keep everything going?

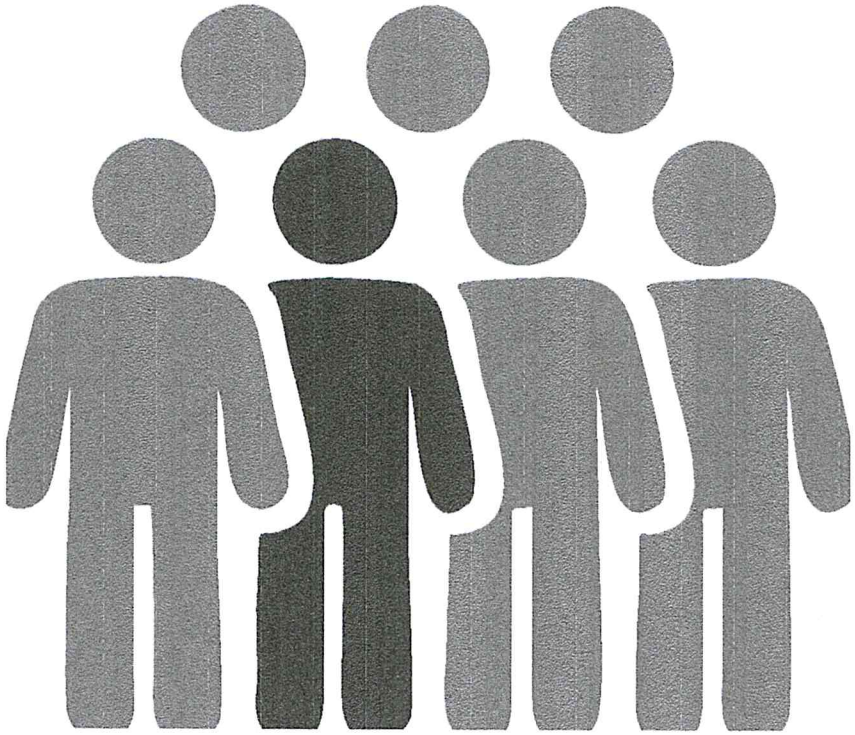
EV14

Coaching tips for line managers



Why two models?

What is coaching?



coaching is about helping people to sort through their own thinking (because the answer often lies within them) and to take ownership of their choices and actions - coaching can be applied in straight-forward day-to-day interactions between Managers and colleagues

The GROW Model Sir John Whitmore

Goal	Reality	Options	Will
What do you want?	Where are you now?	What could you do?	What will you do?

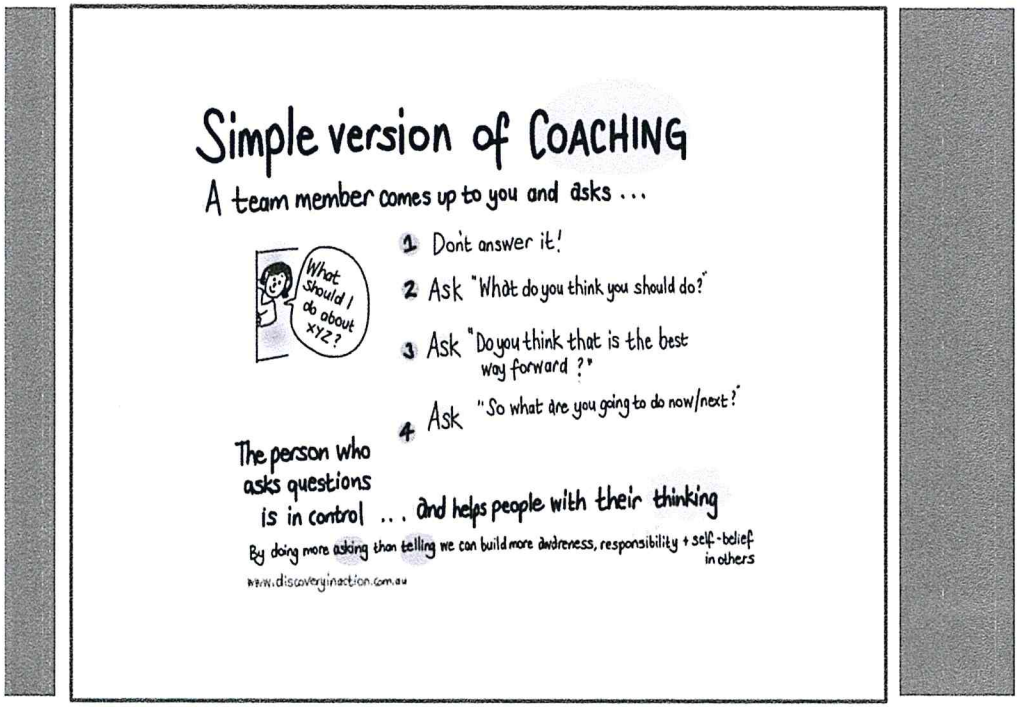
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What do you want to get from this conversation?	What's happening now? How are you feeling?	What could you do? And What else?	How will you do that? When?

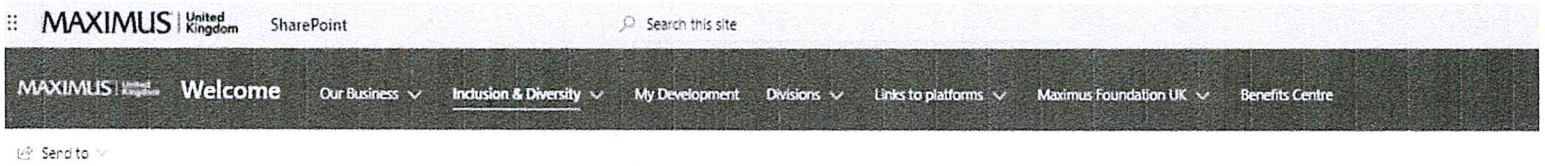
Simple version of coaching.....

- **Don't answer it –**
  - We know that is the temptation, because solving problems is what you get paid for isn't it (or is it)?
- **Ask "What do you think you should do?" –**
  - to which they actually need to think and come up with a way forward.
- **Ask "Do you think this is the best way forward?"**
  - This just pushes them a little bit further to stand behind their solution.
- **Ask "So what are you going to do now/next?"** They now have to commit to an action.

Simple version of coaching.....



Its only taken a moment or two but **it is coaching** – *you are developing them; increasing their capacity to make decisions; building their self-belief; and pushing them to take responsibility and ownership for their choices*. Over time you should also reap the benefits – your time is freed up because they are dealing with questions and issues themselves and becoming more capable



Our framework for change

To truly deliver meaningful changes and create the best culture possible takes time and sustained action. With this in mind, we have developed a long-term plan that focuses on four key areas.

OUR FOUR AREAS OF FOCUS

Creating an inclusive culture	Talent and development	Recruitment and onboarding	Targeted action
Working with you, we will build on what's working well and use your feedback and suggestions to review our policies, processes and ways of working to shape the way forward.	Ensuring all colleagues are empowered to succeed, we will support leaders in developing their leadership capabilities and put clear learning plans in place for colleagues who want to progress or feel more fulfilled in their roles.	To ensure our recruitment process is fair, unbiased and opportunities for progression are available to all, we will review all elements of recruitment and onboarding for new and existing colleagues as well.	Driving inclusion and diversity from the inside out, a dedicated workstream will be established to support under-represented groups both within the business as well as the wider community.

EV15

EV16

ESD Case Worker/Advisor Performance Support Document - Self Assessment

* Required

* This form will record your name, please fill your name.

Introduction

ESD are in the undertaking a review of our performance support and management approach and processes in order to ensure that performance expectations are well balanced and take account of customer experience, contractual measures, compliance and productivity, and that staff and line managers are supported to excel in their roles. As part of this process, we are looking at the current skills and knowledge of our teams so we can assess current capabilities and understand what development requirements the business has.

In order to perform your job effectively you will need relevant skills. Over the next two pages you will be asked to rate your level of skill or knowledge in a range of areas. Please answer all the questions honestly as possible to enable us to compile an accurate picture of your development needs.

The results will be shared with your line manager who will schedule some time to discuss these with you. They will also be used to inform decisions about organisational development needs.



1/22/2021

Remploy
Putting ability first

EV17

Sophie O'Kelly <sophie.okelly@remploy.co.uk>

Coaching and Mentoring - suggestions for further development

Sophie O'Kelly <sophie.okelly@remploy.co.uk> 4 March 2021 at 22:45
To: [redacted]

Hi [redacted]
Ahead of our catch up call tomorrow morning, I have attached a document that I have been working on as part of my portfolio for my CIPD Coaching and Mentoring module.
As you know, over the past couple of weeks I have been assessing what Coaching and Mentoring is currently taking place in order to best establish how we could further develop this locally.
If ok with you, could we please discuss tomorrow as part of our catch up call?
Thanks
Sophie

--

Sophie O'Kelly

Performance Improvement Manager

Remploy

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www.remploy.co.uk

Coaching and Mentoring - recommendations for further development.docx
101K

EV18

MAXIMUS | United Kingdom

Coaching and Mentoring

Suggestions for further development

04 March 2021

Introduction

Coaching and Mentoring are becoming increasingly more popular amongst Employers as an intervention to enhance colleagues' performance, skills, and knowledge. Taking this into consideration, I have reached out to Line Managers within our organisation to better understand and evaluate our approach to Coaching and Mentoring.

Methodology

I held a meeting with all Performance Leads and District Performance Managers on WHP and IPES contracts in Wales as an introduction to the topic of Coaching and Mentoring. Following this meeting, I sent them all a short survey to complete.

The questions asked were as follows:

- Have you ever had training in Coaching and/or Mentoring (Formal or Informal)? Please explain.
- Would you like to learn more about how to provide effective coaching to your teams?
- Does any form of mentoring take place within your team? Please explain.
- What coaching takes place within your teams, who provides it and during which activities?
- Do you utilise any Coaching/Mentoring models? If so, which ones?
- What barriers (if any) do you find prevent you from providing coaching to your team?
- How do you think Coaching and Mentoring could be further developed in the organisation and why?
- Do you have any additional information you would like to add about Coaching and Mentoring that may be helpful?

Summary of Findings

The survey results indicate that Coaching and Mentoring is being delivered in pockets throughout the region and generally of an informal nature. In terms of mentoring, all Line Managers are assigning mentors to new colleagues which has proved critical during a remote induction.

Line Managers do consider themselves to provide Coaching to their teams; however, when analysing the detail behind the responses, it becomes apparent that what is being described as Coaching is in fact either a form of mentoring or one to one training. In terms of using Coaching and Mentoring models; some Line Managers mentioned they are familiar with the *GROW* model; however, some do not use any models to structure their coaching conversations.

The survey also indicates that some Line Managers have had training in Coaching and/or Mentoring at some point during their career however, the majority would still like to learn more.

