

National Agreement Induction Training with Coaching Support

1. Introduction

Over recent years Royal Mail has experienced an unnecessarily high level of attrition amongst new entrants within the first year of employment. The Exit interviews and feedback indicated that the initial Induction Process/job training was not being effectively deployed or meeting the objectives of ensuring learning was being efficiently transferred and used at the workplace. The consequence of this was that some new entrants felt isolated and unsupported and quality suffered. The following revised minimum standards for a revised Induction Training package which includes Coaching Support has been agreed following successful trials carried out in the London and Midlands areas during 2005.

2. Approach/Aims

The new approach will be to welcome, induct and train new employees with the main elements being:

- All new entrants will be inducted on day 1
- An improved format for the first/welcome day
- All employees will receive training before they are asked to perform live work in the area they have been recruited to or any area where they may be required to work
- An effectively managed and supported 13 week induction period
- Improved "On the job training"
- The majority of new entrants achieve competent levels of performance in all of their operational tasks
- A workplace based Coach to support the new entrant throughout their training programme
- Ongoing planned support for managers and coaches by Regional Trainers
- Training and support as appropriate will also be provided in line with the same principles for job changes.

3. The New First/Welcome Day

The core induction on Day 1, will be "classroom" based and led by a Regional Trainer or a person accredited by the People & Organisational Services. This session will be held in suitable accommodation within reasonable travelling distance from the new entrants' home and within normal day hours. A senior CWU official will be afforded a 1 hour slot immediately after the meal break to meet and recruit new entrants into the Union. The day is intended to welcome people into Royal Mail and will cover the following:

- A welcome from a Senior Manager
- Royal Mail Benefits Package
- Health & Safety
- Security

- The operational pipeline
- Introduction to the CWU by a Senior Representative
- Customer service
- Diversity
- Business & personal standards

4. The Workplace Induction

Following the first day the trial induction will differ in some aspects depending on which function the employee has been recruited to ie: Delivery, Processing, Distribution. The workplace induction will commence from Day 2 and will be led by the local Manager, supported by the workplace based Coach.

5. Delivery

Day 2 is intended to welcome people into their new place of work and will cover:

- A welcome by the local manager and tour of the location
- Introduction to the CWU rep, Office Coach and work colleagues
- Local Health & Safety, SSOW's
- How to apply the national standards covered in Day 1 locally
- Operational & customer service standards for Delivery, Processing or Collections
- Outline of the 13 week training period & completion of learning log

5.1 On the Job Training

“On the job” training will take place during Days 3 –5 at the employee’s workplace and will be led by the Coach. The approach is activity based and will progress at a pace that is in line with the individuals needs therefore it may continue into week 2. The 3 days are intended to build up job specific core skills by demonstration and through shadowing the Coach (or when unavailable by another experienced member of staff) on the delivery that the New Entrant will be due to perform.

5.2 Fixed Walk

For a minimum of the next 6 weeks wherever possible New Entrants will be provided with a fixed duty in order that they can embed their new learning through a fixed walk.

To help to facilitate this:

- Vacant delivery duties at the time will normally be covered by New Entrants. The duties will however still be filled on a permanent basis as per the Way Forward Agreement/compliant local resourcing practices but the new duty holder will not take up the post until the end of the 6 week training period.
- Where the only vacancies are leave reserves or floaters a suitable Delivery duty may be identified and agreed locally with the CWU (preferably in advance) to designate a training walk for that New Entrant. This duty can again still be signed for but on the proviso that it is vacated whenever new entrant training is required. The duty holder will have first choice of any other vacant duties during this period.

Where a delivery cannot be identified to isolate for a 6 week period the New Entrant will be given additional support i.e. they will receive a day shadowing on the first day of each of the 6 weeks. It should be noted that stability on 1 walk for 6 weeks should always be the principle aim as this alternative will be disadvantageous for the new entrant and may have practical difficulties. This aspect will therefore be closely monitored and jointly reviewed.

5.3 IPS Training

A new recruit may receive IPS Training at any time following their first week but formal Structured IPS Training (a minimum of 25 hours) will not commence until after week 6. Progress on achieving the required standard (500 items in 20 minutes on a 48 box fitting or as appropriate) will be assessed by week 13 and all New Entrants should be able to achieve the standard by week 26 at the final trial review (as detailed in para 7.3).

