Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources –

Portfolio (Portfolio introduction, Contents Page, Evidence Matrix, Activities 1-5 and supporting evidence)

Word count: Activity Two - 1100 words

Activity Four – 1042 words

Student Name: Joanne Thomas

Student Number: 1403229

CIPD Membership Number: 53274130

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:  J. Thomas

Date: 19th November 2018 (Activity Two & Four)

3rd December 2018 (Portfolio, Activity 1, 3 & 5)

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CIPD Candidate evidence matrix

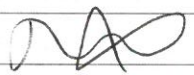
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Candidate name: Joanne Thomas			CIPD Membership/registration No.: 53274130		
Unit title: Developing Professional Practice in Human Resources			Student number: 1403229		
Unit code	**Unit title**	**Evidence description**	**Evidence reference number**	**Assessor initials**	**I/V initials if sampled**
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Candidate declaration:

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

Signature:		**Date:**	3/12/18

CIPD

Developing Professional Practice

Portfolio Introduction

Developing professional practice is at the core of a HR professional and compromises a range of different elements. The traditional HR function was largely administrative and focused on basic tasks whereas the HR function as we now know it has evolved to see contributions to organisational objectives, introduction of change and effectively empowering the workforce to be the best and maximise their potential. HR professionals are focused on adding value to the organisation by being business savvy and adopting the thinking performer approach whilst maintaining professional acumen underpinning the CIPD's code of conduct and ethics. Effective teamwork, conflict resolution, influencing, persuasion and negotiation skills are practiced by HR professionals to manage individual and team relationships professionally. HR professionals' skills and knowledge are supported by the CIPD's Profession Map; a tool utilised to develop professionally and progress into more senior or specialist roles.

This portfolio incorporates five activities and many parts has been supported with evidence collected from the course or to demonstrate skills and knowledge used in the workplace whilst practising HR. When evidence is used, it is referenced in the text as **"[evidence reference E(number)]"**; the evidence is then listed in the evidence matrix for reference. The supporting evidence has been inserted in the portfolio behind the relevant activity content. The evidence reference number is displayed on the top left hand side of each document page.

Activity One

The CIPD Level 5 Diploma in Applied Human Resources is being delivered in Carmarthenshire by the University of Wales Trinity St David and alongside Coleg Sir Gar who are delivering the apprenticeship component of the course. This activity will outline and evidence the main documentation, resources and services available to students. The documentation was provided during enrolment or during the induction session ensuring students enrolling were fully aware of the key components of the course, the commitment required, what is expected of them and what they can expect of their learning providers. Support service information was provided from day one including study support, disability or learning difficulties support, financial support, and mental health support, ensuring students are aware how to access support if they are experiencing difficulties.

Key components

The CIPD Level 5 Diploma in Applied Human Resources is being delivered as a fully funded Higher Apprenticeship qualification in HR Management. As a Higher Apprenticeship the learners will complete the qualification whilst being employed; over a two-year period learners will spread their time over three different areas:

1. Undertaking their role
2. Being taught by a manager 'on the job'
3. Being taught academically through attendance to sessions 'off the job'

Learners are enrolled with Coleg Sir Gar for the apprenticeship element however separately enrolled with the University of Wales Trinity Saint David for the diploma.

The qualification is a 90-credit qualification over 16 units, incorporating 5 core units 6 additional knowledge-based units and 5 competency-based units. 9 modules are studied during the first year followed by 7 units in the second year.

The qualification will increase learner's knowledge and skills in HR management and enable them to professionally support their organisation's HR function.

Learners are required to enrol as a student member of the CIPD to study the qualification. Learners who successfully complete the qualification will become Associate members of the CIPD which is a recognised professional membership. Learners will be able to use the designation AssocCIPD after their name to signify their professional level.

Self-development is encouraged throughout the course via formative assessment, however summative assessment is completed at the end of each unit which is recommended by the CIPD. The range of assessment methods will ensure that all the criteria for the unit has been met. A range of activities are assessed including assignments, presentations and reports.

The qualification is delivered at the Coleg Sir Gar Pibwrlwyd campus in Carmarthen, however, some sessions may be delivered at the University of Wales Trinity Saint David Carmarthen campus.

All learners must be over the age of 18 years old and employed within Human Resources. The minimum entry qualification is A-level or equivalent.

[evidence reference E1]

Programme Handbook

The Programme of Study Handbook was provided during enrolment. Key information is provided through the handbook including:

- Contact details for key members of staff
- Detailed information of the qualification modules including the framework and module names and credits
- Assessment information including assessment methods, support for special needs, extenuating circumstances, appeals, regulations and CIPD study standards and regulator
- Moodle description and access details
- Purpose, aim and learning outcomes for each unit
- The university's policies including attendance policy and unfair practice and plagiarism
- Library and learning resources
- Student services to access advice and guidance, and practical and emotional support
- Study skills services to support students with their studies
- How to make a complaint if necessary

[evidence reference E2]

Apprenticeship Information

The Employer Information Booklet **[evidence reference E3]** was provided by Coleg Sir Gar at enrolment which details information about the college, apprenticeship programmes, stages of the apprenticeship plus policy information from attendance to disciplinary.

To undertake the apprenticeship and secure funding, the learner, employer and College commit to the programme framework which underpins the apprenticeship. Employers complete a work-based induction including a health and safety element, permit day release for the learner to attend programme delivery days and progress reviews, and promote key skills (literacy and numeracy), Welsh language and culture and Education or Sustainable Development and Global Citizen in the workplace.

The apprenticeship will see the learner complete on and off the job training and Essential Skills qualifications including Application of Number, Communication and ICT.

Learners will complete an induction with the College incorporating information of the apprenticeship programme, the roles of those involved in the apprenticeship, learners' rights and responsibilities and how the framework is achieved. At the end of the induction, a post-induction questionnaire **[evidence reference E4]** is completed to ensure the learners have understood the induction information.

Employers also complete an induction with learners to explain the organisation's policies and procedures, conditions of employment and information regarding the learner's role. The employer induction will also include the health and safety of the workplace and issue PPE is necessary.

Progress reviews are held throughout the apprenticeship between the learner and the College at regular intervals, to identify any areas of support required and if identified support is being received.

An Apprenticeship Learning Agreement is signed by the employer, apprentice and provider to confirm that if the learning agreement is terminated on the grounds of redundancy, or if the employer can no longer meet the terms of the agreement, all parties will attempt to find the apprentice another employer who can provide continuity to complete the qualification **[evidence reference E5]**.

Apprenticeship Induction

Coleg Sir Gar provided an apprenticeship induction during the induction session and provided an information booklet to support the induction.

The booklet outlines what learners should expect from work-based learning programmes including completion of the Essential Skills qualifications namely literacy, numeracy and digital literacy, the framework requirements and apprentice rights.

The college conduct and appeals information are detailed; the college is committed to provide all learners with a fair and transparent assessment process, however, learners can challenge assessment feedback for several reasons including not being marked to pre-agreed criteria or if the assessment feedback was based upon discriminatory views. The document sets out the stages of how to appropriately challenge the assessment feedback.

Student rights/responsibilities, what the college expects from a student, accessing student support and the attendance policy are outlined in the booklet.

The latter part of the document is about keeping learners safe and healthy, from what to do in a fire to healthy eating.

The final part of the document has several activities to complete to reinstate the information learned during the induction process.

[evidence reference E6]

Timetable

The programme tutor provided a timetable during the first session detailing the date of workshop, module name, CIPD and university module code, assessment submission date and method of assessment.

[evidence reference E7]

How to Manage your Learning

This document is available on Moodle and we were also issued it during the induction session. This document describes the course as a 90-credit qualification with a total qualification time of 900 hours.

Learning should be undertaken by guided learning hours which includes off the job and on the job training, plus self-study which is additional learning and reading chosen by the individual to expand their knowledge. A table is included which details the number of guided learning hours and self-study hours required for each module.

The document advises learners that to successfully manage their learning they will need to attend the monthly workshops, complete the learning plan activities and prepare for assessments.

[evidence reference E8]

Codes of Practice

Coleg Sir Gar's Student Code of Conduct is detailed in the Employer Information Booklet **[evidence reference E3]**. Students should achieve 100% attendance by attending all lessons, be punctual and fully immerse themselves in the course by partaking in tutorials, career guidance and any other additional support. If an absence does occur, students must contact the college regarding their absence by 10am. Students should complete their work by the agreed deadline and work with other students to reach their goals and make progress against their targets.

The CIPD require their 145,000 members to adhere to the standards and behaviour set out in their Code of Professional Conduct. The Code of Professional Conduct is set out into four groups namely Professional Competence and Behaviour, Ethical Standards and Integrity, Representative of the Profession and Stewardship. The Code of Professional Conduct is applicable to all members regardless of their career stage, specialism or organisation type and size; any breeches to the code are taken seriously and may be investigated via the Investigation and Conduct procedure.

Professional Competence and Behaviour

Members will maintain their professional knowledge and competence by undertaking CPD activities, seek appropriate support if necessary and accept responsibility for their own actions and decisions. Members will provide high standards of advice, accuracy and timeliness to their stakeholders.

Ethical Standards and Integrity

Members should exhibit role model behaviour, integrity and honesty and work to establish and develop business relationship based on confidence, trust and respect. Members should promote equality and diversity and sensitivity to personal beliefs, customs and practices whilst safeguarding confidential, sensitive and personal data as a result of business relationships.

Representatives of the Profession

Members must uphold the reputation and values of the profession and their responsibilities to those in the community by complying with law and not encouraging those who are unlawful. Members maintain high standards of ethical conduct and professional boundaries.

Stewardship

Members demonstrate fair and reasonable treatment of people whilst being able to challenge those if they suspect unlawful or unethical conduct and maintain professionalism to avoid their judgement being compromised. Members will work towards the achievement of business objectives by promoting developmental activities and appropriate people management and ensure people working for them exhibit the required standards of competence, supervision and support.

[evidence reference E9]

The University's code of conduct promotes a culture where students are expected to behave appropriately and be inclusive and supportive to create a safe environment where everyone can reach their potential. The Student Code of Conduct document details a range of unacceptable behaviours from physical attacks to property damage and provides examples of sanctions which could be imposed as a result of the behaviour.

[evidence reference E10]

MyDay

MyDay is a cloud-based system which students can use to access a range of services including student email, Moodle, library resources and student PC booking service. Students can also access student services such as support reporting, student news, clubs and society information and student guides.

The portal is well designed on one page with individual tiles representing each service therefore it is easy to use (image referenced for evidence).

[evidence reference E11]

Moodle

Moodle is an online learning platform where tutors upload supporting documents and Turnitin links for assessment submission for each module of the course.

Key information such as tutor contact details, course information and workshop dates are uploaded on Moodle.