Line Managers indicate that time can be a barrier to being able to coach their teams as much as they would like to.

Suggestions and justification for further development

I understand from recent discussions with our Talent & Development team that Coaching for Line Managers is a priority on the list of training to be delivered. Taking this knowledge and the survey findings into consideration, along with what we know about the Organisation changing its approach to measuring performance by introducing a Balanced Scorecard; my suggestion to further develop Coaching and Mentoring locally would be to better equip our Line Managers for these changes. Along with the introduction of a Balanced Scorecard, there will be a requirement for Line Managers to change the way they operate to provide more coaching to their teams.

To better equip our Managers for these changes I have developed *an 'Introduction to Coaching and Mentoring'* pack for Line Managers.
This pack consists of:

- A short slide deck defining the concepts of Coaching and Mentoring; outlining the differences and similarities between the two approaches; an introduction to different types of Coaching and Mentoring; the role of the Line Manager and the benefits of these approaches.
- A desk aid which introduces Line Managers to one of the most popular coaching models - *'GROW'* along with question prompts Line Managers can use to structure their coaching conversation.
- A document that highlights the benefits for the Coachee and Mentee so they can discuss these confidently with their team member.
- A document guiding Line Managers to access some of the Coaching and Mentoring resources on the Percipio Learning Platform
- And finally, a Coaching Self-Assessment form that Line Managers can use to evaluate their coaching skills at the end of a week.

By investing this time in developing Line Managers' coaching skills, time will be saved longer term as employees will be able to make more effective decisions as a result.
Other benefits from better equipping our managers to coach their teams will be increased engagement; empowered teams; a happier, healthier more motivated workforce; increased customer satisfaction; increased job satisfaction; increased performance and productivity along with improved colleague retention rates.

Action:

If you are happy for me to proceed with this approach, I will initially introduce this *Introduction to Coaching and Mentoring* pack to our Performance Leads and encourage them to allocate time to go through the resources. I will then book a further one to one meeting in with Line Managers for them to provide their feedback, ask questions, let me know how they will start introducing Coaching into their teams and what support they will need to ensure its implemented and embedded effectively.

(Nb. In terms of costings for this initiative, these documents have already been developed so the main cost will be in Line Managers time to go through the Coaching Pack and explore Coaching and Mentoring resources on Percipio. As an estimate, if all Line Managers took 3.5 hours to complete this activity it would cost approx. £560.00)

EV19

Do you utilise any Coaching/Mentoring models? If so, which ones?

9 responses

Not consciously

No, Im not aware of any

Mentoring is done at level which is right for the staff members learning needs, no formal skills assessment is used to determine individual learning styles but this is generally picked up by myself in learning preferences through guided discussion and personalities. I tend to pick up which teaching method is more effective for each staff member, ensurng that support is diverse and that inclusion is priority.

No

The GROW method is one that I use for the 121 with each Key Worker.

SMART

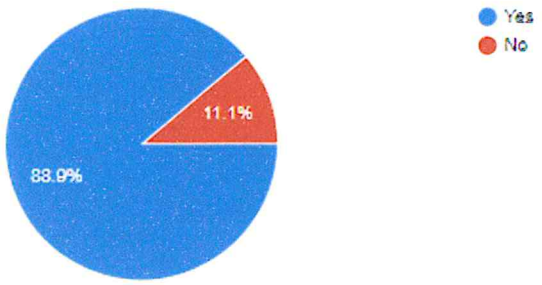
Not really but am aware of the GROW model

I will be using stop start continue for development sessions

no

Would you like to learn more about how to provide effective coaching to your teams?

9 responses



EV21

What barriers (if any) do you find prevent you from providing coaching to your team?

9 responses

children and family are present.

Sometimes time - need to respond quickly

time for both me and them. It is really difficult for me to providing coaching to anyone, but hopefully will get an opportunity to appointment a team Lead and will be their mentor.
I am also a mentor for the other Business Manager on a similar contract who came into management after me and part of my development has been to mentor her and this has gone well over the past 12-18months.

Time constraints of roles

Lack of time is sometimes a problem which can hinder coaching as it ican be quite time consuming

Time

Time - but recently have asked about progression at 1:1 which has resulted in a number of coaching sessions that I will need to put in place, now and when we return to the office

Personal Statement

2.1

Managers need to understand the extent of colleague mental ill health to be able to support appropriately. Line Managers must talk to employees and HR must provide simple guidance on how to structure these conversations (CIPD, 2021). Maximus implemented a Weekly Wellbeing programme at the beginning of the pandemic. The Talent and Development team delivered a 'Coaching Tips for Managers' webinar as part of this programme. I encouraged Line Managers to enrol onto this session so they could better support employees experiencing anxiety (EV22).

I facilitated a call to support Line Managers with the implementation of *Performance Coaching,* which was followed up with an email, attaching the 'Coaching tips for Line Managers' presentation (EV23). I encouraged Line Managers to utilise the GROW model to structure coaching conversations. A simpler version was also provided encouraging Line Managers to *Ask* rather than *Tell*. Imru-Mathieu (2018) describes Coaching simply as the process of *Asking* rather than *Telling*, however the mindset shift to make this change is significant. The presentation describes how coaching helps colleagues to make better decisions, increase their confidence and enables them to be more responsible for their own performance.

A colleague and I adapted the Induction for remote, large-group delivery. I sent an email to the Head of Talent and Development stressing the importance of all new colleagues being assigned a mentor or buddy and Line Managers providing coaching and observation support (EV24). Clifton & Harter (2019) discuss how leaders must coach employees to be successful, and they are three times more likely to be engaged when receiving regular feedback. From a colleague retention perspective, engagement is critical (CIPD, 2021).

I emailed Line Managers to ask them to encourage their employees to enrol for accredited IEP qualifications. The qualification includes the development of Coaching and Facilitation skills (EV25). I discussed that equipping colleagues with these skills enhances the current induction. I contacted all Line Managers separately to discuss that investing in colleagues' development early on increases engagement, which will result in improved customer satisfaction, productivity, creativity, and capability (CIPD, 2021).

2.2

I delivered a session to Line Managers on Improving Performance through the delivery of enhanced support plans (EV26). The session highlighted that coaching should be introduced ahead of performance becoming a concern and is a support mechanism to enhance and drive performance. The presentation discusses the importance of regular feedback for a colleague's development. The importance of trust and colleague involvement is reinforced. Coaching is most effective when delivered in an environment of respect and trust (CMI, 2014).

Coaching enables colleagues to build their strengths and develop their weaknesses (CIPD, 2020). I supported a Line Manager to devise a plan for a colleague who seeking additional development (EV27). We worked collaboratively to develop a Coaching Plan. Objectives included exploring Maximus' Online Learning Platform to access Coaching and Mentoring courses to upskill in these areas and putting these skills into practice by becoming a Peer Mentor to new colleagues.

Landsberg (2015) discusses that Official Mentors use tools such as GROW to encourage exploration of options, listen and are role-models. In the essence of role-modelling, I completed a mentoring course on Maximus' online learning platform to demonstrate to colleagues that I am actively enhancing my own knowledge and skills (EV28).

I created the Employment Advisor induction (EV5) along with the revised version for remote delivery (EV29). Both highlight the importance of the buddy/mentor role. I collaboratively devised a presentation for Senior Leaders which highlighted the buddy/mentor role as a significant requirement (EV30). Assigning a mentor helps new colleagues adapt to the culture and become productive more quickly. It increases colleague retention which is significant for Senior Leaders with most staff turnover occurring during the first six to twelve months (Clutterbuck, 2014).

2.3

I created an 'Introduction to Coaching and Mentoring' pack for Line Managers to enhance skills, knowledge and behaviours for the impending changes that would require them to Coach more. The pack includes a presentation explaining the differences between the two interventions. It explains how Coaching is more non-directive in comparison to mentoring (CIPD, 2020). It discusses the importance of exploring options and providing feedback as a Coach. Rapport building is critical to effectively deliver feedback which accelerates a Coachee's learning (Starr, 2016). The pack discusses the importance of investing time in Coaching and involving employees in objective setting to increase engagement. Clifton & Harter (2019) discuss that engagement increases by nearly four times when employees are involved in objective setting. The pack explains how autonomy increases job satisfaction, an effective coach can delegate more and by continuously practicing their interpersonal skills it makes them better communicators (EV31) (Landsberg, 2015).

As part of the pack, I created a desk-aid for Line Managers to refer to when practising the GROW model and provides question prompts (EV32). The GROW model enables the manager to deliver meaningful results. Following a sequence of stages is most successful; it can feel unnatural initially but becomes more fluent through practise (Downey, 2014).

I created a guide to access Coaching and Mentoring Learning resources on Maximus' online learning platform (EV33). The courses reinforce the knowledge and skills required to be a Coach or a Mentor. Rapport building and delivering feedback are fundamental skills of coaching. Listening helps the Coachee to relax and express their ideas more clearly. A Coach should also be intuitive as they will need to rely on it to help shape and guide coaching conversations (Starr, 2016). Asking powerful questions is another effective skill as it enhances an individual's ability to think (Clutterbuck et al, 2016). I facilitated a call with Line Managers to introduce the resources and sent it to them by email for further exploration (EV34).

2.4

I created, implemented, and embedded the induction programme in Wales. Initially, it was important to support Line Managers through the change process. I always ensure to have a call with new colleagues to go through the induction process and discuss the importance of engaging with the programme and the benefits of doing so. I have monthly progress calls thereafter to ensure engagement is taking place (EV35). Covey (2020) discusses how the willingness to engage needs to

come from within and to be effectively coached or mentored, it is important to be proactive and focus on the end goal.

I recently carried out a Coaching session with colleague who is new to the Employability sector. I used the GROW model to help explore options for the Coachee's more challenging customers. Ahead of the session, I ensured to build a rapport and clarified my intent (Starr, 2016). This helped the Coachee to understand the concept better, what the coaching process entailed, along with individual roles and responsibilities. Feedback from the Coachee following the session was that it had been beneficial. I updated the Coachee and Line Manager following the session (EV36).

As part of the 'Introduction to Coaching and Mentoring for Line Managers' pack, I created a desk aid highlighting the role, responsibilities, and benefits to the Coachee of engaging in Coaching and Mentoring, to engage and educate team members (EV37). There are occasions where colleagues do not respond well to coaching or it may be that another intervention is more appropriate. Ensuring the colleague understands the expectations helps the Coach to assess their readiness for coaching and motivation to achieve the desired outcome (CIPD, 2020).

2.5

Reflection is a critical part of learning and is important for the Coach and Coachee to adopt (Landsberg, 2015). The final part of the 'Introduction to Coaching and Mentoring for Line Managers' pack includes the self-assessment form in Landsberg's book 'The Tao of Coaching' (EV38). I discussed its purpose on a call with Line Managers and reiterated on an email that I would advise they start booking in time to reflect on their coaching skills (EV34). Reflection is important to accelerating awareness, behavioural and learning changes (Starr, 2016). I encouraged Line Managers to explore the resources and invited them to provide feedback, provide updates on what training they have completed, answer any questions, and explore how they will implement it and what support they may require (EV39).

