



Banc Ceannais na hÉireann
Central Bank of Ireland
Eurosystem



Human
Resources

Coaching Policy

Applicable to: SLC, Heads of Division, Deputy Heads of Division

Policy Owner: HR & Services Policy Manager, Human Resource Division

Document History

Document Location

This is a snapshot of an on-line document. Paper copies are valid only on the day they are printed. Refer to the author if you are in any doubt about the accuracy of this document.

Revision History

Date of this Revision: 05 May 2016		Date of next Revision: 05 May 2017	
Revision Number	Revision Date	Summary of Changes	Changes Marked
0.1	May 2016	Policy created	

Approvals

This document requires the following approvals:

Name	Title	Date
Liz Joyce	Director, Human Resources	
Michael Maher	Head of Organisation Design	
Kate Mulligan	HR Services & Policy Manager	
Brian Gallagher	Employee Relations Manager	

Distribution

This document has been distributed to the approvers listed above, plus;

Name	Title	Date
SLC	Senior Leadership Committee (SLC)	
Esther Murphy Eimear Reilly	HRBPs	
Liz Graham	Head of Resourcing	

1. Introduction

The purpose of this document is to outline the philosophy and governance of all coaching relationships at the Central Bank of Ireland (both internal and external).

The Bank's Coaching Policy, as part of the Learning & Development Strategy, is to support and enable the delivery of Principles and Priority Behaviours leading to improved leadership, change management, succession planning, employee development and retention capability.

Priority Behaviours specifically impacted:

- Develop Self and Others
- Leadership
- Impact and Influence
- Strive to Improve
- Drive for Performance

Coaching forms part of the leadership development programme at Central Bank of Ireland (the Bank) and is linked to our learning ethos. It is seen as an integral part of a learning organisation and is thus seen as the responsibility of all leaders at the Bank. Moreover, occasionally, there are times when an individual may need to engage in a coaching relationship with someone other than his/her manager. This document outlines the governance of such relationships.

2. Definitions

This section aims to define various concepts to ensure that the concept of coaching is clearly differentiated from other development interventions.

Managing is about providing clear, concise focus on outcomes, deliverables and due dates. It is operational in focus.

Leading is about providing inspiration and encouraging the individual or team towards a vision which embodies new possibilities.

Mentoring involves a developmental relationship between a more experienced 'mentor' and a less experienced partner. It is about providing expert advice and guidance, taking individuals or members of a team under one's wing and providing a role model to aspire to.

Coaching is about providing a development focus for new competencies, qualities and ways of being as leaders and as team members.

"Coaching is unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them". (Whitmore, 2002).

- Coaching is non-directive – it's for a coachee to set the agenda, not the coach
- Coaching focuses on helping a coachee to reach their objectives.
- Coaching causes individuals to dig deep, reflect, think through options clearly and determine courses of action that they feel motivated to follow
- Coaching is for a purpose – it's not about having a cosy chat about 'anything and everything'; it has a definite start and an ending.

- Coaching invites an individual to stretch out of their comfort zone and helps them to explore more of their potential.

3. Coaching Philosophy in the Central Bank of Ireland

This section outlines the philosophy of coaching within the Bank.

The word ‘Coaching’ can mean different things to different people. In the Bank, coaching is focussed on development to enhance individuals effectiveness in their performance, problem solving and decision making tasks. The Bank uses coaching interventions to support staff at all levels (Appendix 1).

Coaching can be short or longer term. For example, with Senior Positions and Career Changers, an external professional coach usually meets with the individual regularly in the first few months and then as required over a longer term.

Whereas, at induction or role transition points, coaching is provided by the line manager, and is usually short term and focussed on the task.

At **Managing Self** Level, coaching is used to support individuals new to role and/or new to the organisation. It is a short term, mostly task focussed intervention, designed to help accelerate individuals get to high performance in their role. Coaching at this level is provided by line managers and peers. (Appendix 2).

