



Mentoring and Coaching Policy



Mentoring and Coaching Policy

Table of Contents

Section 1 – Policy wording	2
1.1 Purpose	2
1.2 Policy Statement	2
1.3 Definitions	3
Section 2 – Policy Wording and Procedural guides	3
2.1 Aims and Objectives	3
2.2 Intention	Error! I
2.3 The Benefits of Mentoring/Coaching Contained Within the Policy	4
2.3.1 Benefits to the Participant:	4
2.3.2 Benefits to the Mentor:	4
2.3.3 Benefits to Managers and the Organisation:	4
2.4 Mentoring / Coaching	5
2.4.1 Eligibility for Mentoring / Coaching:	5
2.4.2 Training	5
2.4.3 Internal Policy Links	6
2.5 Roles and Responsibilities	6
2.5.1 The Mentor	6
2.5.2 The Coach	6
2.5.3 The Participant	7
2.5.4 The Scheme Co-ordinator	7
2.5.5 Managers	8
2.6 Mentors	8
2.6.1 Application to Become a Mentor	8
2.6.2 Requests for a Mentor	8
2.6.3 The Mentoring Relationship	9
2.7 Working Conditions	9
2.8 Confidentiality	9
Section 3 - Relevant Legislation	10
Section 4 - Related Policies/References	10
Section 5 - Monitoring and Review	10
5.0 Monitoring and Reviewing	10
5.1 Monitoring	10
5.2 Review	10



Mentoring and Coaching Policy



Section 1 – Policy Intentions

1.1 Policy Statement

Gloucestershire Constabulary recognises that mentoring and coaching assists in developing individuals, enabling them to reach their full potential. The Constabulary is committed to developing and investing in its people and encourages the use of mentoring and coaching, to enhance the culture and practice of continuous improvement.

Policy should enable consistent and effective decision making. Where operational or managerial circumstances require any decision making that would adversely affect adherence to the policy or procedure, in line with the 'Statement of Intent' of the constabulary and the police service 'Code of Ethics', if an officer/ police staff member believes that they need to make a decision that steps outside of policy and procedure they should do so, provided that:

- the officer/ police staff member raises the matter at the earliest opportunity (and ideally before any such decision is made) with their line manager declaring their intended (or actual) course of action if notification is made after the decision is taken,
- produces, in a timely manner, a signed and dated written explanation of why it is/ was deemed necessary to step outside of policy and procedure, and
- maintain an adequate record of this written rationale for audit purposes appropriate to the circumstances/ contravention

1.2 Purpose

This policy is designed to give guidance so that there is a balance of individual learning with operational and organisational need.

The intention of this policy is to:

- formalise the mentoring / coaching process
- to provide opportunities for individuals to become mentors and coaches
- to provide opportunities for participants (mentees and coachees)
- aid and support development for individuals, teams and the organisation

This policy will enable individuals to take more responsibility for their own learning and development and will provide a means of enhancing confidence and self-esteem. The schemes are designed to ensure continuing organisational development, disseminate our corporate values, and develop our culture.

The programme is open to both officers and staff from all ranks and grades.

Mentoring/coaching is a powerful tool and its benefits can be great. There are a range of potential benefits to the mentor/coach, the participant and the organisation, which are listed at 2.2.



Mentoring and Coaching Policy

The policy formalises recent changes to the mentoring/coaching programme, and provides up to date guidance notes for both mentors/coaches and participants taking part in the mentoring/coaching programme.

1.3 Definitions

Mentoring and coaching are very similar in their aims and objectives; both are defined below (many definitions exist) and for the purposes of this document are subject to be the same process.

Mentoring - mentoring in the workplace is a relationship in which a more experienced colleague uses his or her greater knowledge and understanding of the work or workplace to support the development of a more junior or inexperienced member of staff.

Coaching - developing people's skills and knowledge so that their job performance improves in support of the achievement of organisational objectives. Coaches act as a mirror; supporting, challenging and encouraging people to identify their strengths and address areas for development.

The overlaps and differences between the two roles are:

	Coaching	Mentoring
Scope and limitations	Deals with performance problems and specific challenges	Deals with organisational, career or personal transitions
Central focus	Task centred	Possibility centred
What is worked on	Works on developing and selecting options for behaviour in specific situations	Works on the interface between the individual's identity and the bigger picture
Time frame	Short to medium term	Past, present and future
Areas for discussion	How the client acts	The client's thoughts feelings and actions
Who is normally a mentor or coach?	Line manager or professional or personal coach	Professional unconnected to day to day life (off-line)
Areas for potential benefit	Knowledge and skills	Knowledge, skills and insight

For the purpose of this document mentor refers to mentor/coach and the participant refers to mentee/coachee.

Section 2 – Policy Wording and Procedural guides

2.1 Aims and Objectives



Mentoring and Coaching Policy



The aim of the scheme is to facilitate effective mentoring/coaching relationships, with a view to investing in the development of all our staff, to generate personal growth, facilitate change and improve performance.