Library Resources

Library resources can be accessed via Moodle, MyDay or the university website. Students can log into their library account to view books on loan or requested or if they have incurred any fines for overdue books.

Students can use the library catalogue to search for relevant resources such as print books, e-books, articles and journals. Filters can be applied to the search to refine the results based on publication date, subject, resource type, library location and availability; print resources can be requested to loan online and collect from a library location whereas electronic versions can be accessed online immediately.

The library webpage also has contact details available for students to contact the library with enquiries.

IT Helpdesk

The IT Helpdesk can be accessed via MyDay or the university website. Students can request IT support by submitting an online ticket using the Helpdesk portal.

A catalogue of frequently asked questions is available on the portal in an attempt for students to resolve common minor issues independently.

Student Services

The University provides students with academic, financial, and health and wellbeing support. Academically students are supported with study skills, peer assisted study groups and a library assisted programme to improve academic skills. Financially the University can support students by providing advice regarding bursaries, scholarships, student loans and financial education. Health and wellbeing supported can be provided through counselling, a mental health advisory service, a support service for students with disabilities and information about external services such as GPs, gyms and charities such as The Samaritans.

Distance Learning Handbook

This handbook provides distance learning students with information specific to distance learners about procedures, regulations and support systems within the

university. The handbook is relevant to all distance learning students regardless of their level of study therefore they should use their study level handbook in conjunction with this handbook.

Information about the university, support services, assessments, academic progress and resources are addressed in the handbook.

[evidence reference E12]

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CIPD Level 5 Diploma in Applied Human Resources – Information Leaflet 2018/19

The **CIPD Level 5 Diploma in Applied HR**, is a Higher Apprenticeship qualification in HR Management. It is equivalent to the second year of a university degree in the UK.

The Higher Apprenticeship will enable apprentices to develop knowledge and skills in human resource management, while being employed and earning a salary. Employers will have a chance to expand their human resource function and better support their most valuable asset: their people.

The apprenticeship takes two years to complete with apprentices dividing their time between:

- undertaking their role
- being taught on-the-job (e.g. being trained by a manager)
- being taught off-the-job (e.g. attending UWTSD).

On successful completion of the CIPD's Level 5 Diploma in Applied Human Resources candidates will become Associate members of the CIPD. Associate membership is recognised as a professional level of membership and successful candidates are entitled to use the designation AssocCIPD after their name.

Programme of Study

The Level 5 Diploma in Applied Human Resources is a 90 credit qualification and includes 16 units – 5 Core units, 6 additional knowledge based units (Group A units) and 5 competence based units (Group B units). Group A and B units have been pre-selected by the University from a range of units offered for this qualification by the CIPD.

The units will be taught in the following order:

Year 1:

1. Using a Research Approach in Human Resources
2. Developing Professional Practice in Human Resources
3. Understanding the Contemporary Human Resources Function
4. Understanding the Business Context of Human Resources
5. Understanding Employment Law
6. Understanding the Management of Employment Relations
7. Understanding the Link between Individual and Organisational Performance
8. Contributing to improving Organisational Performance
9. Understanding Employee Engagement

Year 2:

10. Contributing to Employee Engagement in the Organisation
11. Understanding the Management of Change
12. Contributing to the Management of Change
13. Understanding Coaching and Mentoring in the Organisation
14. Contributing to Coaching and Mentoring in the Organisation
15. Understanding Resourcing and Talent Planning
16. Contributing to Resourcing and Talent Planning in the Organisation

Assessment:

Formative assessment is embedded throughout the course to encourage self- development, with summative assessment at the end of each unit as recommended by the CIPD. Details of the

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assessment will be released by the unit tutor at the beginning of the unit delivery. The range of assessment methods utilised ensures that all the learning outcomes and assessment criteria are met in a way that enhances the student's learning experience. They should allow candidates to demonstrate a clear grasp of the concepts and their ability to link theory to practice and to communicate clearly in the HR field at the appropriate level. These include assignments, case studies, group and individual presentations, blogs, work-related activities and reports. Assessment of the group B units will be via portfolios of evidence gathered in the workplace.

Terms

The terms during the first year will be divided up as follows:

Induction	19th September 2018
Term 1:	19/09/2018 – 21/12/2018
Term 2:	January to April 2019
Term 3:	April to June 2019

Weekly attendance on a Wednesday is required in the first year, with reduced requirements to attend in the second year whilst working on portfolios of evidence for the competency based units.

Location

This programme is delivered at the Coleg Sir Gar Pibwrlwyd Campus, Carmarthen.
Future cohorts may be delivered in Swansea.

Entry Requirements

The Diploma is open to individuals employed in Human Resources, aged 18+. An interview will be held to determine the applicants' ability to study at level 5. Due to the academic elements of the course the preferred minimum entry qualification is 'A' levels (or equivalent) or an HNC/HND. However, those who hold the CIPD Certificate in Human Resource Practice (Foundation level)/ Certificate in Personnel Practice (CPP) or who have HR experience will also be considered.

Fees/Enrolment

This is a fully funded apprenticeship. Students will be enrolled with Coleg Sir Gar for the apprenticeship and separately with UWTSD for the Diploma. As a result students will have access to the facilities of both institutions.

CIPD membership and registration fee (paid directly to CIPD)

It is mandatory for students to become a member of the CIPD if studying for a CIPD qualification, but the membership arrangements are between the student and the CIPD. Your course tutor will provide assistance with this process once you have attended your course induction. The CIPD registration/joining fee is **£40** for students. You must also pay a membership rate of **£92** (annual) which can be administered directly on-line on the CIPD's website. *CIPD generally update their fees annually in June/July each year so please be aware that this pricing may change. Please refer to the following website for methods of payment.*

https://www.cipd.co.uk/membership/become-member/fees

Course Expenses

Course materials are made available from the course Moodle page accessed when you start the course. There are also a number of books signposted for reading at different times during the different modules studied, in the UWTSD library, but there is one core text recommended which can be used

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all year. It is a new edition – Stephen Taylor & Carol Woodhams, Studying Human Resource Management, 2nd edition **ISBN13:** 9781843984153 (published May 2016).

More books are available at: https://www.koganpage.com/listing/cipd-books#sthash.g2SufTJi.dpuf

Application

Please complete the application form and return this by email to julie.thomas@uwtsd.ac.uk or by post:

Julie Thomas
Programme Director, CIPD
University of Wales Trinity Saint David
Powell Street
Swansea
SA1 1NE

Once your application has been approved, a letter will be sent to you explaining how to enrol.

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Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PROGRAMME OF STUDY HANDBOOK

CIPD Level 5 Diploma in Applied Human Resources

THE BUSINESS SCHOOL

2017-2018

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Employer Information Booklet



Coleg Sir Gâr Graig Campus Sandy Road Pwll Llanelli SA15 4DN	Coleg Sir Gâr Ammanford Campus Dyffryn Road Ammanford SA18 3TA	Coleg Sir Gâr Gelli Aur Campus Gelli Aur Llandeilo SA32 8NJ	Coleg Sir Gâr Pibwrlwyd Campus Pibwrlwyd Carmarthen SA31 2NH	Coleg Sir Gar Jobs Well Campus Jobs Well Road Carmarthen SA31 3HY

'These programmes are part funded by the European Social Fund through the Welsh Government'

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Cronfa Gymdeithasol Ewrop
European Social Fund

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Induction Questionnaire

Diploma in Applied Human Resources

September 2018

	Question	Answer Wednesdays.
1.	When, where and at what time will the course will be delivered?	Monthly, College Site, 9.30 - 4.30pm
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	Sept - Dec, 7/Jan - 5/Apr, 29/Apr - July Using timetable.
4.	What is Moodle?	Online learning resource
5.	What is Eduroam?	Campus wi-fi.
6.	What is Turnitin?	Online assignment submission.
7.	Do you know when you are required to hand in work?	Yes
8.	What is the core text for this programme?	Studying HR Management + HR Management: People + Organisatio
9.	Do you know how to access the library catalogue?	Yes
10.	Do you know who to go to if you have a question/concern about the course?	Yes - tutor and/or Student Services/Course reps
11.	What is the name of the Training Adviser?	Alison Williams
12.	What is the name of the Course Lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	Yes
14.	Do you need to be a member of the CIPD?	Ideally to access resources.
15.	What support is available for study skills?	Student Services
16.	Do you know where the fire-exits and first aid points are for the building?	yes
17.	How many credits is the programme?	90
18.	What is the length of the programme?	2 years
19.	Have you been given access to the student handbook and time-table?	Yes
20.	What academic level is this qualification?	Level 5

Name: Joanne Thomas

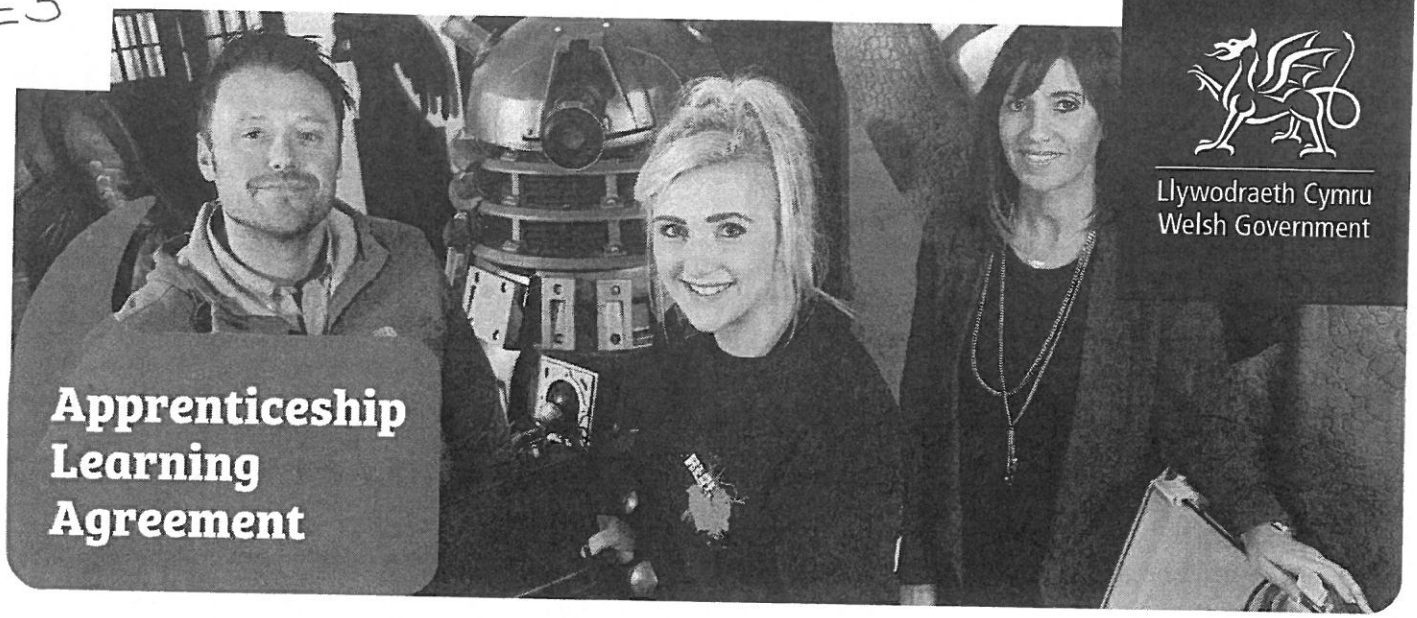
Signed:

CIPD Membership Number (to be added when available):

Signature of Lecturer:

Date: 17/10/18.