Google is an organisation that base their management ethos on Coaching. Corporate coaching is no longer delivered as being able to assess return on investment was impossible. Google only invest in learning which can change people's behaviour (Bock, 2015). Evaluation of learning and development needs to be closely aligned with performance gaps (CIPD, 2020). The Line Manager survey initially identified that implementation and interpretation of coaching varied amongst Line Managers. To evaluate return on investment following the feedback sessions with Line Managers; clear goals will need to be established to implement and embed the learning with regular review meetings being booked in, to establish if behaviour has changed. The assurance of consistency comes from the fact that all Line managers will receive the same pack. They will all have a review meeting to discuss feedback (EV39) and they will all receive the same Coaching training in the coming months.

Reflection:

True learning only takes place when we reflect on experiences and articulate lessons learned (Clutterbuck et al, 2016). I am using Gibbs' reflective cycle to evaluate my experience of Contributing to Coaching and Mentoring. The six stages of Gibbs' reflective cycle are *Description, Feelings, Evaluation, Analysis, Conclusion* and *Action Plan* (CIPD, 2016).

Following a period of research, I asked Line Managers to complete a survey to understand what Coaching and Mentoring takes place. Additionally, I spoke with key stakeholders to understand the vision for Coaching and Mentoring. The survey results highlighted the gaps between the two. I decided to create a Resource pack for Line Managers as an introduction to Coaching and Mentoring ahead of the impending formal training.

Initially I felt it was important to enhance my own knowledge into Coaching and Mentoring as I would have used the terms interchangeably prior, without fully appreciating the differences between the two (CIPD, 2020). I believe that there is value to using both coaching and mentoring interventions to encouraging understanding and continuous progression which is a step towards achieving that vision of creating a Coaching Culture (Clutterbuck et al, 2016).

This work has raised awareness amongst Line Managers and is the starting point of the impending transformational journey. In terms of what I would do differently, instead of using GROW as a framework to structure my coaching conversation with a colleague without prior industry knowledge, I would have used mentoring as a more suitable intervention at this stage as advice-giving was needed at times. We cannot coach knowledge, so where this is lacking then simple instruction or advice may work better (Starr, 2016). Starr's Fundamental Skills of Coaching are important for Coaches to be aware of and practice, so if I were to do this again, I would support Line Managers further with development of these critical skills; take each element of the resource pack individually and deliver a short training session on each ahead of distribution to Line Managers.

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EV22

Sophie O'Kelly <sophie.new@remploy.co.uk> Thu, 21 May 2020, 10:40

to [redacted]

Morning all - did anyone manage to get on the Coaching Tips for Managers session this morning? Be interested to get your feedback if you did? These are bitesize training sessions that have been put together for Managers. Today focused on some simple coaching tips and in particular how to coach colleagues who may be experiencing anxiety. I would encourage you to make the most of these sessions where you can. If you have any ideas for what you would like to see delivered in a bitesize session - send them through to me.

[redacted] Thu, 21 May 2020, 10:42

Hiya Soph, sorry didn't attend this one as I was on [redacted] call. However I did attend the Best Next Help Session last week which I thought was really ...

Sophie O'Kelly <sophie.new@remploy.co.uk> Thu, 21 May 2020, 11:41

to [redacted]

Thanks for the feedback [redacted] - [redacted] has shared the slides on workplace in the Managers Group if anyone wants to have a look at what was discussed.

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EV23

Sophie O'Kelly <sophie.okelly@remploy.co.uk>

Performance Coaching

Sophie O'Kelly <sophie.new@remploy.co.uk> 31 July 2020 at 19:35
To: [redacted]@remploy.co.uk>, [redacted]@remploy.co.uk>, [redacted]
<[redacted]@remploy.co.uk>, [redacted]@remploy.co.uk>
Cc: [redacted]@remploy.co.uk>, [redacted]@remploy.co.uk>, [redacted]
<[redacted]@remploy.co.uk>, [redacted]@remploy.co.uk>

Hi All

Thank you for attending the call this morning. As mentioned earlier, Sam and I decided to host this call just to check you were comfortable with the Performance Coaching Approach and were provided with an additional opportunity to ask questions or request support.

I've attached the 'Coaching Tips for Line Managers' slides that [redacted] presented in May which provides you with more detailed information about Coaching and includes information about the 'GROW' model which is an effective framework for structuring coaching sessions which you may find useful.

If you have any questions about anything we discussed this morning or decide you need additional support at any time then please don't hesitate to get in touch.

[redacted] - you may want to share with your Performance Leads who weren't able to attend the call this morning.

Have a great weekend all,

Thanks

Sophie

--

Sophie O'Kelly

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coaching tips for managers.pptx
5028K

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EV24

Sophie O'Kelly <sophie.okelly@remploy.co.uk>

Revised Induction Programme - EA

Sophie O'Kelly <sophie.new@remploy.co.uk> 7 May 2020 at 13:21
To: [redacted] <[redacted]@maximusuk.co.uk>
Cc: [redacted] <[redacted]@remploy.co.uk>

Hi [redacted]
Hope you're well.
Following our call on Tuesday, [redacted] and I have been working on adapting the current EA/Key Worker Induction Programme. Our challenge been ensuring the induction can still provide these new starters with all the support/coaching/training they need ahead of working an active caseload (that can also be delivered remotely) whilst also attempting to compress it if possible so it can be delivered in a shorter time frame.
The attached is what we have pulled together so far for discussion.
Just to add as a background to the attached spreadsheet; we chose not to reinvent the wheel and used the current induction programme as a starting point. We have simply added the 'core' workshops into the plan and pulled some sessions forward to reduce it to 3 weeks rather than 4. We have agreed that it is possible for the New Starter to be given a gradual caseload from the end of week 2 to start working with on week 3 but Line Manager and buddy support would still be absolutely critical at this stage. Week 3 would involve live appointments with Line Manager observation and Sign off.
We made no changes to day 1. All core workshops will be delivered in week 1 but they will need to be tweaked for remote delivery. The Job Skills workshop doesn't currently exist but we agreed that this is probably best delivered through observation and coaching rather than as a workshop. As a recommendation however we felt that a 'handy hints/tips' document could be created as a guide to relevant job sites etc to support this training.
Buddy support throughout will be vital where the induction is delivered remotely. Participant Observations would need to be delivered via Google Hangout (or another system) through EA's sharing screens. If Elearning could be completed prior to start date then this would also be beneficial.
We are all unsure at this stage as to the contract specifics so it may be that some sessions can be removed such as 'Contract Training', Reports etc. but we have left them in at this stage until we are clear. Likewise, we also made the assumption that Monthly Appraisals may still be required in some shape or form so we have left those in there for now too.
Systems training will start at the end of week 1, with continued systems practise in week 2 with support from a buddy.
This is what we have got for now so thought we'd share, and as mentioned it may be good time to get a call in at this point to discuss in more detail when you have a minute?
Hope this is ok - Have a great weekend
Sophie

--

Sophie O'Kelly

Performance Improvement Manager

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Revised Induction Programme (Employment Advisor) v0.1.xlsx
322K

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EV25

Sophie O'Kelly <sophie.okelly@remploy.co.uk>

Important: Info needed for Employment Advisor Development Pathway Initiative

Sophie O'Kelly <sophie.okelly@remploy.co.uk> 22 February 2021 at 16:36
To: [redacted]@remploy.co.uk>, [redacted]@remploy.co.uk>, [redacted]@remploy.co.uk>, [redacted]@remploy.co.uk>, [redacted]@remploy.co.uk>, [redacted]@remploy.co.uk>, [redacted]@remploy.co.uk>, [redacted]@remploy.co.uk>
Cc: [redacted]@remploy.co.uk>, [redacted]@remploy.co.uk>, [redacted]@remploy.co.uk>, [redacted]@remploy.co.uk>, [redacted]@remploy.co.uk>, [redacted]@remploy.co.uk>

Hi all,

We have some really exciting news regarding an **Employment Advisor Development Pathway** initiative coming soon.

I will call you all this week to discuss further as we need to start work on this quickly but I wanted to give you a brief summary of what it is and things you will need to consider ahead of our call.

So in summary, in addition to the induction that we already offer to new colleagues we will be offering an opportunity for accreditation with a significantly improved focus on advisor development and recognition.

- **Phase 1** - all our new starters with less than 12 months service should be encouraged to undertake this accreditation. They will be required to undertake 22 interactive modules (20 hours of time will be required) and on completion they will be awarded a level 2 IEP (Institute of Employability Professionals) certification and one years IEP membership. This qualification will take a max of 6 months to complete.

  Nb. This can also be offered to anyone with more than 12 months service. All new colleagues with less than 12 months service and no sector experience would be required to complete.

- **Phase 2** - Colleagues with more than 12 months service should be offered this accreditation. They will be required to undertake 36 IEP modules (max 9/10 hours learner time per quarter). The modules are split into 4 units:
  - Contracting, Action Planning and Caseload Management
  - Coaching & Facilitation Skills
  - Supporting informed decision making
  - Find and competing for work

  This accreditation may take up to 12 months to complete and they will be awarded a level 3 IEP certification on completion.

I will be reaching out to you over the next couple of days to understand:

- How many Advisors from within your team would sit in the Phase 1 category and work towards the level 2 accreditation?
- How many of those Advisors would then like to continue on to Phase 2?
- How many Advisors from your team would like to start on Phase 2?

I can go through this in more detail when I speak to you so that you are effectively able to sell this to your teams but for now, please have a think of who would sit in each category ahead of our discussion.

Any questions let me know.

Thanks
Sophie

MAXIMUS | United Kingdom

WHP Wales / IPES Wales – Enhanced Support Plans

EV26

Sophie O'Kelly

March 2020

Overview of Enhanced Support Plan

Enhanced Support

If the employee or manager feel that the underperformance can be addressed, but more support is required, a period of enhanced support may be appropriate in order to monitor progress more closely and ensure that the plan is on track. This may also be appropriate where an employee has not yet missed an expectation, but are forecasting to do so.

The manager and employee should document the expectations which have not been met and the specific actions agreed to address these in the next month on the OE006 Enhanced Support Plan. The manager and employee should review the plan regularly during the month, and the employee will be required to submit an update to the manger at least one day in advance of the review.