The mentoring/coaching relationships will have the potential to impact positively on the participant and the mentor and will have numerous benefits for both the organisation and the individuals involved.

The specific objectives of the policy is to provide a mentoring and coaching service which is accessible to any member of the Constabulary who needs to access such services to help them improve their performance and develop their career. The following are required to support the policy:

- to train and develop a pool of mentors/coaches;
- to fully inform staff about the benefits of mentoring/coaching;
- to develop a formal procedure that encourages staff to use the scheme;
- to provide a basic framework for all staff who wish to become involved in the scheme;
- to take positive action in relation to groups that are underrepresented in our workforce.

2.2 The Benefits of Mentoring/Coaching Contained Within the Policy

2.2.1 Benefits to the Participant

- improved confidence and self-esteem;
- an opportunity for a new insight by reflecting and learning;
- assistance in dealing with organisational change;
- support in times of change and / or rapid personal development;
- assistance with career development;
- receive feedback to assist in dealing with existing and new challenges;
- support in developing new ways of working and thinking being valued through additional time and attention;
- improved performance.

2.2.2 Benefits to the Mentor/coach

- increased job satisfaction e.g. maximising potential of individuals;
- increased peer and organisational recognition;
- an opportunity to develop personal skills e.g. communication, problem solving;
- an opportunity to improve knowledge and experience e.g. personal responsibility, openness to change;
- an opportunity to reflect on performance, skills and working practices;
- networking and support from colleagues.

2.2.3 Benefits to Managers and the Organisation



Mentoring and Coaching Policy



- helps to recruit, retain and develop individuals;
- invests in and develops people;
- assists in disseminating organisational values and culture;
- encourages the spread of learning and the development of a learning culture in the organisation;
- improves communication;
- enhances the practice and culture of continuous improvement;
- improved efficiency and productivity;
- consistent with the Performance Development Review (PDR) and performance management processes;
- facilitates knowledge sharing.

2.3 Mentoring / Coaching

2.3.1 Eligibility for Mentoring / Coaching

Any individual may request a mentor or coach to assist their personal and professional development.

Mentoring / coaching can be particularly helpful to assist individuals who are new to role, to learn and develop in that role. For this reason, the following groups will be actively encouraged to make use of the scheme:

- candidates on the Fast Track or Direct Entry Schemes;
- individuals from under-represented groups;
- individuals who have been identified as needing to develop in specific areas;
- individuals who have recently been involved in a promotion process;
- individuals who are new to role or new to the Organisation;
- individuals in senior and strategic roles.

First line managers should make their staff aware of the scheme, as part of the PDR process.

Individuals identified in the groups above should be actively encouraged to take advantage of the scheme.

If the demand for mentors outstrips availability, then priority will be given to those with urgent developmental needs.

2.3.2 Training

Training will be provided to equip a pool of mentors and coaches.

To ensure the resilience of the scheme, further initial and refresher training will be provided as the scheme develops.



Mentoring and Coaching Policy



Where appropriate accreditation for practitioners will be sought from the appropriate professional body.

2.3.3 Internal Policy Links

Links are identified with the following policies:

- diversity Strategy;
- misconduct Policies and Procedures;
- E-PDR Policy;
- promotion, recruitment and selection policies.

2.4 Roles and Responsibilities

2.4.1 The Mentor

The role of the mentor is to encourage a formal relationship, which will assist colleagues to carry out their roles more effectively and to aid their personal and professional development.

All Gloucestershire Constabulary mentors will be trained to ensure they have the required skills to undertake this role.

Individuals who apply to be considered as mentors should be able to display the following competencies:

- excellent communication and interpersonal skills;
- proven ability in the behavioural area of “maximising potential”;
- proven knowledge of the role area of the participant;
- proven problem-solving skills;
- a high degree of self-motivation;
- an understanding of equality and diversity issues.

Once trained, all mentors will have:

- been appraised within the training environment against the required competencies of a mentor;
- successfully completed training to carry out the role;
- demonstrated the required skills;
- accepted responsibility for promoting and reflecting our organisational values, culture and mission;
- put together a brief career profile of themselves and commit to regularly updating their profile in order that participants can make an informed selection;
- mentor no more than 3 participants at any one time;
- attend Continuing Professional Development (CPD) events as and when required.

2.4.2 The Coach



Mentoring and Coaching Policy



The role of the coach is to develop people's skills and knowledge so that their job performance improves in support of the achievement of organisational objectives. This is an integral part of the role of all line managers at all levels, but there can also be a specific role for coaches outside of the normal line management arrangements.

All Gloucestershire Constabulary coaches will be trained to ensure they have the required skills to undertake this role.

Individuals who apply to be considered as coaches should be able to display the following competences:

- excellent communication and interpersonal skills including building rapport;
- a high degree of self-motivation;
- good listening skills;
- ability to utilise a range of questioning skills;
- ability to encourage and support individuals to achieve goals;
- an understanding of equality and diversity issues.