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Llywodraeth Cymru
Welsh Government

Apprenticeship Learning Agreement

To be completed by the provider

This agreement made on 10.9.2018. (*date Apprenticeship commences*)
between Victoria Evans. (*the employer representative*)
of Oleb Group Ltd. (*the name of the company*)
at Meyler House, St. Thomas Green, Haverfordwest SA61 1QP (*the address of the company*)
and Joanne Thomas. JM 703252A. (*the apprentice and N.I number*) and
Coleg Sir Gar. (*the delivering provider*) and
B-Wbl (*the contracted provider*) to study
Applied Human Resources (*specify skill, trade or occupation of the Apprenticeship*) following the
CIPD Apprenticeship Framework* at current level 5, expected to progress
to level ____. Expected final completion date is 25.9.2020. Hourly rate of pay at start of
Apprenticeship is Being paid above minimmum wage.

**If the aim is to eventually achieve a framework at a higher level, please state the level the learner started at e. level 2 and then the final level they expect to progress to i.e. Level 3, 4 or above (This ALA will cover the learner for all levels of learning and there is no need to complete another ALA once they progress)*

All parties agree that

If this agreement is terminated on the grounds of redundancy, or if for any reason the employer is unable to meet the terms of this agreement, all parties will use their best endeavours using local networks and contracts, to ensure that the apprentice is given the opportunity to transfer to another employer who will be able to provide continuity for the apprentice, to complete his/her Individual Learning Plan.

Signed by/or on behalf of the employer, the apprentice and the provider, at the commencement of learning.

The employer: _____ Date 10.9.18
The apprentice: _____ Date 10/09/18
The provider: A. Williams Date 10.9.18.
The provider: _____ Date _____
(if different from the provider delivering the apprenticeship)

The Apprenticeship Learning Agreement complies with the requirements of the Apprenticeship, Skills, Children and Learning Act 2009 (Section 32). It is a contract of service, not a contract of employment.

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APPRENTICESHIP

College Induction 2018-2019



Learner Name: .....

Tutor Name: .....

Course:.....

Date Induction booklet received: .....

Learner signature: .....

Training adviser/assessor signature: .....

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EUROPEAN UNION

Llywodraeth Cymru
Welsh Government

Cronfa Gymdeithasol Ewrop
European Social Fund

Mae'r Rhaglenni Prentisiaeth, Hyfforddeiaeth a Thwf Swyddi Cymru, a arweinir gan Lywodraeth Cymru, yn cael cymorth ariannol gan Gronfa Gymdeithasol Ewrop

The Apprenticeship, Traineeship and Jobs Growth Wales Programmes, led by the Welsh Government, are supported by the European Social Fund.

This booklet to be given to the learner to complete and keep

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Timetable – CIPD Diploma in Applied Human Resources 2018-2020

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
19th September 2018	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
26th September 2018	Using a Research Approach in HR	5CIHR	BMPD5002	Part One - 22/10/18 Part Two – 11/2/19	Part One - Written response. Part Two - Research Report.
17th October 2018	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	19/11/18 plus submission of updated Personal Development Plan on 18/5/20	Portfolio of Evidence
14th November 2018	Understanding the Contemporary HR Function	5CMHR	BMPD5003	21/12/18	Slides and notes pages
12th December 2018	Understanding the Business Context of HR	5CBIC	BMPD5001	28/1/19	Written report, analysis notes
16th January 2019	AM: Understanding the Business Context of HR PM:Understanding Employment Law	5CELW			
13th February 2019	Understanding Employment Law	5CELW	BMPD5004	11/3/19	Written answers to questions
6th March 2019	Understanding the Management of Employment Relations	5KCER	BMPD5008	29/4/19	Written answers to questions
3rd April 2019	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	10/6/19	Slides and notes pages
1st May 2019	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	1/7/19	Portfolio of Evidence
5th June 2019	Understanding Employee Engagement	5KEEG	BMPD5007	29/7/19	Briefing paper
3rd July 2019	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	18/9/19	Portfolio of Evidence
18th September 2019	Understanding the Management of Change	5KMOC	BMPD5010	4/11/19	Slides or screen shots with notes pages
16th	Contributing to the	5AMOC	BMPD5015	25/11/19	Portfolio of Evidence

E7

October 2019	Management of Change				
13th November 2019	Skills Workshop				
11th December 2019	Understanding Coaching and Mentoring in the Organisation	5KDCM	BMPD5009	20/1/20	Briefing paper
15th January 2020	Contributing to Coaching and Mentoring in the Organisation	5ADCM	BMPD5014	9/3/20	Portfolio of Evidence
12th February 2020	Skills Workshop				
11th March 2020	Understanding Resourcing and Talent Planning	5KRTP	BMPD5005	20/4/20	Written answers to questions
8th April 2020	Contributing to Resourcing and Talent Planning in the Organisation	5ARTP	BMPD5011	27/5/2020	Portfolio of Evidence
13th May 2020	Developing Professional Practice	5CDPP	BMPD5000	18/5/20	Personal Development Plan Update

E8

CIPD Diploma in Applied Human Resources

Managing your Learning

The CIPD Diploma in Applied Human Resources is a 90 credit qualification with a Total Qualification Time (TQT) of 900 hours. The TQT is the number of hours it is estimated that a candidate will take to complete a qualification from start to finish and includes guided learning hours, self-study, preparation and assessment (CIPD, 2017).

Guided learning hours includes off and on the job learning.

Off-the-job learning is characterised by formal or planned taught sessions (workshops) delivered by qualified training staff plus specified activities in your learning plan;

On-the-job learning hours are those which enable the apprentice to demonstrate practical job-related skills and to practice and apply these in the context of the job. This type of learning will take place in the workplace and is also specified in your learning plan.

(Welsh Government, 2017)

Self-study (also referred to as self-directed learning in CIPD documentation) – this is additional reading/other learning as chosen by you, to expand your knowledge and enable you to complete the assessments. Reading lists are provided for each module to help you with this.

The table below shows how each module is structured in terms of credits, guided learning hours and self-directed learning.

Module	Credits	Guided Learning Hours	Self-directed Learning
Using a Research Approach in Human Resources	4	20	20
Developing Professional Practice in Human Resources	8	40	40
Understanding the Contemporary HR Function	4	20	20
Understanding the Business Context of HR	4	20	20
Understanding Employment Law	6	30	30
Understanding the Management of Employment Relations	4	20	20
Understanding the Link between Individual and Organisational Performance	4	20	20
Contributing to	8	40	40

E8

Improving Organisational Performance			
Understanding Employee Engagement	4	20	20
Contributing to Employee Engagement in the Organisation	8	40	40
Understanding the Management of Change	4	20	20
Contributing to the Management of Change	8	40	40
Understanding Coaching and Mentoring in the Organisation	4	20	20
Contributing to Coaching and Mentoring in the Organisation	8	40	40
Understanding Resourcing and Talent Planning	4	20	20
Contributing to Resourcing and Talent Planning in the Organisation	8	40	40
Totals	90 credits	450 hours	450 hours

How to manage your learning:

The above means that you will need to manage your learning as follows:

1. Attend the monthly workshops which form part of the guided learning hours.
2. Complete activities in your learning plan (2-3 hours per week) which also form part of the guided learning hours.
3. Read and prepare for your assessments (an additional 5-6 hours per week).

The Business School

12th September 2018

E9

CIPD

Championing better work and working lives

Code of Professional Conduct

As the professional body for HR and people development, the CIPD is the voice of a worldwide community of more than 145,000 members committed to championing better work and working lives. We set high standards of entry for membership and require all of our members to adhere to the standards and behaviours ('obligations') set out in this Code of Professional Conduct.

These obligations are grouped into headings of Professional Competence and Behaviour, Ethical Standards and Integrity, Representative of the Profession and Stewardship. They apply universally – at all stages of a CIPD member's career, regardless of size, sector or specialism, and your membership commits you to upholding and maintaining these. We take concerns regarding alleged breaches of the Code very seriously. In order to consider allegations of misconduct, Investigation and Conduct procedures apply and these are set out in the CIPD's Regulations available on the website.

1 Professional Competence and Behaviour

Members of the CIPD shall:

1.1 maintain professional knowledge and competence through continuing professional development, to ensure they provide a professional, up to date and insightful service

1.2 seek appropriate support if business needs require involvement in new areas of activity

1.3 accept responsibility for their own professional actions and decisions

1.4 apply professional high standards of relevance, accuracy and timeliness in the information and advice they provide to stakeholders.

2 Ethical Standards and Integrity

Members of the CIPD shall:

2.1 establish, maintain and develop business relationships based on confidence, trust and respect

2.2 exhibit and role model professional and personal integrity and honesty at all times

2.3 demonstrate and promote sensitivity for the customs, practices, culture and personal beliefs of others

2.4 champion employment and business practices that promote equality of opportunity, diversity and inclusion and support human rights and dignity

2.5 safeguard all confidential, commercially sensitive and personal data acquired as a result of business relationships and not use it for personal advantage or the benefit or detriment of third parties.

3 Representative of the profession

Members of the CIPD shall:

3.1 always act in a way which supports and upholds the reputation and values of the profession.

3.2 uphold their responsibilities as professional people towards the wider community

3.3 comply with prevailing laws and not encourage, assist or collude with others who may be engaged in unlawful conduct, taking action as appropriate.

3.4 exhibit personal leadership as a role model for maintaining the highest standards of ethical conduct

3.5 be mindful of the distinction between acting in a personal and professional capacity.