At **Managing Others** Development level, coaching is used less on task but more to help focus on personal development and leadership development capability, and will usually support formal tools or instruments designed to increase personal effectiveness such as Emotional Intelligence (EQi) and Myers Briggs Type Indicator (MBTI) to help individuals manage and lead on a day to day basis while supporting them to input to and develop both their own and their staffs PMDP. Coaching at this level will be supported by internal expertly trained coaches and/or external professional coaching services.

At **Manager of Managers/Function/Business** level, Leaders rely less and less on formal training programmes and more on bespoke solutions. Coaching is used to support leaders at both task and especially at leadership capability. It can help develop when transitioning from manager to leader; career plans; strategic plans; change management plans; managing important or challenging relationships; Coaching at this level (i.e. Leadership Network) will be supported by external professional coaching services. (Appendix 3).

Senior Members of Management requiring support on specific challenging business issues. Coaching at this level will be supported by external professional coaching services.

In addition to these four levels, external professional coaching services can be offered to:

- Individuals **Returning to Work** to high impact roles, after a long absence, to support and accelerate their return to work e.g. maternity leave; secondments; career breaks; long term sick leave; re-joining the workforce. (*High Impact Roles: SLC; Head of Division; Deputy Head of Division and/or roles involving large people management responsibilities*).
- For most employees returning to work their Manager (as coach) or a member of an internal coaching panel will be available to support. In exceptional cases external professional

coaching services may be offered to individuals returning to work who do not hold a high impact role but who may need additional support to help them reintegrate into the workplace after a long absence.

4. Process (Appendix 4)

4.1 Needs Analysis

- For new (external or internal promotion/transfer) Leadership Network (LN) appointment it is envisaged that the HR Director and/or HRBP would discuss coaching with the LN member and/or their new line manager.
- The need for coaching at the LN network level could also emerge from an individual's personal development plan and/or a LN member returning to work from an extended absence.
- A LN member can discuss the possibility of coaching with HRBP and L&D staff that are just below LN level.
- Coaching, however, should not be insisted upon unless the individual has been consulted and agrees that the process is the appropriate one for them.
- Coaching within the Bank is for developmental purposes.
- Alternatively, an individual staff member can request coaching. He/she will need to discuss the matter with his/her Head of Division or Deputy Head of Division.

Goals

- Where coaching has been identified as the appropriate developmental intervention, the coachee and their relevant LN (Sponsor) will agree clear goals and outcomes for the coaching relationship.
**In some circumstances it may not be appropriate to have the coachee's line manager involved and the coaching plan may be agreed with the Head of HR.*
- The coachee will engage with Learning and Development who will confirm that coaching is the appropriate intervention.
- Learning and Development will provide the coachee with profiles of coaches to select from.
- Learning and Development will put the coach and coachee in contact with each other to set up a short 'chemistry check' meeting.
- The coachee will inform Learning and Development if they wish to go ahead or if they need to meet with another coach.
- When an appropriate coach has been decided upon Learning and Development will confirm the arrangement with both coach and coachee.
- The budget for provision of external coaching services will reside centrally with Learning and Development.

4.2 Coaching Contract

- The Bank will pay for six coaching sessions usually of 1 to 1.5 hrs duration.
- The coach and coachee will determine when and where these sessions will take place.
- The frequency of the sessions will be guided by the needs of the individual and the agreed goals and outputs.

4.3 Measurement

- At the outset the coach and coachee will draw up a coaching plan
- The coachee will share and agree this plan with their Director/Head of Division/Deputy Head of Division (Sponsor).
- **In some instances it may be appropriate for the first coaching meeting to include the Sponsor, this to be agreed and determined by the coachee and line manager.*
- The coach and coachee will review the plan at each coaching session to ensure they are on track.
- At the end of the coaching arrangement the coach and coachee will review the overall coaching plan and put in place a personal development plan for the coachee to implement.
- The coachee will review the original coaching plan with their Director/Head of Division (Sponsor) to ensure goals and objectives have been achieved and to allow the line manager provide any necessary support to the coachee to implement their personal development plan.
- Learning and Development will issue a short questionnaire to the coachee and their Director/Head of Division three months after the coaching arrangement has completed (See Appendix 5).