At the next monthly check-in review the manager and employee should discuss whether or not to continue with the enhanced support

Guidance from the Performance and Management Framework

- The word 'Support' is significant
- We need to ensure this plan isn't referred to as 'Performance Improvement Plan' (PIP) or 'Ignite Capability Process' – it is neither at this stage
- Don't wait until an employee has missed a target before implementing a support plan
- Regular reviews of the plan are crucial
- As a Line Manager we have a responsibility to 'Support' our staff to achieve their targets
- If we don't put ' Support' in place to help individuals who are struggling, then we are not doing our jobs effectively

How to explain it to your team

- This is possibly one of the more difficult tasks of People Management
- Addressing performance concerns whilst attempting to maintain staff morale can be a challenge
- We need to ensure the individual recognises that this is a 'Supportive Plan' to get the individual 'back on track'
- The more frequently these plans are used, the more 'normal' they will become and the less negativity will be associated with them
- 'Trust' and 'Involvement' is important – ask what support is required
- Individual has to believe 'Enhanced Support Plan' is achievable and that the support on the plan will be delivered and reviewed

Enhanced Support Plan

MAXIMUS | United Kingdom

Enhanced Support Plan

Staff Name:	Sophie O'Kelly
Job Role:	Employment Advisor
Contract:	WHP
Date of Review:	15 March 2020

Areas Requiring Support

Category	Expectation	Month Identified	Requirement	Achievement
Performance	X Job Starts	March 2020	8 Job Starts	2 Job Starts

- Please note: Enhanced Support is not purely for Performance concerns
- Support should also be implemented for concerns with:
  - Compliance
  - Quality
  - KPI's
- Utilise the tool in the same way
- Keep the plan 'specific' and 'focused'
- Don't attempt to solve everything on one Support Plan – it becomes unachievable, overwhelming and will lack the quality it requires.

SMART Actions

Action Title	SMART Actions	Start Date	Due Date	Update	Complete
Participant Activity	• All 'Green' Participants to have 3 face to face weekly appointments	16/03/2020	20/04/2020	Caseload review identified 10 'Green' participants All been invited in to 3 face to face weekly appointment Minimum DNA's – mainly successful contact I feel this is benefiting me and the participants. More frequent contact is prompting follow-up calls following submissions resulting in more interviews. All have also had at least 1 contact with the RAM	Yes

Ensure Actions are SMART - if an employee achieved 20% of target in the last quarter, to expect 100% in one month will be unrealistic

Implement Step Targets

Actions can not be generic – they need to be aligned to the individual and their working environment

Action considerations: Activity levels; Quality of Submissions; Interview numbers; Pipeline Development; Quality of CVs; Engagement with Employers; Confidence to challenge; Engagement with RAM

Observations, File Checks, Caseload Reviews are vital to fully understand how to support your staff and if we aren't doing these frequently, the support provided will lack focus

Spending time with your staff & providing coaching is probably one of the best forms of support they will receive

Enhanced Support Plan reviews must happen – ideally weekly

Utilise all support available – Talent & Development Support / Peer to Peer Mentoring

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EV27

Sophie O'Kelly <sophie.okelly@remploy.co.uk>

[redacted] - PDP

Sophie O'Kelly <sophie.new@remploy.co.uk> 30 July 2020 at 13:03
To: [redacted]@remploy.co.uk>

Hi [redacted],

Hope you're well.

Following on from yesterday's meeting, please see agreed draft objectives for [redacted] PDP based on the conversations you have already had with her in terms of her development and career aspirations:

- [redacted] to continue with her Advice and Guidance Level 4 Qualification (Personal Development)
- [redacted] to complete Prince 2 and Coaching/Mentoring training courses on Percipio (Personal Development)
- [redacted] to take a lead role in supporting Performance Lead with facilitation of their induction period (including potential delivery of training, planning observation time, mentoring) (Professional Development)
- [redacted] to explore innovative approaches to increase referral generation (Professional development)

We agreed that ahead of formalising the PDP it would be worth [redacted] completing a SWOT analysis which she can then review with you to ensure PDP is focused on areas that build on her strengths and develop any weaknesses identified and are in line with the opportunities available to her.

I will put a date in the diary for the three of us to review her PDP when finalised to check progress.

Have a lovely day off tomorrow - catch up with you when I'm back from leave.

Thanks
Sophie

--

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EV28



Fostering Mentoring Relationships

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Sophie O'Kelly
Credentials

Skillsoft
Issuer's Website | More Credentials

Skillsoft issued completion badges are earned based on viewing the percentage required or receiving a passing score when assessment is required. Mentor relationships are key to enabling success in both your personal and professional lives. An effective coach can not only teach you vital work and life skills, but can also build up your resilience and self-confidence. This course covers the benefits of mentoring programs for employees, mentors, and the organization as a whole and explores the differences between mentoring and coaching relationships. It also details what makes a mentoring program successful, considering the various mentoring models and approaches and how each contributes to making a mentoring program a good experience for all involved.

ISSUED ON	EXPIRES ON
February 15, 2021	*Does not expire*

Day	Timing	Activity	Early Starter (ES)	Owner	Resources	Prog
Day 9	9.00am - 1.00pm	Complete Initial Appointments with the support of a buddy # New Starter to complete Initial Appointments # New Starter to update system during appointments # Buddy to provide feedback and further training (if applicable)		CC/EA/KW*		
	1.00pm - 4.30pm	Complete Job Searching Sessions (Buddy to support) #New Starter to complete Job Searching Session #New Starter to update system during appointments #Buddy to provide coaching/support during appointments		CC/EA/KW*	Adapt/CMS System	
	4.30pm - 5.00pm	Wrap up with Line Manager - discuss concerns, queries etc	ES	Line Manager		

Day	Timing	Activity	Early Starter (ES)	Owner	Resources	Prog
Day 10	9.00am - 1.00pm	Complete Monthly Appraisals with the support of a buddy # New Starter to complete Monthly Appraisals # New Starter to update system during appointments #Buddy to provide feedback and further training (if applicable)		CC/EA/KW*	Adapt/CMS System	
	1.00pm - 3.00pm	E-learning Modules	ES	Self Led	Learning Academy	
	3.00pm - 5.00pm	End of Week 2 Catch up with Line Manager # Reflection/Thoughts on Week 2	ES	Line Manager		

EV29

WHP Induction Proposal

[redacted] & Sophie O'Kelly



MAXIMUS | United Kingdom

EV30

New Entrant Journey

Pre Induction

- Pre Induction Booklet to be sent by recruitment
- Learning Academy Guide
- Managers checklist to help organise inductions

During Induction
Induction Programme
(4 weeks)

- Structured 4 week plan
- Includes important links
- Learning resources to support induction

Post Induction
Learning Bay
(1 Week)

- Learners to be assigned 10 cases in week 5
- Buddy to provide support if required
- Attend workshops between Months 2 and 6

69

Sustainable Solution

Collaborate

Line Manager

- Follow the the managers checklist to ensure all the systems requirements and equipment is ordered
- Organise inductions by sending invites to the appointed buddy and for regular check-ins
- Assign a desktop

Buddy

- Buddy to follow the induction plan and provide feedback to the line manager on the progress of the new starter
- Make suggestions for additional training if required during Learning Bay

Ops Trainer and Coach

- Follow up with Line Manager if all the pre-induction requirements are fulfilled
- Track new starter performance
- Follow the induction governance process and collate feedback
- Quarterly calls to discuss induction feedback with Ops trainer and coach from other regions to ensure induction remains consistent

EV31

Coaching and Mentoring

An introduction for Line Managers



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Work and Health Programme

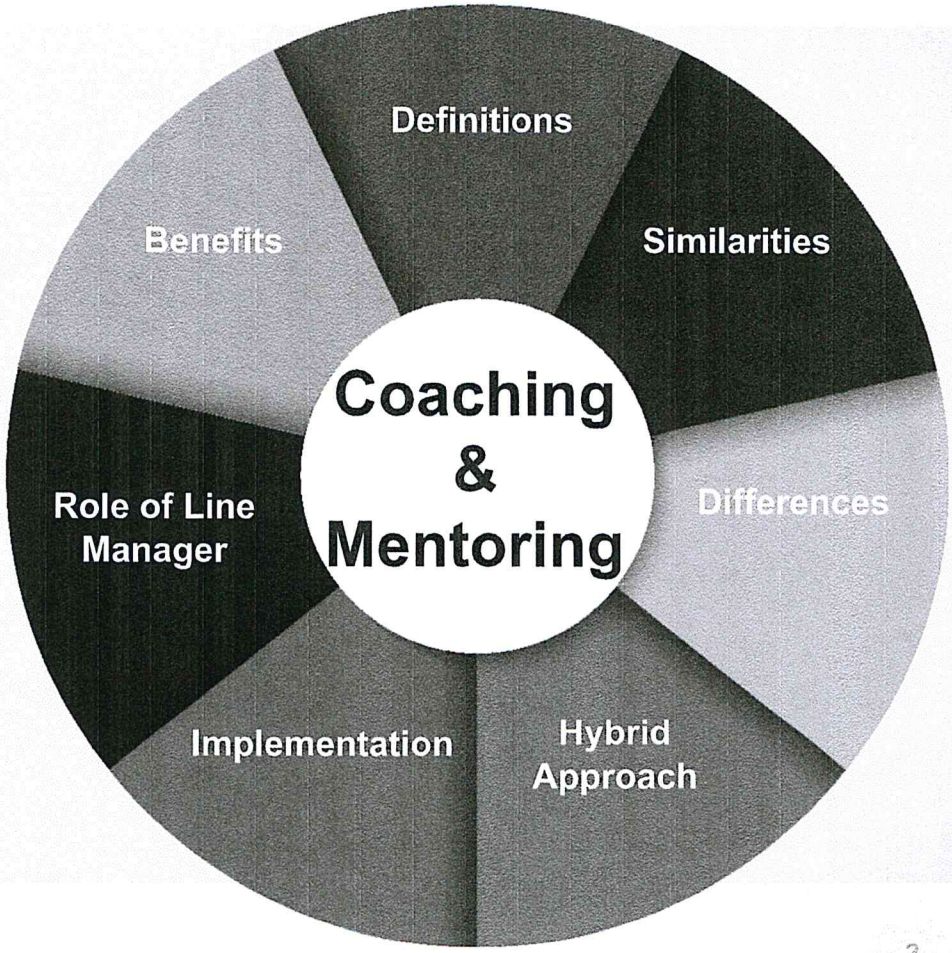
In partnership with Department for Work & Pensions

Presentation Overview

Remploy Operated by MAXIMUS | Work and Health Programme | In partnership with Department for Work & Pensions

Coaching and Mentoring

- Coaching and Mentoring definitions
- The similarities between both approaches
- The differences between both approaches
- The Hybrid approach
- Types of Coaching and Mentoring implementation
- The role of the Line Manager
- The Benefits of Coaching & Mentoring



Definitions

Remploy Operated by MAXIMUS | Work and Health Programme | In partnership with Department for Work & Pensions

Coaching

"An effective coaching conversation influences someone's understanding, learning, behaviour and progress" (Starr, 2016, p. 07).