4 Stewardship

Members of the CIPD shall:

4.1 demonstrate and promote fair and reasonable standards in the treatment of people who are operating within their sphere of influence

4.2 challenge others if they suspect unlawful or unethical conduct or behaviour, taking action as appropriate

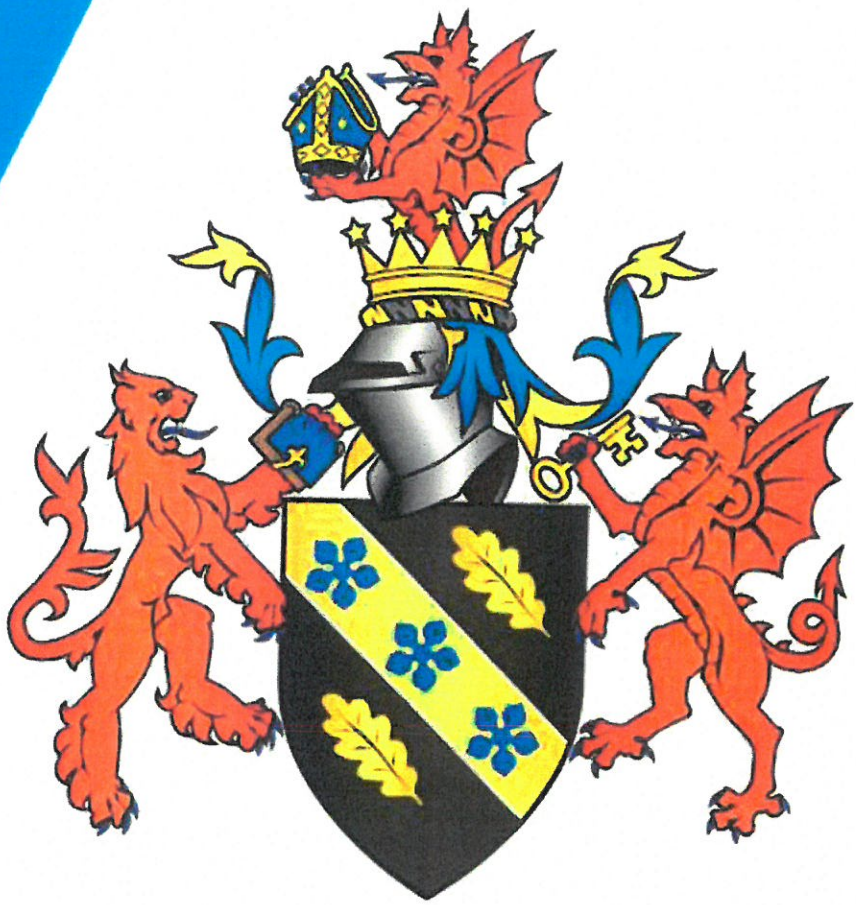
4.3 ensure that their professional judgement is not compromised nor could be perceived as being compromised because of bias, or the undue influence of others

4.4 promote appropriate people management and development practices to influence and enable the achievement of business objectives

4.5 ensure those working for them have the appropriate level of competence, supervision and support.

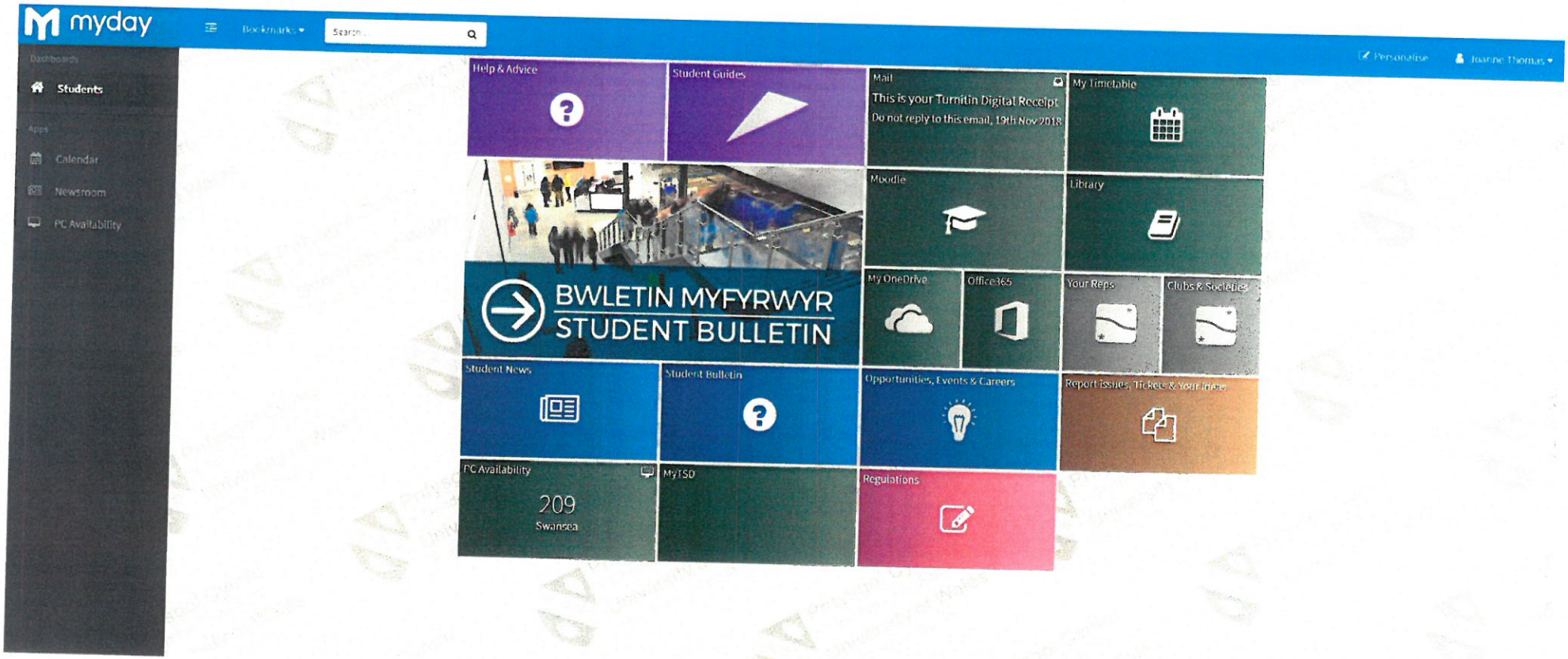
E10

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



SE1: Student Code of Conduct

MyDay Dashboard



(MyDay, 2018)

E11

E12

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

University Regulations

Distance Learning Student Guide

September 2018

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Activity Two

The CIPD's HR Profession Map (HRPM) details the competencies that HR professionals require to aid their work and development. The competencies are set out over eight behaviours and ten professional areas with insights, strategy and solutions (ISS), and Leading HR at the core of the map.

ISS develops understanding about the HR professional's organisation and using insight to meet the needs of the organisation through the development of effective strategies and solutions. Leading HR focuses on developing the HR professional to act as a role model leader to support, develop and lead others in the organisation whilst maximising the HR contribution within the organisation (CIPD, 2018).

The further eight professional areas are utilised by HR professionals to apply HR as a business discipline in their organisation. The relevance of each area will differ between professionals depending on their area of expertise or specialism (Woodhams et al, 2016).

The eight further professional areas are:

1. *Organisation design*
   Appropriate organisational design to deliver maximum impact in both the present and future of the organisation.
2. *Organisation development*
   Driving effective behaviour, skills and performance.
3. *Resourcing and Talent planning*
   Having the correct resource, capability and talent to achieve organisational ambitions.
4. *Learning and Development*
   Build capability and knowledge in individuals and the organisation.
5. *Performance and Reward*
   Maintaining high levels of morale and culture through employee reward programmes.
6. *Employee Engagement*
   Strengthen the connection between employees and their colleagues and organisation.
7. *Employee Relations*
   Managing the workforce with organisational policies and procedures, culture and law.
8. *Service Delivery and Information*
   Providing excellent HR service delivery throughout an employee's lifespan.

   (CIPD, 2018)

The HRPM also sets out four bands of professional competencies; for each professional area activity there are four levels of competence. Operating at band one will see professional's deliver the basics of the HR service and focus on meeting the needs of the organisation's clients through providing administrative support. Band two operates at an advisory level whereby professionals provide effective solutions

for present HR issues and stakeholder queries. Band three will see professionals operate as 'co-operative partners' dealing with longer-term HR issues and leading the professional areas. Finally, band four professionals operate as 'leadership colleagues' developing strategy and leading the HR function (Woodhams et al, 2016).

The HRPM is relevant to all HR professionals across all roles from early career stages to experienced HR professionals who are leading the HR function, regardless of the location, sector or size of the organisation. During the early stages of a HR career, professionals will likely be working within the first two bands, however, the professional areas and behaviours are not only relevant to seasoned HR professionals as the HRPM is intended to enhance the contributions of all HR professionals regardless of their role and responsibilities (Woodhams et al, 2016). The HRPM provides valuable information of how professionals can aid their development to prepare for roles operating at band three and four.

The HRPM defines the HR profession as it encompasses the characteristics that define a profession; a body of knowledge through experience and theory, the practitioner exercises judgement and knowledge using their expertise, and underpinned by a set of ethics and conduct (Johns and Perkins, 2016). The core bands, namely ISS and Leading HR, build capability and lead the professional to develop knowledge of their organisation and the HR function whilst gaining valuable experience such as using knowledge of HR policy and practice. The eight further professional areas and behaviours provide professionals with the appropriate expertise around specific topics to inform their judgement and decisions. The entirety of the HRPM are relevant to CIPD's codes of conduct and ethics by building competence, behaviour, integrity and ensuring the professionals are excellent representatives and stewards of the HR profession.

The eight behaviours that are detailed in the HRPM are:

1. *Decisive thinker*
   Make informed decisions and recommendations
2. *Skilled influencer*
   Influencing others to contribute to organisational value
3. *Personality credible*
   Using HR professionalism to add value to the organisation
4. *Collaborative*
   Work with others effectively internally and externally
5. *Driven to deliver*
   Achieving the best results through determination and resourcefulness
6. *Courage to challenge*
   Have courage and confidence to challenge others professionally
7. *Role model*
   Lead by example; acting with integrity whilst balancing legal, personal and organisational views.

8. *Curious*
   Focused on adding value to the organisation

   (CIPD, 2018)

Dr Wilson Wong (CIPD, 2017), stresses that organisations need professional HR people to provide leadership and uphold ethical standards following the 2008 financial crisis and a variety of corporate scandals such as Volkswagen and Sports Direct. The eight behaviours will see professionals successfully lead by being able to challenge when appropriate, be role models to those across the organisation by promoting good practice and ethical behaviour and achieving goals through determination, teamwork and commitment.

The HR profession has evolved to see professionals consciously contributing to the organisation's success and leading change and no longer solely focusing on the basics of HR and its primitive administrative nature. To perform successfully, a blend of 'hygiene' factors and motivators is required. Hygiene factors can include paying staff and issuing contracts and are necessary for achieve the most basic employee performance; whilst they do not generate high levels of motivation and morale, employees can be demotivated in their absence. Motivators add value to the organisation turning satisfactory performers into excellent performers by praising employees, providing development opportunities and trusting employees to make decisions (Johns and Perkins, 2016).