6. Processing/Distribution

For New Entrants in Processing and Distribution for Days 2-5 training will continue to be carried out on normal day hours with a mix of classroom and practical instruction. This training will be led by the Office Coach and cover the following:

- A welcome by the local manager
- Introduction to the Office Coach, local CWU, and work colleagues
- A tour of the Mail Centre/Distribution unit
- Local Health & Safety, SSOWs
- How to apply the national standards covered in Day 1 locally
- Operational and customer service standards for Processing, Delivery or Collections
- Specific presentations/instruction on all of the various automated kit
- Information on the various traffic streams and office workplan
- Practical training on all of the various tasks that the New Entrant may be required to perform (in particular the duties they have been allocated)
- TPM foundation training
- Collection/driving issues as appropriate
- Outline of the 13 week training period and completion of learning log

6.1 Developing Skills/On the Job

The approach used during this period will be theory/instruction during the morning followed by "on the job" practical activities on the aspects that have been covered. All operational tasks will be demonstrated by the Coach (or when unavailable another experienced employee) to ensure New Entrants are trained in the correct method. This will be supported by a P&OS trainer as required. No New Entrant will be asked to perform any live work prior to receiving this instruction.

6.2 Sorting Training

New Entrants will be expected to achieve the nationally agreed Performance Standards for sorting prior to their establishment. It is recognised therefore that specific formal training periods (minimum 25 hours) must be provided during the induction to support the employee to meet this objective.

Individual Needs

It is accepted that the new approach/training should progress at a pace that is inline with the individuals needs therefore where necessary training may continue after Week 1. New Entrants will also have the facility to seek the assistance of the Coach where necessary throughout the 13 week induction period.

7. Thirteen Week Induction Period

7.1 Learning Record

After Week 1, the remaining 12 weeks will be effectively managed in order to build competence and experience and will be regularly monitored with support being given by the Coach and Line Manager. Progress will be recorded in a New Entrants learning record that will be provided which details all of the operational activities.

7.2 Training Progress

Where a new entrant's progress is identified as causing concern this will be discussed between the Manager and the employee in the presence of the coach so that any additional support/training requirements are also recorded.

7.3 Induction Period Review

At the conclusion of the 13 week induction period and at the final 26 week trial review there will be an assessment by the Manager following consultation with the Coach as to whether the new entrant has met all the required standards of performance. Where this has not been achieved the Manager will review whether to extend the training/support or make a decision to terminate the trial in line with the normal procedure.

8. Full/Part-time Casual/Agency Staff

The minimum standards of training/support for full and part-time casual and agency staff is currently under review and once completed will be jointly evaluated and discussed with the CWU. Until this review has been concluded, the current agreed minimum standards of training/support will be provided for new casual and agency staff.

8.1 Full/Part-time Casual Staff Delivery

Two days scheduled as appropriate – Open Learning Modules and 2 days practical training (where possible part-time staff may have their training over 4 days)

8.2 Full/Part-time Casual Staff Distribution and Processing

Two days scheduled as appropriate – Open Learning Modules and 2 practical training opportunities to reflect the task(s) the casual has been recruited to do (where possible part-time staff may have their training over 2 days)

8.3 Full/Part-time Ad hoc/Agency Staff

One day scheduled as appropriate – Open Learning Modules and 2 practical training opportunities.

9. Job Changers/Established Employees

The minimum standards of training/support for job changers and established employees is also currently under review and once completed will be jointly evaluated and discussed with the CWU. Until this review has been concluded, the current agreed minimum standards of training/support as detailed below will continue to apply.

Job Changers are defined as employees who move from one function to another where different skills are required e.g. from Delivery to Processing. Where this occurs the following minimum standards of training/support will be provided.

9.1 Full-time (JC)

Three days scheduled on day hours e.g. 9-5 (unless there are exceptional circumstances) – one day classroom based and two days practical training.

9.2 Part-time (JC)

As above but where requested/possible carried out over 6 days.

9.3 Established Employees

This minimum level of training for job changers may also be provided to established employees who indicate their induction training was not provided when they were first employed. The need for this additional training/assessment of the competency gaps will be decided between the Line Manager and the individual.

10. Workplace Coaches

The workplace based Coach is a fundamental part of the new process, minimum standards of training and overall package of support and it is the intention that every work unit (ie. each Delivery Office, Collection Hub, Network Unit and work/shift area within Mail Centres) will have a Coach. Where this is not practicable e.g. in small DOs/small SPDOs or not possible the facility of coaching support will be provided from a neighbouring unit/shift. The role/job description, selection process, training and terms and conditions are detailed in an Annex to this agreement.

11. Communications

A joint communication will be included within a national deployment agreement prior to the launch.

12. Review

The revised training programme will continue to be jointly monitored on a regular basis at all levels to assess and ensure it is achieving the aims contained in Para 2 and there is an improvement in the recruitment and retention of new entrants to raise the level of quality/performance. There will also be a Formal Joint Review following the first 12 months of deployment.