Mentoring

"Mentoring is off-line help by one person to another in making significant transitions in knowledge, work or thinking" (Clutterbuck, 1985, cited in Clutterbuck et al. 2016, p. 166).

The similarities of both approaches:

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Coaching & Mentoring encourage understanding, continuous progression and change.	Both offer advice; however, a directive approach is not a default style of either.	Consideration for the duty of care for the Coachee and Mentee must be a priority.	Powerful Questioning is used during both methods to enhance and individual's ability to think.
Coaching & Mentoring improve skills, knowledge and performance through one-to-one discussions.	Reflection is fundamental for both approaches.	The Coach and Mentor have a similar mind-set, utilise similar skills and are guided generally by the same ethics.	Coaching & Mentoring can be used for Performance and Development purposes.

The differences between both approaches:

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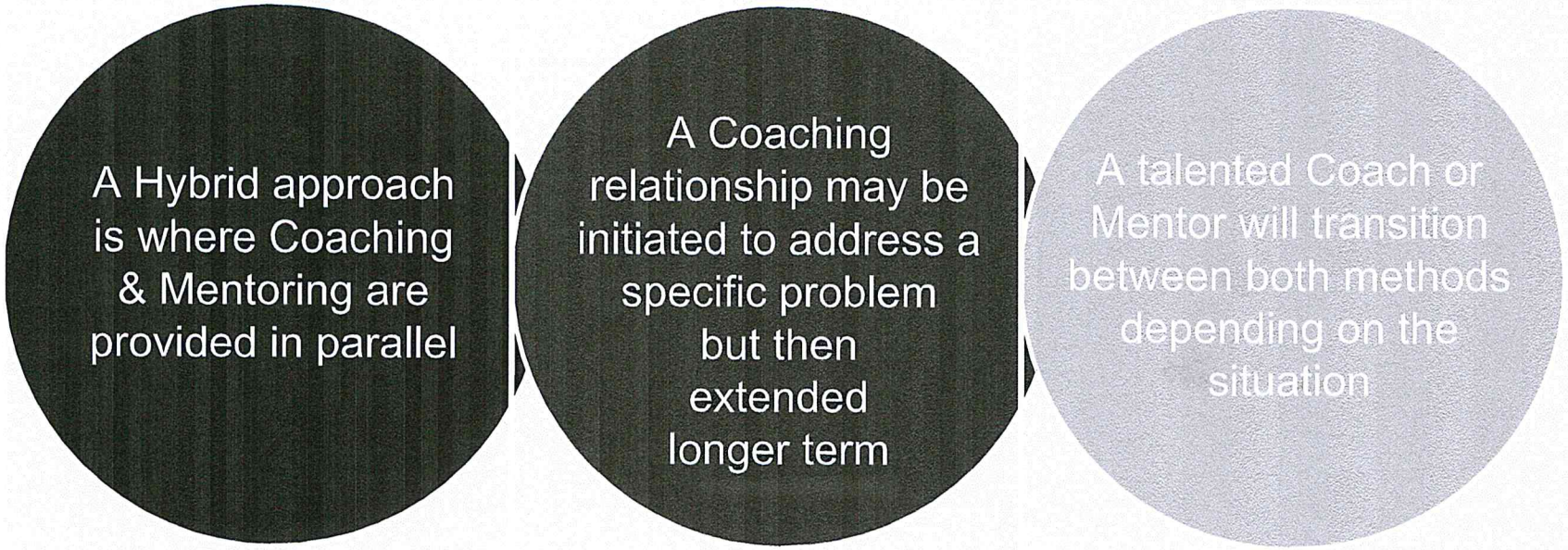
Coaching

- Coaching is more non-directive; operating as a partnership, enabling employees to develop and cope more confidently with future situations
- Coaching increases colleagues' awareness, insight and choice in a situation.
- As a coach, it's crucial to allow options to be a consideration.
- Coaches operate in an observation capacity and give feedback around performance
- Coaches are more 'Proactive'

Mentoring

- Generally, more experienced colleagues will mentor colleagues with less experience through knowledge sharing.
- The relationship is usually longer term than coaching.
- Mentoring is centred on the achievement of specific goals
- The mentoring relationship can be reciprocated.
- A context-specific knowledge is required to be a mentor.
- Mentors are more likely to be role-models.
- Mentors are typically 'Reactive'

The 'Hybrid' Approach



Types of Coaching and Mentoring Implementation

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Coaching and Mentoring models

These help to provide a framework for discussion. 'GROW' and 'OSCAR' are examples of commonly used models.

Instant Payoff Coaching

May be used where time is restricted, or a colleague has become 'stuck' on a task. A quick brainstorming session helps to determine which blocks the coachee can influence to achieve the outcome and determine 'next steps'.

Peer Mentoring

Both parties support each other to develop, grow and achieve. Can be more effective if one colleague has prior experience of mentoring.

Reverse Mentoring

The Junior Colleague mentors the more senior colleague. This is beneficial for educating Leaders on diversity needs.

'he role of the Line Manager

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According to the 2020 Learning and Skills at Work survey, Coaching in the workplace is generally delivered by Line Managers.

t tends to be encompassed into one-to-ones and performance conversations.

When Line Managers coach their employees, they help them to achieve success.

Investing time in coaching saves time longer term as employees can then make effective decisions and complete tasks to the desired standard.

Where Line Managers involve their employees in objective setting, they are nearly 4 times more likely to be engaged.

Employees who receive regular feedback from their Line Manager are 3 times more likely to be engaged.

Leaders who coach empower their colleagues by giving them autonomy, honouring their competence and engaging them which increases job satisfaction.

The benefits of Coaching

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When Managers coach, they empower their employees to use their strengths which increases engagement.

Engaged employees are happier, healthier and more motivated.

Organisations with engaged staff have higher performance.

Customer Satisfaction is also increased; along with productivity, colleague retention, creativity and capability.

79% of Millennials want a Coach or a Mentor. They want to know they matter, feel listened to and respected.

An effective coach will be able to delegate more, achieve higher performance more quickly and have more time for their own development.

Coaches are continuously practising their interpersonal skills which enables them to become better communicators.

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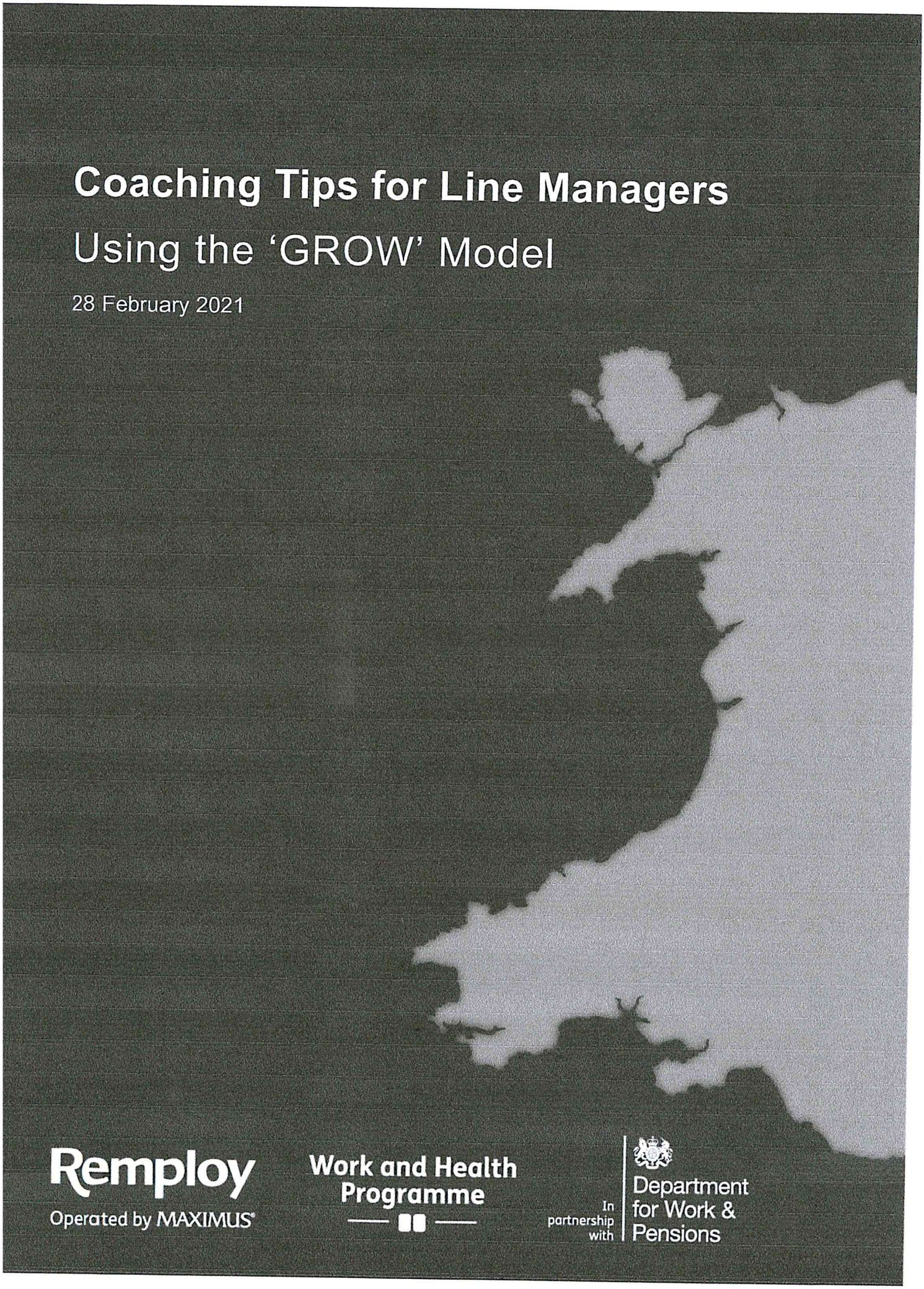
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Coaching Tips for Line Managers

Using the 'GROW' Model

28 February 2021



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Examples of useful questions when using 'GROW'.....4

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Coaching

Benefits for you and your team

Coaching demonstrates organisational commitment to colleague development. It increases self-confidence and empowers colleagues to be their 'authentic' selves in the workplace. Colleagues feel empowered and motivated to take more responsibility and excel. Coaching increases performance and colleague engagement. As a Line Manager, it will help you to identify and develop your high performing team members.

The 'GROW' Model

The GROW model will help you to structure a coaching conversation with your team member. It is one of the most common Coaching models used and is a simple framework. When using it, remember that it is important to encourage creative thinking and always 'ask' rather than 'tell'.