Effective HR practitioners are increasingly becoming 'business savvy' and 'thinking performers'. Being business savvy is understanding the business model, generating data through insight and data, connecting with curiosity, purpose and impact, and leading with integrity, consideration and challenge. Thinking performers think about what they are doing, contribute to organisational purposes, diplomatically challenge, have continuous contact with their customers and look both internally and externally of the organisation for new thinking such as ideas and practice (Johns and Perkins, 2016).

The eight HRPM behaviours are essential as they underpin the necessities of an effective HR professional who incorporates the use of motivators, being business savvy and a thinking performer. Without these behaviours, professionals would be unable to deliver an exemplary HR service; the behaviours will promote an environment with value and commitment, trust to professionally challenge, the ability to effectively build relationships thus achieving organisational objectives.

The HRPM is valuable to all HR professionals to aid their personal and professional development. The HRPM ensures all HR professionals will encompass the appropriate skills and behaviours to practice ethically and morally and provide an effective HR contribution which adds value to the organisation and the workforce.

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Woodhams, C., Perkins, G. and Wilkinson, K. (2016) 'Developing the Knowledge and Skill of the HR Professional', in Taylor, S. and Woodhams, C. (ed.) *Studying Human Resource Management.* (2nd edn). London: CIPD.

Activity Three

Project management, influencing and negotiation skills are a few skills which are grouped under the title of self-management. Self-management at work underpin the professional Human Resource Management practice and contribute to HR professionals adding value to their organisation by being thinking performers and business savvy. Project management is undertaken in the HR function so understanding project management stages and how to effectively manage a project is an important part of a HR role. There are times when HR professionals will need to utilise effective communication, influencing and negotiation skills to gain buy-in for new process or change or reach a satisfactory outcome during conflict.

Johns and Perkins (2016) believe that HR Professionals must be able to manage a project effectively; the number and type of projects can differ between organisations and could see professionals involved for an extended period or for a short duration. Projects can be split in to five steps namely initiation, planning and design, execution, monitoring and controlling, and completion.

The initiation stage is when the project is determined and brief plan is established. The brief plan will begin to develop with more detail during the second stage in planning and design. The third stage, execution, will see the plan in practice with the project team pushing forward. The fourth stage, monitoring and controlling, begins during the execution stage; the project team monitors the progress and correct any issues they may identify during the project. Finally, during the completion stage, the project is evaluated and the project team will reflect to identify any learning opportunities (Johns and Perkins, 2016).

From June 2018 to October 2018, I have managed a project to develop an Excel training programme and organise the roll-out of the programme for over a third of the workforce. The project followed the five steps Johns and Perkins (2016) outlined for effective project management.

Over the previous year, a small team has developed 'Service Hubs' using Excel spreadsheets as live reporting documents which all departments are required to complete to record departmental performance. Every department has between two to six Service Hubs to maintain. The Service Hubs utilise a range of Excel tools from basic to advanced, for example basic and complex formulas, external data linking, graphs and multi-level sorting/filtering. All Service Hubs users are required to update, read, understand and analyse the data whilst also, if necessary, report on the data providing visual aids such as graphs plus commentary.

Initiation

The training was identified and the project initiated as ability level varied amongst users, however, it was necessary for all user's abilities to be consistent with a basic understanding of the key skills required for the Service Hubs.

Planning and design

Alongside the Service Hubs development project manager and Excel trainer, we identified the key skills required to successfully and effectively manage the Service

Hubs. I collaborated with the project manager as he had in-depth knowledge about the Service Hubs and could easily describe the different areas of the Service Hubs and the tasks required. We consulted a local Excel trainer with this information who was able to sort the skills into key topics.

The key topics would cover two full days of training however due to the intensity of the training, I made the decision to spread the training over four half-day sessions. The learners would have more tolerance for the training in shorter spells whilst also half-days would have less impact on service delivery compared to full days.

Forty-six members of staff were identified by their line managers as Service Hub users who required the training; each session could accommodate ten learners therefore I planned for five groups. Whilst the training objectives were the same for everyone, I organised the groups by ability level of basic, intermediate and advanced by asking every user to identify their ability level. Whilst there was no scientific approach to gauging their ability level but by simply asking them, it would ensure that the very basic of users would be separate from the most advanced.

The organisation of groups was a difficult task as I had to ensure service delivery was maintained across departments whilst taking annual leave, important events and ability level into account. I created a document which outlined the group members and tables to identify the session dates for each group **[evidence reference E13].**

Execution

The training was executed firstly by consulting department managers of their team's session dates followed by sending training appointments using the HR training calendar with a reasonable notice period. The appointment included details including date/time, venue and session objectives. Training reminders were sent out shortly before the first session. **[evidence reference E14].**

Monitoring and controlling

Delegate lists were provided to the trainer to ensure all learners signed to confirm their attendance, so I was able to track who did or did not attend **[evidence reference E15]**. If learners did not attend, I would attempt to reschedule their session. During the training period, there were occasions when learners would request to change sessions to accommodate work emergencies, deadlines and appointments. To appropriately control the training, I would only accommodate the changes if there was enough notice to contact the training provider and if it was for a genuine reason as opposed to simply not wanting to attend. Previous experience taught me that keeping a few spare spaces in the latter training sessions accommodated those who could not attend earlier sessions unexpectedly such as sickness or a family emergency; rescheduling training for simply not wanting to attend would eat into the spare spaces. By controlling the training in this way, I maintained a good working relationship with the trainer and increased the schedule flexibility to accommodate most users if they could not attend for genuine reasons.

It was apparent that my document outlining groups and dates was not suitable to use to track if learners had changed session or did not attend. Therefore, I created a

simple spreadsheet which had all the session group names and dates; I set up a colour key so I could track if learners moved groups for a session, if they could not rearrange for a different date and if they did not attend. It was a good tool to easily identify changes without having to trace back through correspondence **[evidence reference E16].**

After each session, I would send out an evaluation form via SurveyMonkey to all learners. The questions would measure if objectives were met, if the training helped to improve service delivery and the quality of the trainer. If any issues were raised in the evaluation form, I would attempt to resolve it with the trainer for the next session if appropriate. For example, the pace of the session was raised a handful of times however due to the short three-hour sessions it was difficult to resolve this; the trainer did attempt to slower the pace during particularly difficult parts of the session and reduce the break time to accommodate the other areas of the training **[evidence reference E17].**

Completion

At the end of each training session, I distributed the learning workbooks, session exercises and current reference notes for learners to refer to or practice their new skills **[evidence reference E18]**. When the training programme was completed, I then distributed the full reference notes.

I have collated the data from all the completed evaluation forms across all sessions and provided this to the Service Hubs working group, so they can understand the level of success and areas they may want to support staff in going forward.

I created a Gantt Chart which was used throughout the project to maintain good time management and ensure tasks were completed in a timely manner. I anticipated the areas that could be problematic such as organising the groups therefore I scheduled more time to complete this **[evidence reference E19].**

Analyse and Resolve Problems

I try to utilise a range of problem-solving techniques to overcome problems, streamline ideas, and identify the cause of problems.

Fishbone Diagram

In September 2018, I undertook the workplace induction for new employees as a project to improve the service we provide and be able to deliver a consistent and professional induction. The induction programme is dated and traditional in its approach. I recognise it can be ineffective as there are occasions when employees have said fundamental parts of the induction have not been completed with their line manager or the new starter may not be aware of key points such as their responsibilities or health & safety basic knowledge i.e. accident reporting.

The induction programme is not evaluated therefore I invited a random selection of new starters from the last two years to a focus group to gain feedback. Before the focus group I used a Fishbone Diagram **[evidence reference 22]** to note some

causes of a poor induction; during the focus group I used the causes as brainstorm points to delve deeper and pinpoint specific issues.

The focus group was a welcome addition as they were from different areas of the business and were able to highlight issues I had not considered or was not aware of.

A Fishbone Diagram is used for cause and effect' whereby causes are identified for a particular problem. Traditionally the causes are categorised into six main titles namely methods, machines (equipment), people (manpower), materials, measurement and environment. As the effect is brainstormed, possible causes are placed in one or several categories; the causes are investigated further, and sub-categories created therefore generating deeper levels of causes (ASQ, no date).

The Fishbone Diagram led me to identify causes including a lack of consistency between each induction, lack of direction, dated and too much information provided in one day. I will be able to use this information as the first base for development.

Process Mapping

The HR department occasionally use process mapping exercises to analyse processes and identify inefficiencies.

Recently I engaged a process mapping exercise to identify inefficiencies with the payroll process in respect of the Maintenance department overtime and how the hours are submitted and processed **[evidence reference 23]**.

The process mapping exercise identified a 17-step process from verbally authorising the overtime to receiving payment. I was able to identify ten steps which could be removed and still result in the same outcome whilst meeting organisational policy.

Originally the overtime form was only available in paper format which resulted in the off-site operative having to travel to the main office, therefore, the form was made electronic which could be completed on the iPad and emailed to the line manager. This would increase productive hours by reducing unnecessary travel and potentially save on fuel costs.

The completed and authorised overtime form would arrive to HR to be calculated, input onto the payroll memo, require a further signatory and sent to the Payroll Officer. HR would follow this up by manually and electronically archiving the document. The exercise led me to question the efficiency of the form being processed by the HR department as it was also being processed by the Payroll Officer. The outcome saw the completed electronic document being sent directly to the Payroll Officer therefore removing a large and unnecessary middle stage.

Brainstorm

I use brainstorming when collaborating with colleagues to focus ideas, engage different viewpoints and think critically when ideas arise.

The HR department was informed in October 2018 that a small budget would be available for wellbeing activities in the next financial year. A welfare budget is available to accommodate core wellbeing support such as occupational health and counselling referrals, however, it is not used to engage the workforce through activities to increase wellbeing levels or raise awareness of key topics or health issues.

As a department, we have very different ideas of what type of wellbeing activities will engage employees therefore brainstorming will bring our ideas to together and we can collectively think critically about the activities i.e. cost, business appropriate, location etc. A colleague prefers raising awareness traditionally through distributing materials whereas I prefer unusual activities which may engage different people.

The brainstorm had five key categories namely ongoing, one-off events, 'wild card', physical health and mental health; ideas were categorised accordingly and then looked at critically **[evidence reference 24].**

The brainstorm helped the HR department to identify business appropriate and affordable ideas we could research further, on the other hand we identified activities which we would not be able to support.

Methods for influencing, persuading and negotiating with others

During the 2018-2019 financial year, I have been tasked with rolling out an e-learning platform for health & safety training; there are 17 courses to undertake including Emergency First Aid, Manual Handling and Working at Heights. The e-learning would be utilised by all staff however the number and type of courses to complete would be dependent on individual roles.