..... Royal Mail CWU CWU
Date.....	Date.....	Date.....

WORKPLACE COACHES

1. Purpose

The Workplace Coach has been introduced to provide individual levels of training/support to New Entrants, Apprentices, Casuals/Agency Staff and existing Operational Employees. This will include providing the following:

- The initial Coaching of operational activities and ongoing support for New Entrants.
- A consistent national method of training/coaching of technical skills.
- The coaching/training required for Apprentices to complete their work based assignments/programme.
- Training/re-training for existing employees where required.
- Appropriate training for casuals/agency staff in the operational activities they have been employed to undertake to ensure that efficiency/quality standards are maintained.

2. Objectives

- To ensure that all employees learn how to perform their duties by experience within the workplace and shadowing fully trained members of staff.
- To reduce staff turnover and absenteeism.
- To support the Royal Mail Apprenticeship Scheme.
- To improve employee development and morale.
- To improve efficiency and quality standards.

3. Skills

The ideal Coach will need a number of specific personal qualities and skills to fulfil this role to deliver the above objectives i.e.:

- A sound knowledge of the operation.
- Be able to communicate well.
- An interest in developing and supporting people.
- Be able to demonstrate operational activities effectively.
- The ability to organise/create an environment where coaching can take place.
- The flexibility to alter pace of learning.
- The ability to monitor the progress of learners.
- Be able to encourage and motivate employees.
- Have good analytical skills.
- The ability to provide learners with constructive feedback to plan their learning.
- Have good listening & questioning skills
- The ability to deal with young employees.
- Promote group diversity.

4. Selection Process

4.1 Advertisement/Application

All OPG employees will be able to apply for these posts but they will need to be experienced professional Postwomen and men and applications will be objectively assessed by a three stage process as detailed below to establish which candidates are suitable. An example notice advertising the role is attached.

4.2 Self-assessment

Stage 1

- Interested employees will complete a self-assessment form (see Appendix 1) to help them decide whether they should apply formally, and if they do they will need to complete an application form (see Appendix 2).

Stage 2

- The Line Manager at each workplace providing they are RIT trained (using a process designed by Learning Services) will assess the formal applications and select the candidates to interview. Where assistance is requested by the Line Manager or they have not been RIT trained, a representative from P & OD will also be in attendance at the interview. At the interview an objective decision will then be made on who should be recommended to attend a three day Coaching Course. All interviewed applicants will receive feedback from their Manager on the Recruitment Activity Performance Summary Form and they will be given the opportunity to complete a confidential questionnaire concerning the interview process. The Manager will also complete a section on the form stating the reason for selection or non selection.

Stage 3

- A Regional Trainer from People & Organisational Services will run the Coaching/Training Course and will make the final decision to formally confirm those applicants considered competent to fulfil the role.

4.3 Appeals against non selection

There is an appeal process against non-selection and all documentation concerning the selection process will be made available prior to the appeal being held. The details of the appeal process is contained at Appendix 3.

5. Training

In addition to the initial Coaching/Training course provided at Stage 3 of the selection procedure, a further one day training course will be given to all successful Coaches to provide them with the necessary knowledge to support the Royal Mail apprentices through their scheduled 15 month programme. The duration and content of this additional training will be jointly reviewed in light of experience gained from the initial sessions carried out with the Coaches from the trial areas.

6. Activities/Role

There are a number of generic activities that coaches will be required to undertake, others will depend on which unit/function they are based.

Generic

- Ensure all new entrants receive their work area/pipeline familiarisation training from Day 2.
- Demonstrate to New Entrants what needs to be done on the job, with the New Entrant shadowing if necessary.
- To Coach and provide additional support on an individual basis where performance is identified to be below the required standard.
- Coaching and support for apprentices with their workplace assignments.
- Refresher training where skills/knowledge gaps are identified.
- To communicate hazard boxes and ensure sorting accuracy.
- Re-training for individuals where they have been away from the job or task for a period of time.
- Coaching as a result of new products and change programmes.
- Job change training for employees who have transferred from other functions/shifts.
- Work closely with bookroom staff to ensure that unit skills registers detail the training and re-training that has been given to employees.
- Monitor progress of new employee(s) utilising the learning record.
- Help New Entrants to compile the Learning Record with the Manager to identify progress towards achieving competence in all standards.
- Assist apprentices to complete documentation associated with their work place assignments and training/programme log.
- Liaise with managers to enable them to complete trial documentation and assessment of competence of new entrant to time.
- Offer on-going advice and support to New Entrants to ensure a continuing “welcoming” feeling into Royal Mail by helping to bridge competency gaps and fix problems.
- Co-ordinate with Unit Managers, New Entrants and experienced employees regarding training and the provision of uniform etc.
- Advice and guidance to new/less experienced employees and to experienced employees if requested.
- Additionally coaches may assist to run WTL sessions where there is a training requirement e.g. run refresher Material Handling courses.
- Making themselves available to New Entrants and apprentices throughout their induction/training periods so support can be given to ensure issues can be quickly addressed.
- Coaching short-term resource (i.e. casual/agency staff) where they are required to respond to fluctuating resourcing demands.