5. **Selection of External Coaches**

- The selection of External Coaches is conducted through tenders and procurement. (Appendix 6)
- External Coaches will be briefed on the Principles and Priority Behaviours and on current and ongoing initiatives in place in the Bank to achieve these.
- The process for establishing coaching relationships using an external coach will be managed centrally by L&D (Appendix 3).
- L&D will monitor and evaluate the coaching process through the use of anecdotal feedback and formal surveys when coaching is completed to determine observable impacts of engaging in coaching.
- Each external coach used will be required to attend an annual meeting of all the coaches, with L&D, to gain their feedback, insights and observations which can feed into HR Strategy and L&D Strategy.

6. **Internal Coach Network**

- The Bank is committed to building internal coaching capability at line manager and peer level to support staff at **Managing Self** level through formal training for People Managers (Manager as Coach Programme)(see Appendix 2).
- Coaching at **Managing Others** level is usually more aligned to increasing personal effectiveness using diagnostic instruments such as Emotional Intelligence (EQi) and Myers Briggs Type Indicator (MBTI). This level of coaching will be supported by internal expertly trained coaches.
- The Bank will, over time, start to build an Internal Coach Network utilising existing formally trained accredited coaches who display leadership qualities and a natural ability to coach and support others.

This Coaching Policy will be reviewed on an annual basis by the Learning and Development Team and approved by HR Director.

Appendix 1

Coaching to Support Staff at all Levels

Audience	Type of Coaching	Focus	Tools
Managers of Managers/Function/Business (Leadership Network (LN)) Individual Senior Leaders	External	Development	Diagnostic Tools e.g. EQi/360
Managing Others	Manager/Internal Coach	Task and Development	Diagnostic Tools e.g EQi/360 PMDP Professional Skills Training
Managing Self	Manager/Peer Coaching	Task Focus	On the job training; Technical Training; Professional Skills Training
Return To Work	External (<i>high impact roles</i>) Manager/Internal Coach/Peer Coaching (<i>all other roles</i>)	Re-orientation; Development and Task Focus	Coaching Conversations

Appendix 2

Manager as Coach
<p>Principles</p> <ul style="list-style-type: none"> ● Coaching is a fundamental Leadership activity. ● Effective Leaders use the core skills of coaching in their daily interaction with their staff. ● All line managers need to understand what coaching is and how it can support them in managing and leading their teams. ● The Bank is committed to equipping people managers with the skills required for coaching-style management through Manager as Coach training programme (Manager as Coach Training Programme).

Target Audience	Development Need	Duration of Engagement	Recommended Tools	Monitoring of Outcome
New Employees	Line Managers coach staff to learn about their new role, team etc.	Ongoing	Daily Coaching conversations initially moving to weekly	Manager monitors progress against objectives agreed
Developing in Role	Managers coaching direct reports on role/project and individual development needs	Ongoing	Coaching Conversations Personal Development Planning through PMDP	Manager monitors progress against objectives agreed
Return to Work after long absence	Managers support team members returning from maternity leave; secondments; career breaks; long term sick leave	Ongoing	Coaching Conversations Personal Development Planning through PMDP	Manager monitors progress against objective agreed

Appendix 3

Coaching (One to One with an external coach)				
<p>Principles</p> <ul style="list-style-type: none"> • This policy is owned by L&D. Only coaches from the approved panel will be used. • All coaches appointed to the panel will be subject to a selection process, assessing coaching competence and cultural fit (Appendix 4). • All coaching contracts will be sponsored (usually by the Director/Head of Division/Deputy Head of Division). • Coaching agreements are centrally managed - quality, consistency and value for money. • Coaching is focussed on development. • A centralised budget will support this policy - this does not preclude local business expenditure on coaching within the agreed process. 				
Target Audience	Development Need	Duration of engagement	Recommended Tools	Monitoring of Outcome
LN Roles	Career transition to the role of HOD or above; Leadership development; Strategic Planning; Change Management; Managing Important Relationships; Managing Challenging Relationships Challenging Business Issues	6 sessions (usually 1.5 hrs) over a period of 6 months	EQi 360 MBTI Leadership Styles	Sponsor monitors progress against goals outlined in coaching contract