To successfully influence others and gain buy-in of a new process, HR professionals must have requisite knowledge and expertise in order to appropriately and accurately answer any questions put to them (Johns and Perkins, 2016). I spent good time familiarising myself with the system and completed test courses to increase my knowledge and be able to speak from experience when engaging with stakeholders. I spoke to the Health, Safety & Regulation Manager, Seamus Doyle, **[evidence reference 25]** about the system as he was the person responsible for sourcing the system; his expert knowledge was essential when sourcing a system, so he could check the courses met our requirements and comply with relevant legislation. Seamus explained the system's technical support, course compliance, and which courses can replace traditional in-house delivery.

Alongside knowledge and expertise, Yemm, 2008 (cited in Johns and Perkins, 2016), argue that effective influencers must also possess other attributes including friendliness, empowerment, vision, able to build alliances and bargaining skill.

I was invited to the Managers Meeting to introduce the e-learning system. It was an informal introduction to the system and highlighted the benefits and answered questions when raised. With Yemm's attributes in mind, I ensured I was friendly to avoid conflicts but firm and enthusiastic to display confidence in the system. To

create a vision, I highlighted how the system aligned with modern working improving productivity to enhance service delivery; courses were online therefore staff could complete the course at any location at their convenience (within compliance period) to minimise disruption to service delivery, the courses save time as they take a fraction of the time to complete compared to traditional classroom delivery, and results and certificates are communicated immediately. I foresaw some resistance especially from traditionist managers or managers who had large teams and were concerned about rolling out the system to many people. To tackle this potential resistance, I developed a draft matrix of who needed to complete which course over a four-year period and used this information to calculate the savings the system would generate **[evidence reference 26]**; this could be used as a bargaining tool to compromise so although the roll-out could be challenging, the savings made are attractive and could be used to engage in other learning and developing activities and opportunities.

Ensuring I was knowledgeable before introducing the system enabled me to listen to genuine concerns and answer appropriately. For example, a manager had concerns about completing Emergency First Aid Training online as e-learning doesn't provide the same hands-on learning techniques required to deliver first aid i.e. mouth-to-mouth. I was able to explain that the course met compliance requirements however most importantly explain the health & safety implication; employees should not administer first aid to tenants, the qualification is to administer first aid to themselves as they are based off-site away from our nominated first aiders; the advice from Seamus is it is best practice to not administer help to tenants as it is not a legal requirement therefore avoiding the activity will protect us from claims. This was a difficult question and if I had not consulted Seamus I would not have known the answer which would instil a lack of confidence and trust in me amongst the group.

The introduction to the e-learning platform was generally well received and has been adopted well by the trial group; I am confident that my demonstration of influencing skills led to the positive outcome.

The manager who raised the issue regarding the quality of first aid training online still had concerns following my original response. The manager accepted my response for most of her staff however had opposing views regarding Scheme Managers who managed ateb's Extra Care Supported Housing Schemes; the manager argued that Scheme Managers responsible for a scheme with vulnerable and elderly adults have a duty of care to provide basic first aid in an emergency. The manager also highlighted that in the past in an emergency, the 999-call handler has told the Scheme Manager to administer first aid, therefore it would be beneficial for the Scheme Manager to have practical experience gained from classroom-based training.

I could emphasise with the manager's concern and appreciated they were compromising with me regarding the roll out to the rest of their team therefore I decided to attempt to persuade Seamus (HS&R Manager) to compromise on this occasion.

I explained the situation to Seamus and provided a compromise whereby we allow the Extra Care Scheme Managers to complete the practical classroom based training as opposed to the e-learning course providing they professionally vow to only administer first aid when directed by a medical professional in an emergency situation; we would also review this on a 3 yearly basis (3 year qualification). As Seamus did not want to compromise, I informed him that it would be likely we would have less buy-in by the manager and potentially more managers if we are not being seen to be flexible and friendly regarding concerns; this softened his approach and he accepted by compromise. This demonstrated my bargaining skills, ability to build alliances, friendliness and persuasion skills.

Negotiation

In August 2018, I became involved with a conflict between a manager and employee over a minor issue which escalated into a bigger issue. The employee sits in the corner of the office using a small corner desk, with a 3-drawer cabinet underneath the desk and a small cupboard behind her. She decided to move the cupboard to another area of the office in order to put the drawers behind her to give her more leg space; she suffers from a bad back and sciatica following a car accident and felt the confined space for her legs would make the pain worse. Her manager was angry with her decision to move the furniture as he was not consulted. This is a minor issue and as a member of the HR department it is not an issue I would involve myself directly in other than to provide advice.

The reaction of the manager had deeply upset the employee which she tried to communicate to him, as a result his only adjustment was to swap desks with her colleague. She rejected this option; she is going through menopause and likes to be near the window for a cool breeze during hot flushes.

The reason I became involved is because the employee approached me after the short negotiation with her manager; she was visibly upset as she did not know to handle the situation and felt 'backed into a corner'. During the same morning, the manager also approached me regarding the employee; he wanted to discipline her for being unhelpful, not obeying authority and for not consulting him. I could see this situation had escalated very fast.

The employee provided me with an email in which he tells her he moved the furniture back to the original position, he asks her to not do it again and later states that it hasn't been an issue for nine-months **[evidence reference 27]**. This upset the employee further as she has been uncomfortable for all this time but did not raise the issue as she was in her probationary period and did not want to highlight her previous injury and that she was menopausal.

The manager was being unreasonable and had escalated a situation which could have been resolved through informal conversation, reasonable adjustment and compromise. I had to address this issue with the manager and recognised I would need to negotiate to arrive at a satisfactory outcome for all parties.

Negotiation is reaching a common understanding; effective negotiation skills will see a win-win situation where all conflicting parties will feel they have achieved a satisfactory outcome. HR professionals should consider a range of information to prepare for negotiation including identifying the aim of negotiation, considering alternatives if an agreement is not reached, consider the history of the parties involved and the impact of this, and what consequences there may be for winning or losing the negotiation (Johns and Perkins, 2016).

I have completed a communication style questionnaire **[evidence reference 28]** and my preferred communication style is assertive. I also completed Thomas Kilmann Conflict Mode Questionnaire **[evidence reference 29]** and my instinctive response to conflict is to be *compromising* and *cooperating.* I feel in this situation this is an effective combination as I will be able to be assertive regarding the manager's unreasonable behaviour whilst my compromising conflict style will help me to achieve settlements and arrive at practical solutions under time pressure. The relationship between manager and employee was breaking down rapidly therefore it was important to act promptly.

Following the information to consider to effectively negotiate, I identified the aim of the negotiation was to give the employee more space to freely move at her desk whilst remaining at her office position to support menopause symptoms. The alternative arrangement would be to keep the cupboard in the original position behind the employee however to remove the drawers underneath her desk and provide an alternative secure storage solution for confidential documents and personal belongings. I informed the employee that it would be beneficial to make her manager aware of her previous injury and menopause symptoms as he may be more understanding; to support this I asked the Health, Safety & Regulation Manager to complete a workspace assessment and I prepared advice that as employers we have a duty of care to make reasonable adjustments during the menopause. The workspace assessment did identify that the positioning of the drawers underneath the desk impacted on the employee's posture and could cause injury. I suspected the aim of the negotiation would be achieved as it was a reasonable adjustment to make or at the very least the alternative solution would be selected, however, consequently the manager may be unhappy with this result and cause further friction between himself and the employee. I ensured I had a support system in place where the employee could confidentially confide in HR if relationships issue continued. By preparing this information, this demonstrates my ability to negotiate effectively and understanding the process of negotiation.

When I negotiated with the manager, I ensured I was professional and took a positive and constructive approach in order to increase the chances of coming to a satisfactory outcome. During negotiations, it was clear the manager did not want to move the cupboard as he felt it would negatively impact the professional appearance of the office, however when he was aware of the supporting factors i.e. injury and menopause, he compromised and agreed to remove the drawers from under her desk. The employee was happy with this outcome and the manager provided a small desktop secure filing cabinet.

I was pleased with the outcome and feel that preparing myself for the negotiation strongly contributed to the outcome.

Bibliography

ASQ. (no date) Fishbone (Ishikawa) Diagram. Available at http://asq.org/learn-about-quality/cause-analysis-tools/overview/fishbone.html (Accessed: 25th November 2018)

Johns, T. and Perkins, G. (2016) 'Developing Professional Practice', in Taylor, S. and Woodhams, C. (ed.) *Studying Human Resource Management.* (2nd edn). London: CIPD.

Excel Training - 2018

Group 1 Basic	Group 2 Intermediate	Group 3 Intermediate	Group 4 Basic/Intermediate	Group 5 Intermediate/Advanced
NP	JT	AR	CW	SS
CG	KH	DE	LL	JE
AS	JJ	JD	MO	TW
KF	SE	CL	WC	AJ
TD	JG	JW	PO	KE
BG	JC	LB	JR	VE
SJB	Pr	LE	BE	LL
JR	JA	AE	DC	VM
JOH	DY	JN	KH	**2 SPACES LEFT**
SN	JJ	**1 SPACE LEFT**	**1 SPACE LEFT**	
FULL	**FULL**			

SESSION ONE

11th September AM	Group 1
11th September PM	Group 2
14th September AM	Group 3
14th September PM	Group 4
18th September AM	Group 5

SESSION TWO

18th September PM	Group 1
21st September AM	Group 2
21st September PM	Group 3
25th September AM	Group 4
28th September AM	Group 5

SESSION THREE

28th September PM	Group 1
2nd October AM	Group 2
5th October AM	Group 3
5th October PM	Group 4
9th October AM	Group 5

SESSION FOUR

12th October AM	Group 1
12th October PM	Group 2
16th October AM	Group 3
19th October AM	Group 4
19th October PM	Group 5

E13

E24

sent on 8th August 2018 to inform staff the training dates have been confirmed and times would be confirmed in due course. This was sent to each group.

From: Joanne Thomas
To: [redacted]
Cc:
Subject: Excel Training
Sent: Wed 08/08/2018 15:34

Hi all

Following my previous email a little while ago regarding Excel training, this has now been arranged to begin after the summer holidays.

There are four sessions which cover the following topics:

1. Tables and Working with Data
2. Working with Functions and auditing Workbooks
3. Working with External Data and Collaboration Tools
4. Charts

The sessions are 3 hour sessions, times to be confirmed however for now you should block out 9am – 1pm for an AM session and 1pm – 5pm for a PM session. This should cover your diary until the times are confirmed.

Session 1 – 11th September AM
Session 2 – 18th September PM
Session 3 – 28th September PM
Session 4 – 12th October AM

Any problems please let me know. Calendar invite to follow.