Delivery

- Liaise with Managers, the local CWU and the Bookrooms to plan in advance that walks are made available for New Entrants for a period of 6 weeks wherever possible.
- Provide New Entrants with their initial delivery training at their place of work from Day 3 with the New Entrants shadowing the Coach on a walk.

- Where there is more than one New Entrant commencing in the same week Coaches will be required to provide a suitably experienced individual that the New Entrant can shadow. These individuals will receive the daily non-school training allowance for each day they are assisting with the Delivery Coaching.
- Demonstrate all of the other aspects/operational tasks required in delivery.
- Inward sorting coaching to new and existing employees.

Mail Centres/Processing

- Coaching as a result of change programmes or new technology (e.g. ensuring all mail is segued correctly in the Meter and PPI areas to achieve maximum throughput of automation).
- Outward and secondary sorting coaching to new and existing employees.
- Coach and support newly trained machine operators where required.

Distribution, Collection Hubs and Network

- Demonstrate all of the aspects/operational tasks required in the Distribution and Network function.
- Explain all of the various procedures/responsibilities for collection drivers as appropriate.

7. Duty/Operational Arrangements

Workplace Coaches will still be required to perform normal operational grade duties when not required for Coaching/Training.

- 7.1 They will however be Coaching full-time during Week 1 of a New Entrant or Apprentice being employed and it is recognised that depending on an individual's capability this may on occasion be extended.
- 7.2 They will also be a more concentrated need for Coaching when individuals require their sorting training.
- 7.3 The content of a Coaches normal operational duty will therefore be adjusted/flexed to enable them to have adequate time to be available without difficulty and any adverse effect on service. It is accepted that their Coaching responsibility will always take priority.
- 7.4 It is also recognised that there may be times when the Coach will be required to work outside of their normal attendance pattern (e.g. to assist an Apprentice on a workplace assignment etc). Where this occurs and the hours performed exceed their conditioned hours the Coach will be given the choice of overtime or time in lieu.

8. Maintaining Standards

To ensure the approach/required training standards are maintained and Coaches themselves are provided with support quarterly meetings of the Coaches in each AGM area will be held with a Regional Trainer. The aim of these meetings will be to exchange experiences, difficulties and training solutions.

9. Allowance

In recognition of the skills, flexibility and commitment that Coaches will be expected to demonstrate and maintain, an allowance will be paid.

- 9.1 On appointment each Coach will receive a weekly pensionable assigned allowance of £30, regardless of the level of coaching activity that they are required to provide.
- 9.2 The allowance will be increased in line with future Royal Mail pay settlements from April 2007.
- 9.3 Where an employee decides they do not wish to continue in their coaching role they should inform the manager immediately so that an appropriate replacement can be found. They will however be required to continue until the replacement has been selected and fully trained.
- 9.4 On return to normal duties the Coaching allowance will cease.

Self Assessment of Suitability for being a Workplace Coach

Below are a series of statements that relate to the coaching activity.

While completing this activity, please keep in mind that the value of this exercise relies on your honest response. Candid responses will give you a more realistic view of how suited you are to this activity.

The exercise is designed to help you to gain some insight into the areas where your skills, abilities and working style match and / or differ from the requirements of the Coaching Activity.

Please read all the items carefully. Indicate the extent to which each item reflects your skills, abilities and working style by ticking the appropriate box. Please note: Neutral symbols have been used in the tick boxes to help with adding up your responses for the next part of this self-assessment.

Tick only one box for each item.