The acronym 'GROW' represents the below:

Goal
Reality
Options
Way Forward

GOAL	REALITY	OPPORTUNITY	WAY FORWARD
What is to be achieved?	What is the current situation?	What options are available?	How will the goal be achieved?
The topic and desired outcomes need to be established.	Invite colleague to provide a self-assessment of where they are now.	Invite colleague to make suggestions as to how they can achieve the desired goal.	Establish a plan of action to achieve the desired goal.

Table: GROW model

Examples of useful questions when using GROW:

GOAL:

- What would you like to discuss?
- What do you want to achieve?
- What would need to happen for you to walk away feeling this session has been beneficial?
- What outcome would you like from this session?
- Is that realistic?
- Will that be of value to you?

REALITY:

- What is happening now?
- When does this happen?
- How often does this happen?
- What effect does this have?
- What else is relevant?
- What have you tried so far?

OPPORTUNITY:

- How could you change the situation?
- What possibilities for action do you see?
- Who may be able to help?
- What options interest you the most?
- What are the benefits and downsides to these options?
- What option will you act upon?

WAY FORWARD:

- What are the next steps you will take?
- When will you take those next steps?
- What challenges may you face on the way?
- What support will you need to get there?

(LANDSBERG, M. (2015) *The TAO of Coaching.* London: Profile Books Ltd)

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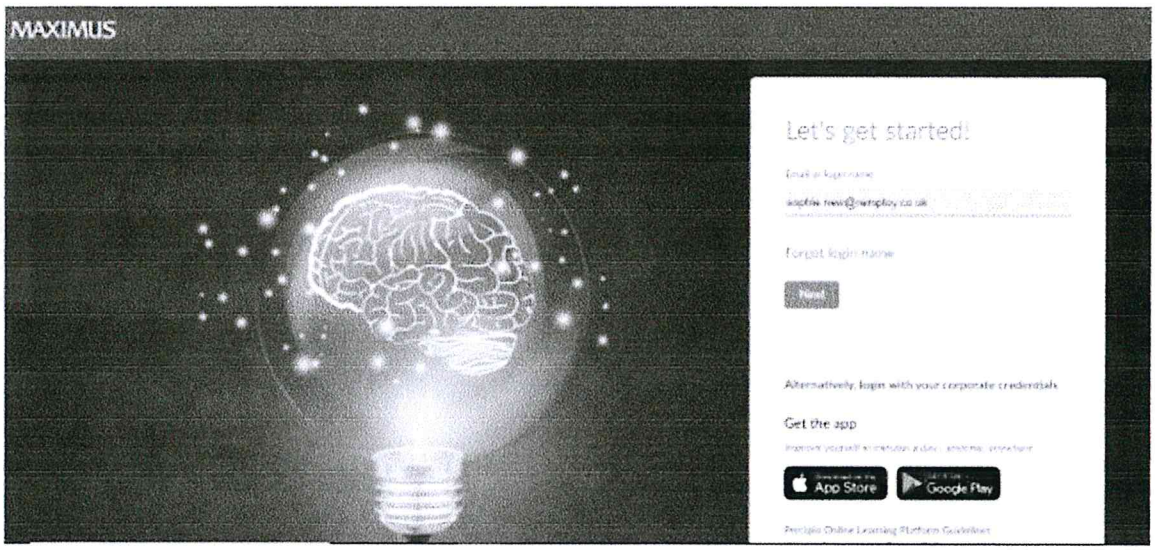
Coaching and Mentoring

Learning available on Percipio

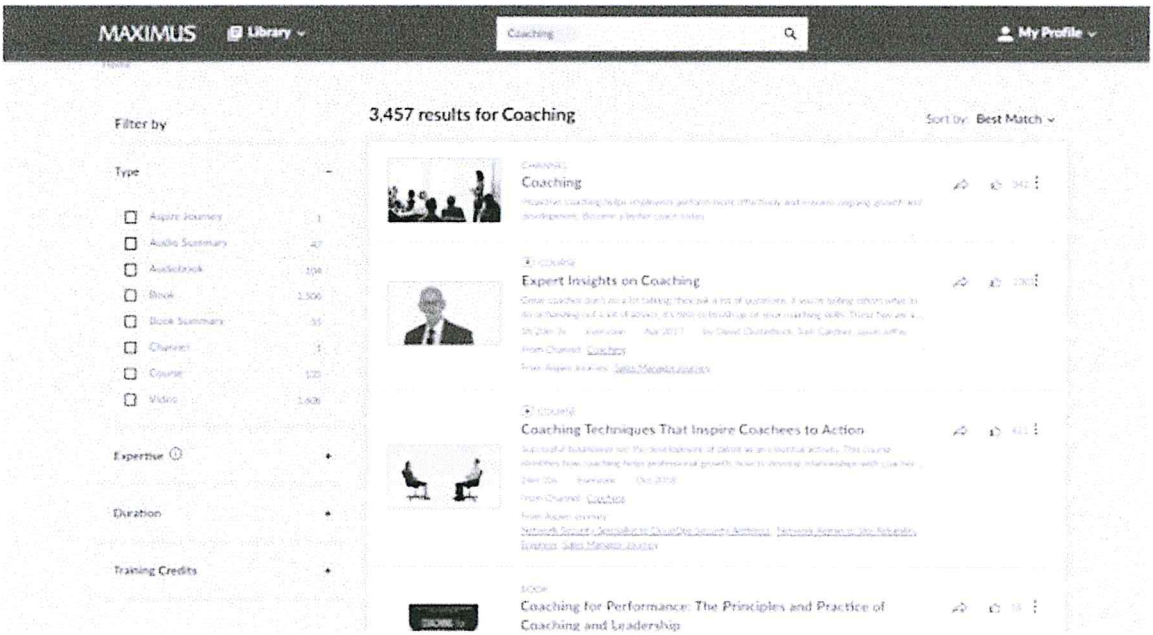
04 March 2021

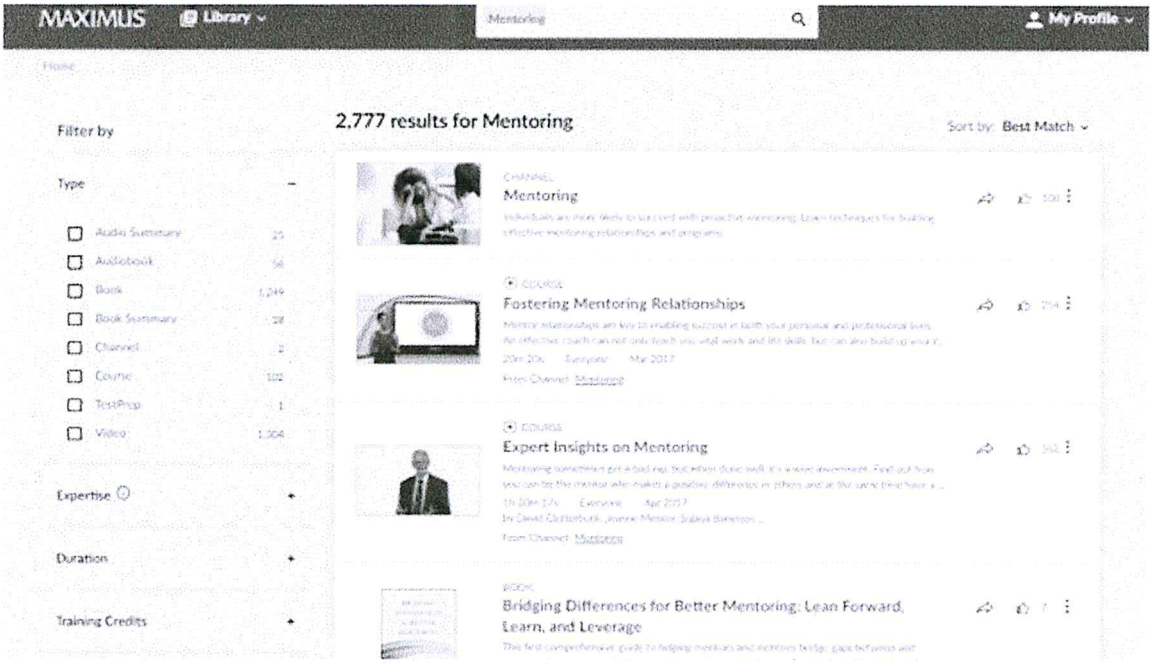
A significant number of learning resources are available to all Maximus colleagues through Percipio. To enhance your knowledge of Coaching and Mentoring and the benefits of utilising these learning interventions; take some time to explore the resources available to you.

- To get started, access Percipio by clicking Here and entering your log-in details.

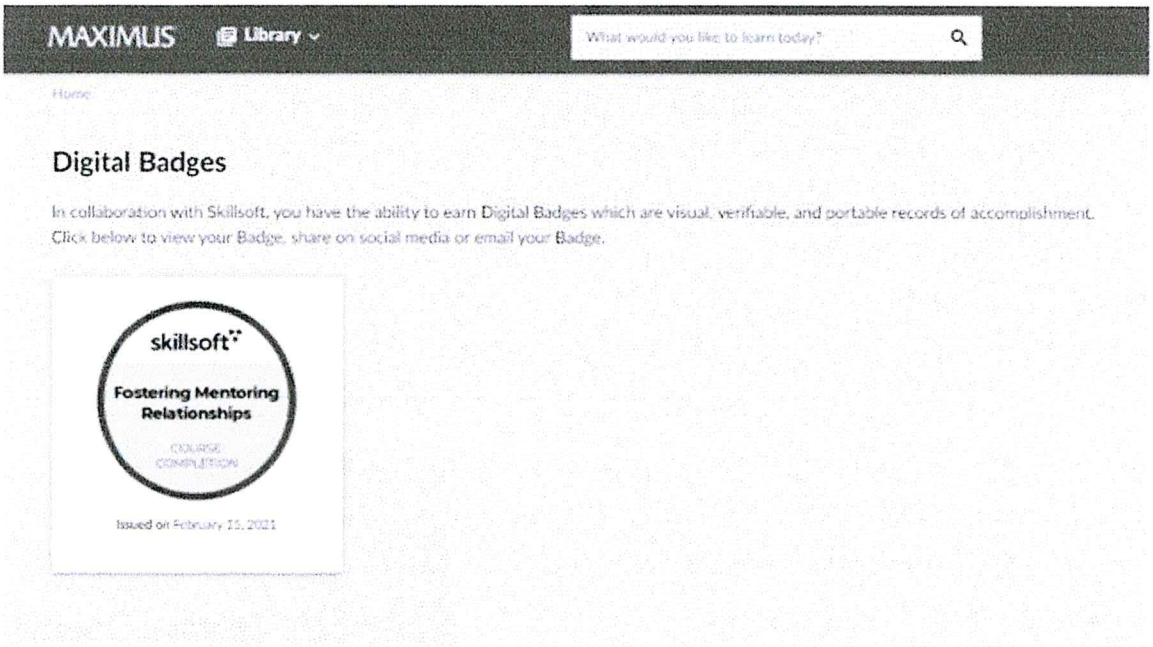


- Simply, type *Coaching* or *Mentoring* into the library search bar and all related learning resources will be found. You may prefer to watch a video, complete a short course, or listen to an audio book. Whichever your preference, there will be learning available to further develop your knowledge.