Thanks

Jo
HR Advisor

This calendar appointment was updated with the correct time once it was confirmed with the trainer. The trainer did not working during the school summer holidays therefore times could not be confirmed until September 2018.

From: HRTraining
Required: [redacted]
Sent: Thu 06/09/2018 15:54
Optional: Jayne O'Hara
Subject: Excel - Session 1 - Tables and Working with Data
Location: Haverfordwest Community Learning Centre
When: 11 September 2018 09:30-12:30 ~~11 September 2018 09:00-12:00~~

Hi all

Please see updated times. The session will begin at 9.30am therefore please ensure you arrive in good time.

Due to the volume of equipment in the training room, drinks are not permitted at the work station unless it is bottled. Tea and coffee will be available in the break room during the mid-session break.

The Community Centre is behind the old library off Dew Street – there is plenty of free parking there if you are driving.

If you cannot attend please let me know ASAP.

Thanks

Jo
HR Advisor

E14

This is an email I sent to a department manager to inform her of the dates of her team's sessions to allow her to put any cover or adjustment in place.

From: Joanne Thomas
Sent: 24 August 2018 11:24
To: Jane Nutland
Subject: Excel Dates
Importance: High

Hi Jane

Please note, I have moved your session 4 from 16th Oct AM to 12th Oct PM. Hope this is ok. I have made lots of amendments to try accommodate everyone so your teams are on the following sessions/date, for your info:

Session 1

11th September AM
BG
SJB
11th September PM
JG
PR
14th September AM
CL
JN
14th September PM
LL
DC
18th September AM
VM

Session 2

18th September PM
BG
SJB
21st September AM
JG
PR
21st September PM
CL
JN
LL
25th September AM
DC
28th September AM
VM

Session 3

28th September PM
BG
SJB
2ND October AM
JG
PR
5th October AM
CL
JN
5th October PM
DC
9th October AM
VM

Session 4

12th October AM
BG
SJB
12th October PM
JG
PR
JN
16th October AM
CL
19th October AM
LL
DC

Thanks

E15

This is a signed delegate list (names hidden for confidentiality). Everyone attended this session.

Excel Training

Session 1 – Tables and Working with Data

14th September 2018

Name	Signature
[redacted]	

ateb
better living solutions

E16

This is the colour coded spreadsheet I created to track changes to the delegate plan.

A	B	C	D	E	F	G	H	I
			moved to another session			new learner		
			from a different group					
			cannot rearaange					
			did not attend					

SESSION ONE - 10 max

	Group one	Group two	Group three	Group four	Group five
	11th September AM	11th September PM	14th September AM	14th September PM	18th September AM
1	NP	JT	AR	CW	SS
2	CG	KH	DE	LL	JE
3	AS	JJ	JD	MO	TW
4	KF	SE	CL	WC	AJ
5	TD	JG	JW	PO	KE
6	BG	JC	LB	JR	VE
7	SJB	PR	LE	BE	LL
8	JR	JA	AE	DC	VM
9	JOH	DY	JN	KH	WC
10	SN	JJ	EC	TD	MO
				AR	JR
				DE	
11	CW				
	10	10	7	9	9

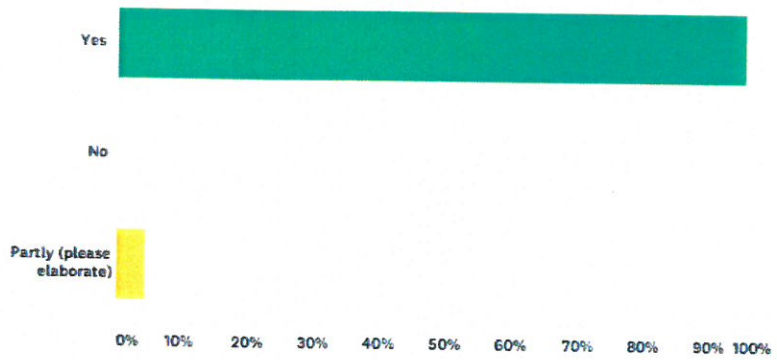
E27

Survey Monkey responses sent to learners following session 3 of the Excel Development programme. This is a sample of the first 2 questions for evidence purposes.

Excel Session 3 Evaluation Form

Q1 Did the session meet its learning objective? (see objectives above)

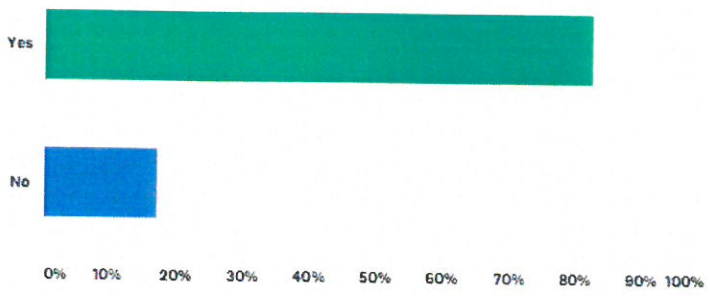
Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	95.65%	22
No	0.00%	0
Partly (please elaborate)	4.35%	1
Total Respondents: 23		

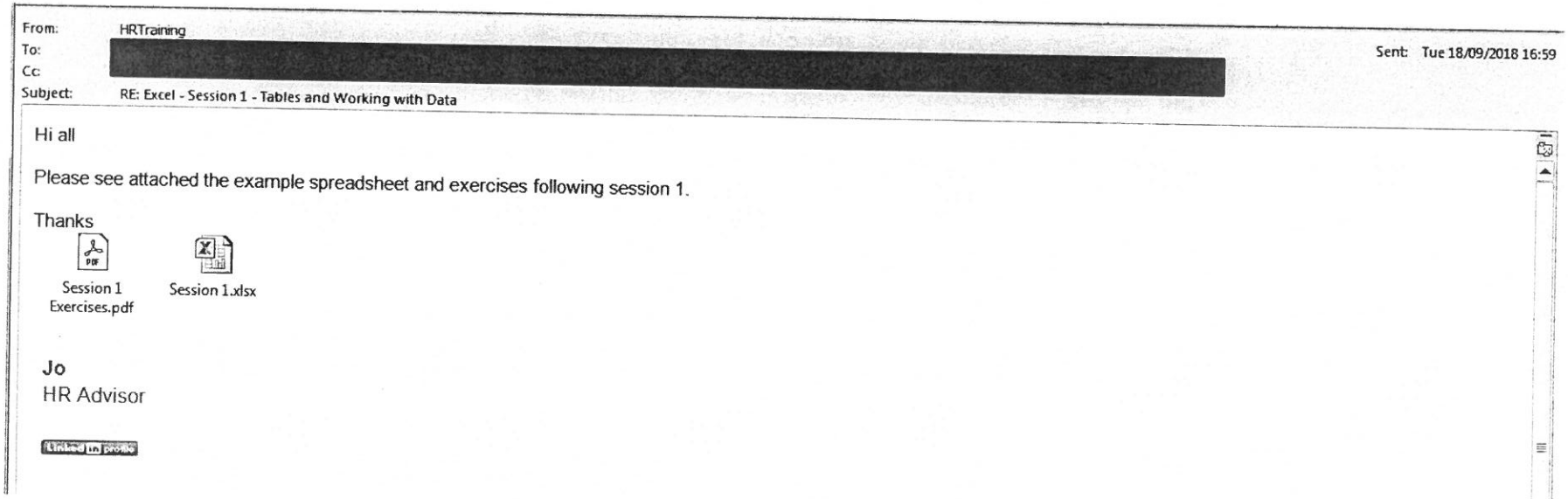
Q2 Did this training help you to improve the service you provide?

Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	82.61%	19
No	17.39%	4
Total Respondents: 23		

This email was sent to learners following session 1 of the Excel Development Programme. I provided the learners with the practice workbook and exercises so they were able to continue to practice and learn after the training.



From: HRTraining
To: [redacted]
Cc:
Subject: RE: Excel - Session 1 - Tables and Working with Data
Sent: Tue 18/09/2018 16:59

Hi all

Please see attached the example spreadsheet and exercises following session 1.