Once trained all coaches will have:

- successfully completed the training to carry out the role, demonstrating the required skills;
- accepted responsibility to promote and reflect organisational values, culture and mission;
- put together a career profile of themselves and commit to regularly updating their profile in order that participants can make an informed selection;
- coach no more than 3 participants at any one time (unless a line manager);
- attend CPD events as and when required.

2.4.3 The Participant

The role of the participant is to:

- drive the mentoring/coaching process forward;
- be prepared to be proactive NOT reactive;
- set the agenda;
- focus on potential and future performance and have realistic expectations;
- reflect and learn from experience;
- be interdependent, not dependent;
- take action.

2.4.4 The Scheme Co-ordinator

Learning & Development (L&D) will carry out the role of the scheme co-ordinator.

The co-ordinator has the responsibility for the following and can call on the assistance of relevant HR Managers:



Mentoring and Coaching Policy



- reviewing and updating this policy;
- assisting in the selection of suitable mentors/coaches
- the 'matching' of mentor/coach and participant profiles;
- mediating in the case of a 'mismatch';
- arranging CPD events with mentors/coaches to support them in their role;
- requesting general feedback from those participating in the scheme in order to evaluate benefits and value for money on an on-going basis;
- ensuring the mentors/coaches do not exceed the maximum of 3 participants at any time.

2.4.5 Managers

All managers should be conversant with this scheme and promote it to their staff.

All managers should be supportive of abstractions from the workplace due to mentoring/coaching responsibilities.

2.5 Mentors and Coaches

2.5.1 Application to Become a Mentor/Coach

Internal advertisements will seek applications on relevant force forms based on the role profile

The scheme will encourage applications from all staff and officers, particularly those from underrepresented groups.

Applicants will submit their application on the required form, via the advertised process.

Recommended applicants will be allocated a course following a short listing process

Successful completion of that course and, where appropriate, accreditation will qualify applicants to start acting as mentors.

Mentors/coaches will be expected to attend CPD events as appropriate.

In the event that there are an excess of applications, the Learning and Development Manager in consultation with HR Managers, will be responsible for the allocation of courses, in line with known or perceived need.

2.5.2 Requests for a Mentor and Coaches

Individuals who seek a mentor or coach should contact the scheme administrator who will supply full details of the scheme and application process.



Mentoring and Coaching Policy



2.5.3 The Mentoring/Coaching Relationship

The participant is expected to proactively move the relationship forward, on a basis of mutual agreement.

A 4-6 weekly meeting is recommended, however, the frequency and length of a meeting is subject to negotiation between the mentor/coach and participant.

The meeting place should be in a confidential environment within police premises.

The duration of each relationship will depend on the participant's needs, as related to their role, and their personal development.

A mentoring relationship would normally last for a year, unless extended or reduced by mutual agreement and with the agreement of the scheme coordinator.

Mentors and coaches should never have more than 3 Participants at any one time.

2.6 Working Conditions

Mentoring and coaching should take place within duty time.

Duties must be arranged to avoid incurring overtime.

Managers should recognise the need to roster duties flexibly, as appropriate.

Any additional travelling expenses must be authorised in advance by line managers.

In appropriate circumstances, suitably trained mentors and coaches from outside the organisation will be allocated.

2.7 Confidentiality

In order to ensure trust between mentor/coach and participant, confidentiality needs to be assured.

There will be no reports on individuals given to the organisation. The mentors/coaches are not required to keep written records of the meetings; however, if records are kept they must be kept in line with Data Protection and the Freedom of Information Act.

Any statistical data will be collected by L&D in such a way that individuals cannot be identified.



Mentoring and Coaching Policy



Exceptions to this rule would be as follows:

- if there is a breach of the criminal law;
- if there is a breach of the relevant Codes of Conduct;
- information which fixes the organisation with liability or invokes a duty of care under the Health and Safety and/or discrimination legislation.

The mentor/coach would then have an obligation to disclose this information to the individual's line manager; however, this should only be done with the full knowledge of the participant.

Section 3 - Relevant Legislation

Equality Act 2010

Data Protection Act

Freedom of Information Act

Section 4 - Related Policies/References

E-PDR Policy

Police Officer Recruitment and Selection Policy and Procedure

Police Staff R&S policy and procedure

Police Officer Promotion Policy & Procedure

Police (attendance & performance) regulations policy

Disciplinary Policy

Section 5 - Monitoring and Review

5.0 Monitoring and Reviewing

5.1 Monitoring

The effectiveness of this policy will be monitored in its application. Experiential learning will be applied and may result in consequential changes to the policy.

5.2 Review

This policy will be formally reviewed at periods as prompted by the Governance and Compliance Administrator. Experiential learning, legislative changes, and other influencing factors may also necessitate a review.

Feedback relating to this policy can be made by telephone, in writing, or by e-mail to Learning & Development Manager.



Mentoring and Coaching Policy



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