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Coaching
Expert Insights on Coaching
Coaching Techniques That Inspire Coachees to Action
Coaching for Performance: The Principles and Practice of Coaching and Leadership


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TestPrep
Video
Expertise
Duration
Training Credits
Mentoring
Fostering Mentoring Relationships
Expert Insights on Mentoring
Bridging Differences for Better Mentoring: Lean Forward, Learn, and Leverage

- Additionally, Digital Badges can be earned following completion of many of the courses to evidence course completion.



- Set aside some time in your diary to explore what learning is available and access some of the resources to gain an increased understanding of how you can implement Coaching and Mentoring into your role and the benefits it can bring to you as a Line Manager.

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Remploy
Putting ability first

Sophie O'Kelly <sophie.okelly@remploy.co.uk>

Coaching and Mentoring Introduction for Line Managers Pack

Sophie O'Kelly <sophie.okelly@remploy.co.uk> 10 March 2021 at 15:58
To: [redacted]

Hi all,

Following our discussion please find attached 5 documents that I have devised to create an *Introduction to Coaching and Mentoring pack for Line Managers*.

This pack contains the following:

- A short slide deck that defines the concepts of Coaching and Mentoring; outlines the differences and similarities between the two approaches; introduces different types of Coaching and Mentoring; describes the role of the Line Manager in Coaching and Mentoring and the benefits of these approaches.
- A desk aid which introduces Line Managers to one of the most popular coaching models - *'GROW'* along with question prompts you can use to structure coaching conversations.
- A document that highlights the benefits for the Coachee and Mentee so you can discuss these with colleagues.
- A document guiding Line Managers to access the Coaching and Mentoring resources on the Percipio Learning Platform.
- A Coaching Self-Assessment form (from Landsberg's 2015 book *The Tao of Coaching*) that you can use to evaluate your coaching skills at the end of a week.

I am aware that Coaching for Line Managers is an area of work that the Talent and Development team are working on currently, so rather than create a training session, I have created this pack as an introduction. Please take time to read through the resources. I will book in a one-to-one meeting in a few weeks time for you to let me know your thoughts, answer any further questions you may have and for you to let me know how you plan to implement coaching (or further develop the coaching that is already taking place) and what support you will need.

I will send to Managers who weren't on today's call separately following a conversation with them.

If you need anything in the meantime, please let me know. I look forward to hearing your thoughts.

Thanks
Sophie

--

Sophie O'Kelly

Performance Improvement Manager

Remploy

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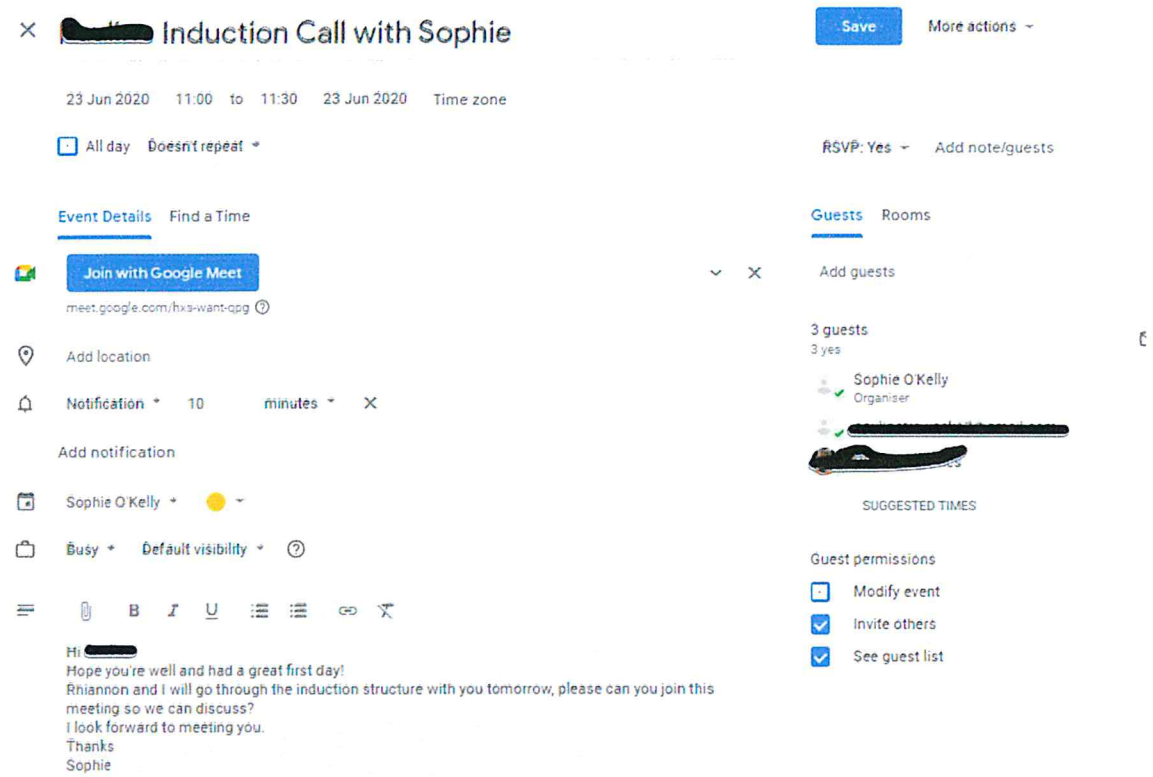
Alexandra House,

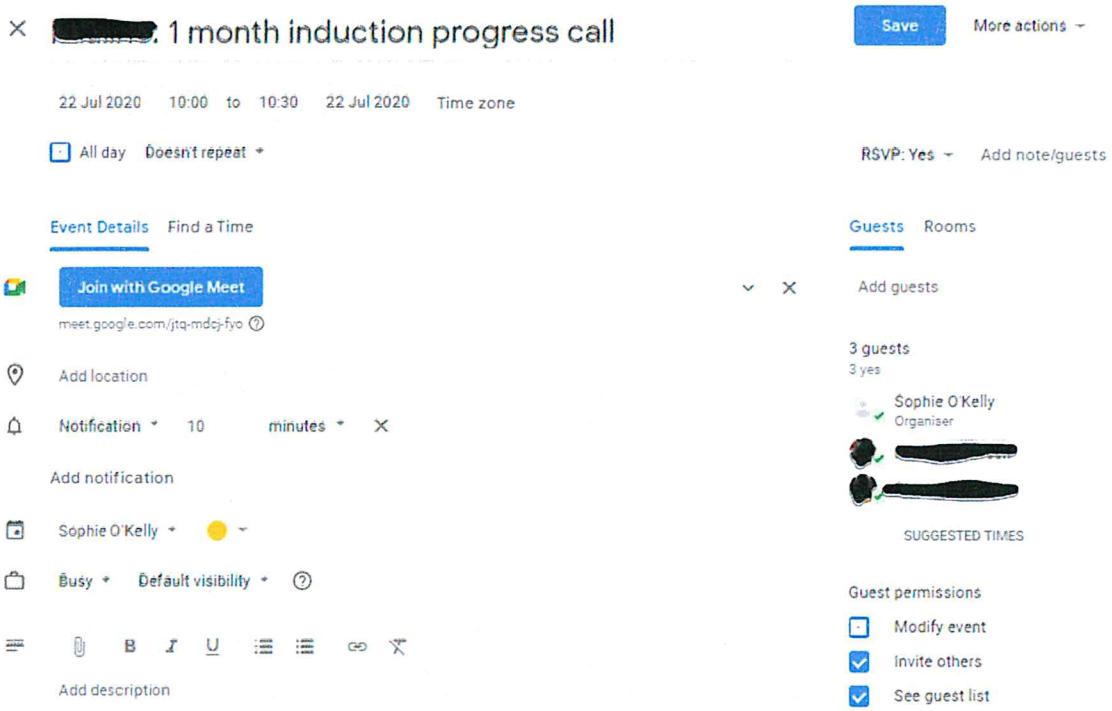
Alexandra Road,

Swansea.

SA1 5ED

Mobile: 07789 171 688


[redacted] Induction Call with Sophie
Save
More actions
23 Jun 2020 11:00 to 11:30 23 Jun 2020 Time zone
All day Doesn't repeat
RSVP: Yes Add note/guests
Event Details Find a Time
Guests Rooms
Join with Google Meet
meet.google.com/hxs-want-qpg
Add guests
Add location
3 guests
3 yes
Notification 10 minutes
Sophie O'Kelly
Organiser
[redacted]
Add notification
SUGGESTED TIMES
Sophie O'Kelly
Busy Default visibility
Guest permissions
Modify event
Invite others
See guest list
Hi [redacted]
Hope you're well and had a great first day!
Rhiannon and I will go through the induction structure with you tomorrow, please can you join this meeting so we can discuss?
I look forward to meeting you.
Thanks
Sophie


[redacted] 1 month induction progress call
Save
More actions
22 Jul 2020 10:00 to 10:30 22 Jul 2020 Time zone
All day Doesn't repeat
RSVP: Yes Add note/guests
Event Details Find a Time
Guests Rooms
Join with Google Meet
meet.google.com/jtq-mdcj-fyo
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Sophie O'Kelly
Organiser
[redacted]
Add notification
SUGGESTED TIMES
Sophie O'Kelly
Busy Default visibility
Guest permissions
Modify event
Invite others
See guest list
Add description

Remploy
Putting ability first

EV36

Sophie O'Kelly <sophie.okelly@remploy.co.uk>

Coaching Session Overview

Sophie O'Kelly <sophie.okelly@remploy.co.uk> 2 March 2021 at 18:51
To: [redacted] <[redacted]@remploy.co.uk>
Cc: [redacted] <[redacted]@remploy.co.uk>

Hi Both,

I just wanted to give you an overview of mine and [redacted] session today.

Firstly, [redacted] thank you for your time - I hope you found the session helpful.

As part of our session, we utilised the GROW coaching model to conduct a mini caseload review and focus on how best to establish next steps for some of your customers who you may be unsure as to how you move forward. We discussed what you wanted to achieve for your customer; the current situation; options available and defined next steps to achieve the desired outcome. We established that in some instances in order to move forward and assess customer commitment, it's necessary to start setting some tasks/goals for your customers to complete in between their appointments to help you move them forward on their journey into work. We focused on customer 1358368 and you now have 3 clear actions that you will work on with this customer. Please let me know if you need any additional support with this.