Emerging Leaders – those identified as potential future leaders	Available as part of a wider development path for preparing for transition to Leadership role	6 sessions (usually 1.5 hrs) over a period of 6 months	EQi 360 MBTI Leadership Styles	Sponsor monitors progress against goals outlined in coaching contract
Leaders Returning to Work – after a long absence e.g. Maternity leave; career break; secondments	Supporting Leaders to support and accelerate return to work	6 sessions (usually 1.5 hrs) over a three to six month period	As appropriate	Sponsor monitors progress against goals outlined in coaching contract

Appendix 4

Coaching Process for LN Roles, Emerging Leaders, Leaders Returning to Work

Needs Analysis Conversation with HR Director/HRBP/L&D	
Clearly Identify the development need, objective and required output	Ensure that coaching is the most appropriate solution to address the need

Learning and Development Organise 'Chemistry Check' Meeting – Coach and Coachee		
Ensure compatibility between Coach and Coachee	Agree high level coaching goals and objectives	Coach produces the Coaching Plan. Coachee shares and agrees plan with their Line Manager (Sponsor). <i>** In exceptional instances e.g. Senior Management, it may not be appropriate to share the plan and Head of HR may be the agreed sponsor.</i>

First Coaching Session
Review and finalise coaching goals, objectives and plan. Is diagnostic instrument required?

Structured coaching sessions (2 to 5)		
Review and discuss progress against coaching plan	Agree new/revised goals and next steps	Coachee commits to coaching plan

Final Coaching Session (6)		
Review learning and overall progress	Review outputs	Provide reaction level feedback to Coach and to L&D

Measure and Evaluate

L&D generate short evaluation questionnaire to coachees	L&D generate report on findings	Annual Meeting with L&D and Coaches
---	---------------------------------	-------------------------------------

Appendix 5

Post Coaching Questionnaire (Confidential).

(to be sent to Coachee three months after coaching has completed).

Name:
Name of Coach:
Dates of Coaching:
Was a coaching plan agreed and put in place at start of the coaching arrangement? Yes/No
Was the plan discussed and agreed with your line manager (Sponsor)? Yes/No. If No please comment.
Was the plan discussed and reviewed with the coach at each coaching session? Yes/No
Was the plan discussed and reviewed with your line manager (Sponsor) at the end of the coaching arrangement? Yes/No. If No please comment.
Were you able to implement the agreed outcomes from the coaching sessions? Please comment.
Did the lessons learned from the coaching experience change your behaviours on the job? E.g. Strengthen Your Leadership Skills; enhance decision making or problem solving skills etc. Please comment.
Please provide any feedback, practical, logistical or other that you believe will help improve the process?

Appendix 6

External Coaches will be expected to display the following competencies:

Competency	Indicators
Ethics and Standards	<ul style="list-style-type: none"> - Recognised Qualification - Excellent References - Understands and acts on the boundaries of Coaching - Continuously demonstrates personal integrity, honesty and sincerity - Confidentiality Agreement
Managing the Contract	<ul style="list-style-type: none"> - Understands and effectively discusses with the client the guidelines and specific parameters of the coaching relationship (e.g., logistics, fees, scheduling, inclusion of others if appropriate). - Reaches agreement about what is appropriate in the relationship and what is not, what is and is not being offered, and about the client's and coach's responsibilities. - Determines whether there is an effective match between his/her coaching method and the needs of the prospective client
Building the Relationship	<ul style="list-style-type: none"> - Ability to create a safe, supportive environment that produces on-going mutual respect and trust. - Shows genuine concern for the client's welfare and future
Enabling Insight and Learning	<ul style="list-style-type: none"> - Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client. - Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression. - Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client. - Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.
Use of Models and Techniques	<ul style="list-style-type: none"> - Extensive toolkit, broad range of psychometrics (EQi, MBTi, ECR360, Leadership Styles, Insights)
Outcome and Action Orientation	<ul style="list-style-type: none"> - Ability to create with the client opportunities for on-going learning, during coaching and in work/life situations, and for taking actions that will lead to agreed-upon coaching results. - Ability to develop and maintain an effective plan with the client.

Managing Progress and Accountability	- Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action
--	---