Please complete all the items.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I am experienced and knowledgeable about operational procedures in my Mail Centre / Delivery Office.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People do not find me particularly approachable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
New entrants shouldn't need much support after the first few days.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I am good at listening	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy explaining to people how things work.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am not particularly knowledgeable about procedures that are not part of my daily job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I can always think of several ways of explaining something.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is difficult to describe something I'm doing at the same time as doing it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I often find myself being sympathetic towards people who are struggling to understand how to do something.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I sometimes struggle to see other people's point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I am interested in supporting and developing people who are new to their job.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can provide someone with constructive feedback, without causing offence.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People often approach me first when they have a question.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think that people should be self-motivated and left to drive their own training and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I am well organised in my approach to work.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is fine to talk negatively about Royal Mail standards and procedures if I don't agree with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I find that people rarely listen to my suggestions or do as I ask.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I get on well with everyone.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who ask too many questions often irritate me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I am well organised in my approach to work.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People often struggle to follow my explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
It is easy to establish how well someone has learned something by asking simple questions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on well with all kinds of people.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If a task becomes difficult or complicated, I sometimes don't complete it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
There is no point in doing more than is absolutely necessary to get a job done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I am proud to represent this business.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get easily frustrated with people who don't understand what I'm telling them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I insist on obtaining high standards in everything I do.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am rarely impatient.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self Assessment Marking Frame

To mark this exercise simply count the number of ticks in boxes with each of the three symbols.

TOTAL ☒ TICKS	[]
TOTAL 📖 TICKS	[]
TOTAL ~ TICKS	[]

Should total	29

Add together the number of ☒ and 📖 ticks

TOTAL ☒ + 📖 TICKS	[]
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Rough Guide to Suitability for the Coaching Activity

More than 20 ticks in the ☒ / 📖 zones

Pause for thought - there are a number of areas where your skills, abilities and working style need support and development before you should consider becoming a Coach.

Between 10-20 ticks in the ☒ / 📖 zones

On the starting block - your skills, abilities and working style match the requirements quite closely but you may find some aspects of the activity difficult to carry out without support. Check your scores (particularly those in the ☒ zone) for any patterns showing areas where you might have difficulties.

Less than 10 ticks in the ☒ / 📖 zone

Go - you appear to have the right combination of skills, abilities and a working style suited to the activity of Workplace Coach. Double check to see if there are any particular areas (any ☒ zone scores) where you might need specific support.

Appendix 2

APPLICATION FOR WORKPLACE COACH

Should you wish to be considered as a workplace coach you should complete this simple application form. Selection will be through a short interview with your Manager.

Full Name _____

Payroll No. _____ / _____

Contact Telephone Number _____

Please provide an example of when you have had to explain something complicated to one or more people. What did you have to explain? What made the explanation complicated? Who were you explaining it to? How did you explain it? How did you know that your explanation had been understood?

Please provide an example of when you have had to give someone constructive feedback. Who were you giving the feedback to? Why was the feedback necessary? How did you broach the subject? How did the recipient respond to your feedback?

Please give an example of when you have had to demonstrate something to someone. What were you trying to demonstrate? Why was your demonstration necessary? Please describe how you went about your demonstration. How did the person you were demonstrating to react/respond to your efforts?

How would you feel if there was an opportunity to study to gain a recognised qualification in coaching?

Thank you for taking the time to complete this form please put in the envelope provided and return by _____

Appendix 3

Appeals Process

1. Appeals will only be considered on the grounds that the individual believes that they have been unlawfully discriminated against or that there has been a procedural error.
2. Appeals must be advised within three working days of receipt of the assessment feedback via the individual's line manager. These should be sent in writing to the Area PODA clearly demonstrating the grounds for appeal.
3. When individuals are notified of the decision of the selection process, they must also be informed of the following appeals process:

“In accordance with our business resourcing policies there is an opportunity to appeal against non-selection. This will only be allowed on the grounds that you believe that you have been unlawfully discriminated against or that there has been a procedural error.

If you wish to appeal against the decision please notify me in writing of your intention, clearly stating the reasons for your appeal, within 3 working days of receiving assessment feedback from the assessors via your line manager.”

4. An independent manager, who is not involved in this process, will be appointed and will consider appeals against non-selection.
5. Line Managers of those who have appealed will be advised by the manager hearing the appeal, in writing, of the individual's intention to appeal, the likely timescales and will be informed of the outcome. This is to ensure the line manager is aware of the situation and so that they give/provide advice, guidance and support to the individual.
6. Appeals will also be allowed against non-selection at the application stage where the number of applicants determined that a short listing/a sift was required to select those to progress to the interview stage and where an individual was rejected at this stage of the process.
7. Successful appeals against non-selection following the assessment process, will allow the candidate to be considered for the role of Workplace Coach.
8. Where the candidate is still considered not to be the best person for the role, having taken into account the assessment results and the matters raised in the appeal, the individual will remain on their current job.

Note

1. The appeal process is in line with the current MTSF Agreement.
2. The CWU should be provided with this document and the appeal statistics at the conclusion of each stage of the selection process.