During the remainder of the session we checked the Adapt record for the customer and highlighted just a couple of areas to work on:

- Job Goals/Aspirations - Detailed information recorded which is good. Ensure disability info is recorded on the 'personal' tab. Keep 'Job Goals' for recording information around what the customer would like to do / can do etc.
- Employment Support Hub - Have discussed with [redacted] that you could do with some additional training on this as we only discussed the basics today.
- Checking customer has RTW docs, creating a CV and encouraging your customer to login to the ESH should be priority areas to work on following a customer's Initial Appointment
- Utilise My Studios to close down any appointments at the end of every day that are still open - may be an idea to put a daily reminder in your google diary.

Thanks again for your time today [redacted], please let me know if you need any additional support following this session - more than happy to help.

Have a great evening,

Thanks,

Sophie

--

Sophie O'Kelly

Performance Improvement Manager

Remploy

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Alexandra House,

Alexandra Road,

Swansea.

SA1 5ED

Benefits for the Coachee and Mentee

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Improved confidence and increased empowerment.

Positive reinforcement delivered through one-to-one feedback.

Coaching and Mentoring has both *Professional* and *Personal* benefits

Enhanced skills and improved self-awareness.

Increased motivation and enhanced job satisfaction

Support to establish achievable career goals.

Improved vision achieved through support and guidance.

Development areas transformed into strengths.

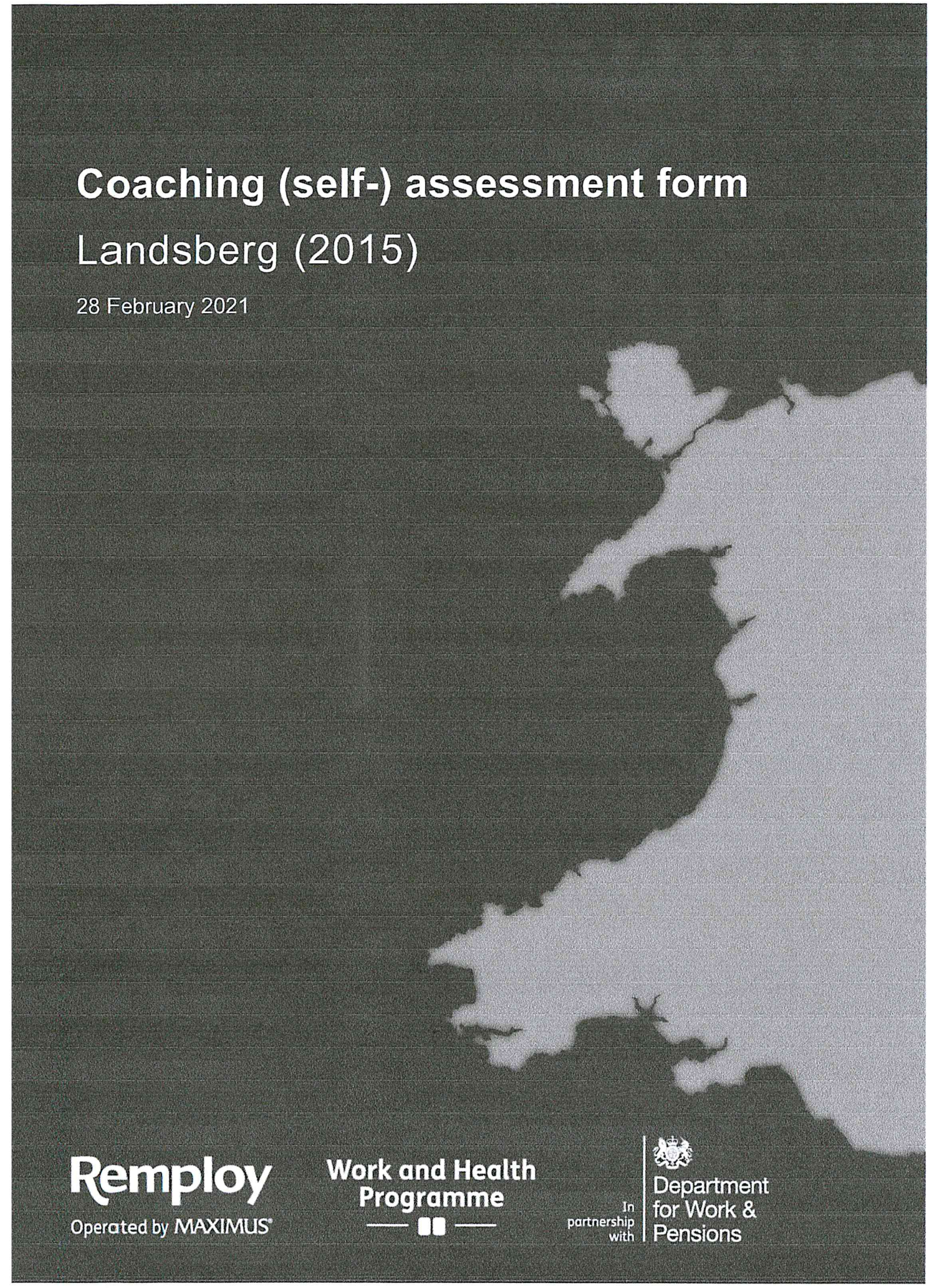
Colleagues must embrace Coaching and Mentoring and be fully committed to the programme to gain these benefits.

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Coaching (self-) assessment form

Landsberg (2015)

28 February 2021



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Coaching (self-) assessment form

Answer the following questions for yourself and/or ask colleagues to complete a copy of this page based on their impressions of you:

How many times in the last week did I……..

1. Provide unconditional praise ☐
2. Give constructive feedback ☐
3. Check a colleague's level of motivation ☐
4. Inspire a colleague ☐
5. Ask for feedback ☐
6. Consciously delegate a task ☐
7. Hold a really effective team meeting ☐
8. Provide upward feedback ☐
9. Check a team's morale ☐
10. 'Mentor' a more junior person ☐

TOTAL ☐

Totals:

1 – 3	You need to study and apply '*The TAO of Coaching*' by Max Landsberg
4 – 6	You can significantly increase your effectiveness at work by applying just a few tips from '*The TAO of Coaching*' by Max Landsberg.
7 – 8	You are nearly a Master Coach
9 – 10	Give *'The TAO of Coaching'* by Max Landsberg to someone who needs it.

Priority areas for me to work on

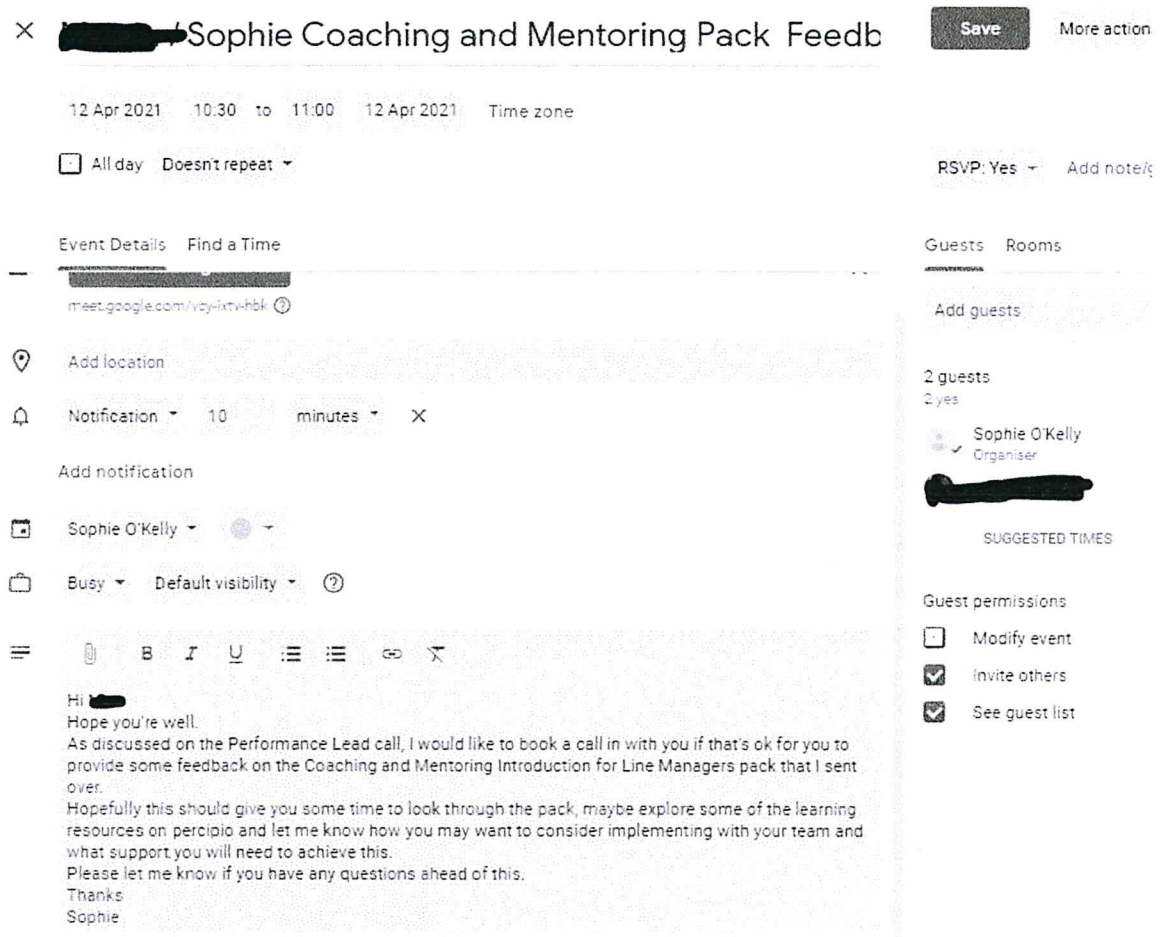
1. _____

2. _____

3. _____

(LANDSBERG, M. (2015) *The TAO of Coaching.* London: Profile Books Ltd)

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[redacted]/Sophie Coaching and Mentoring Pack Feedb
Save
More action
12 Apr 2021 10:30 to 11:00 12 Apr 2021 Time zone
All day Doesn't repeat
RSVP: Yes
Add note/
Event Details Find a Time
[redacted]
meet.google.com/vcy-ixrv-hbk
Add location
Notification 10 minutes
Add notification
Sophie O'Kelly
Busy Default visibility
Hi [redacted]
Hope you're well.
As discussed on the Performance Lead call, I would like to book a call in with you if that's ok for you to provide some feedback on the Coaching and Mentoring Introduction for Line Managers pack that I sent over.
Hopefully this should give you some time to look through the pack, maybe explore some of the learning resources on percipio and let me know how you may want to consider implementing with your team and what support you will need to achieve this.
Please let me know if you have any questions ahead of this.
Thanks
Sophie
Guests Rooms
Add guests
2 guests
2 yes
Sophie O'Kelly
Organiser
[redacted]
SUGGESTED TIMES
Guest permissions
Modify event
Invite others
See guest list