Thanks

Session 1 Exercises.pdf

Session 1.xlsx

Jo
HR Advisor

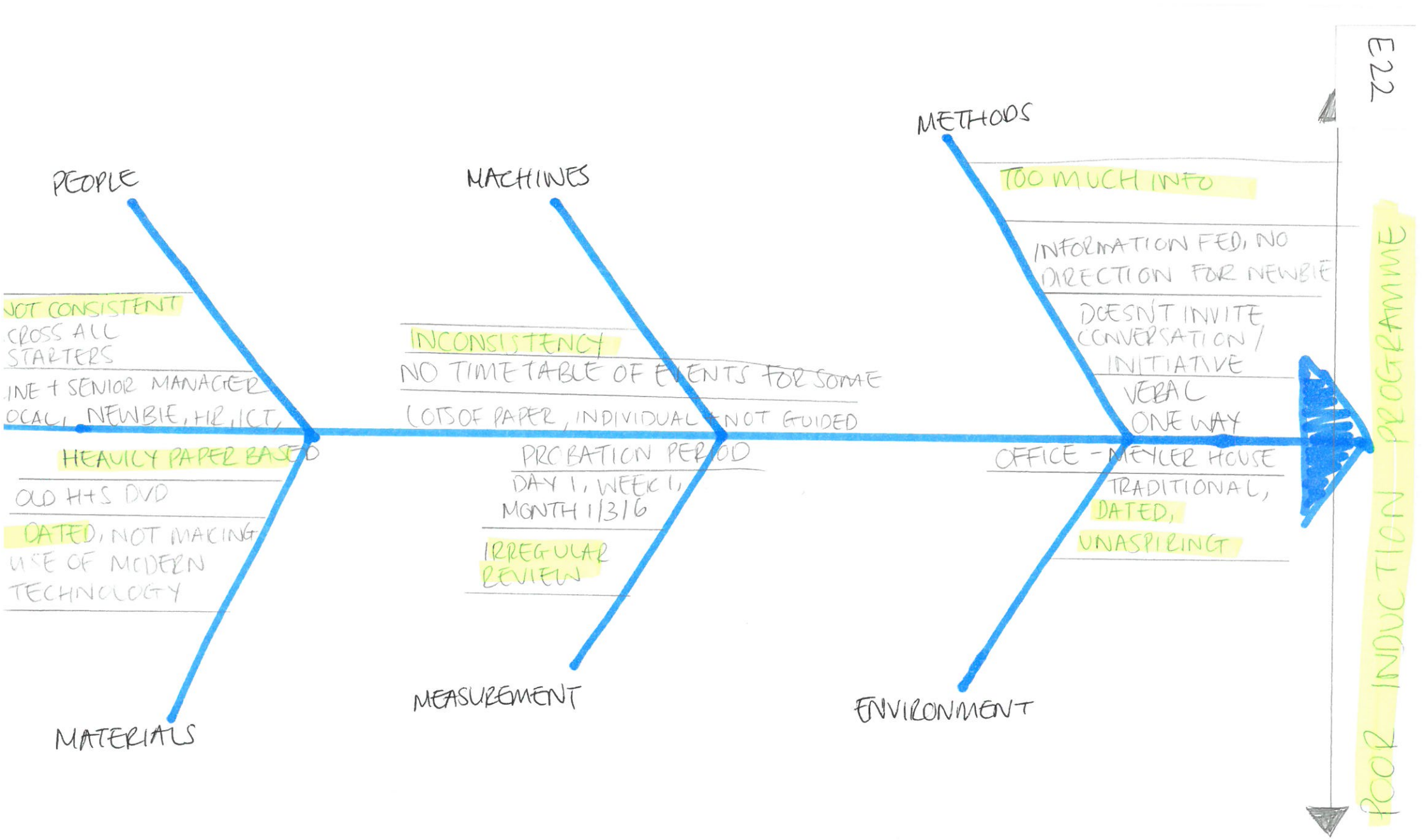
E18

Excel Development Programme
Gantt Chart

	June w/c				July w/c					August w/c				September w/c				October w/c				
	04-Jun	11-Jun	18-Jun	25-Jun	02-Jul	09-Jul	16-Jul	23-Jul	30-Jul	06-Aug	13-Aug	20-Aug	27-Aug	03-Sep	10-Sep	17-Sep	24-Sep	01-Oct	08-Oct	15-Oct	22-Oct	29-Oct
Identify skills required for SH use																						
Find Excel trainer																						
Discuss requirements to identify topics																						
Confirm costs against budget																						
Identify learners																						
Identify learner's Excel ability																						
Identify suitable session dates/times																						
Organise session groups																						
Inform learner's and managers																						
Reminder that programme is beginning soon																						
Training ongoing																						
Evaluation form																						
Distribute workbooks																						
Feedback to SH project group																						

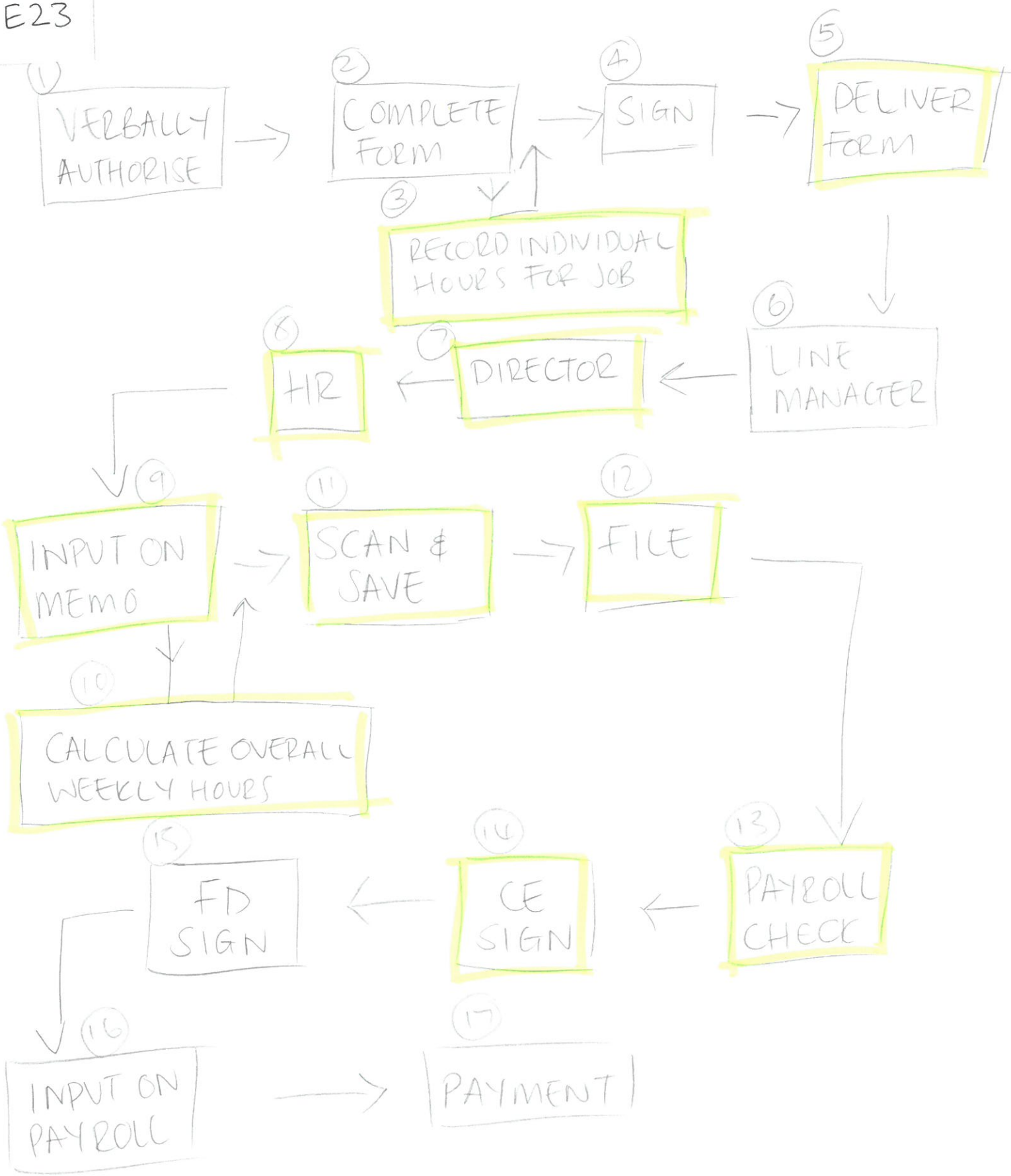
E19

E22


PEOPLE
NOT CONSISTENT
CROSS ALL STARTERS
INE + SENIOR MANAGER
OCAL, NEWBIE, HR, ICT,
HEAVILY PAPER BASED
OLD H+S DVD
DATED, NOT MAKING USE OF MODERN TECHNOLOGY
MATERIALS
MACHINES
INCONSISTENCY
NO TIMETABLE OF EVENTS FOR SOME
LOTS OF PAPER, INDIVIDUAL + NOT GUIDED
PROBATION PERIOD
DAY 1, WEEK 1, MONTH 1/3/6
IRREGULAR REVIEW
MEASUREMENT
METHODS
TOO MUCH INFO
INFORMATION FED, NO DIRECTION FOR NEWBIE
DOESN'T INVITE CONVERSATION / INITIATIVE
VERBAL
ONE WAY
ENVIRONMENT
OFFICE - MEYLER HOUSE
TRADITIONAL, DATED, UNASPIRING
POOR INDUCTION PROGRAMME

MAINTENANCE OVERTIME PAYROLL PROCESS MAP

E23



REMOVE IF BOXED


WELLBEING ACTIVITIES
MENTAL HEALTH
LOCATION
MEDITATION ROOM
COST OF SUPPLIES
ART ROOM
DEVELOP SENSITIVELY
'PUB QUIZ'
RAISE AWARENESS
VERY COSTLY
CLOSE TO HEART.
HEART CHECK
PHYSICAL HEALTH
COST
SUN PROTECT
ALLERGIES
HEALTH MONITORING
COSTLY, WHAT ISSUES TO MONITOR I.E BLOOD PRESSURE
WILDCARD
BRING YOUR DOG TO WORK
ALLERGIES, PHOBIA, DOG MESS
ONGOING
COST, USAGE, FRESHNESS
FRUIT BOWL/ QUICK SNACKS
IS IT SAFE USING OUR OFFICE EQUIPT?
DESK YOGA
ONE-OFF
LOCAL PROVIDER?
TAI-CHI INHOUSE
WORKPLACE YOGA
WHERE IN WORK?
MASSAGE
COST
AVAILABILITY FOR ALL

E25

WITNESS STATEMENT

To whoever it may concern

I have worked alongside Joanne Thomas for past three years

Joanne has been working with me on basic training for all staff in the form of E-Leaning platform programme covering:

The e-learning platform

- Slips, Trips and falls
- Workplace Accident Reporting
- Workplace Asbestos Management
- Workplace Fire Safety
- Managing First Aid
- Workplace Health and Safety Management
- Workplace Manual Handling
- Workplace Risk Assessment
- Confined Spaces
- Chemical Safety (CoSHH)
- Working at Height
- Electricity
- Noise
- Transport
- Health And Safety Law

Joanne has arranged trials with a number of staff covering a number of departments across the ateb group.

Joanne has effective communication skills & the ability to have good input into the e-learning platform tasks covering health and safety and others she always talks to people in a respectful manner. She can communicate with our supplier with procurement to ensure that there were no delays in setting up the platform.

She follows the supplier's instructions when it came to setting up the e-learning platform and is continuing to monitor its ongoing performance.

She uses the e-learning platform to manage employees health and safety training from the time leading up to them starting with ateb (their induction) and as and of the training has to be reviewed.

Joanne produces an ongoing report from the platform this includes number of courses, pass rate number of time employee take to complete a module.

All work is carried out to meet the needs of other employees, time scales & budgets. I agree that Joanne undertake this in line with the company policy.

Name: Seamus Doyle

Role: Health, Safety & Regulations Manager

E26

Training Matrix

	In-House							E-Learning Portal															
	IOSH Leading Safety for Executives	IOSH Managing Safety	Staff Induction	IOSH Working Safely	Refresher Online IOSH Managing Safely	Introduction to H&S Management System	Slip, trip & fall	Workplace accident reporting	COSHH	Workplace asbestos Management	Workplace fire safety	Workplace Manual Handling	Managing first aid	Workplace Health & Safety Management	Workplace Risk Assessment	Workplace Working at Height	Electricity	Noise	Transport	Health & Safety Law			
Board Members																							
1	28/09/2018																						
2	28/09/2018																						
3	28/09/2018																						
4	28/09/2018																						
5	28/09/2018																						
6	28/09/2018																						
7	28/09/2018																						
8	28/09/2018																						
Directors																							
1	28/09/2018										21-22												
2	28/09/2018										21-22												
3	28/09/2018										21-22												
4	28/09/2018										21-22												
5	28/09/2018										21-22												
Department Managers																							
1	24/12/2018	30/05/2019									21-22	22-23											
2	24/12/2018	30/05/2019									21-22	22-23											
3	24/12/2018	30/05/2019									21-22	22-23											
4	24/12/2018	30/05/2019									21-22	22-23											
5	24/12/2018	30/05/2019									21-22	22-23											
6	24/12/2018	30/05/2019									21-22	22-23											
7	24/12/2018	30/05/2019									21-22	22-23											
8	24/12/2018	30/05/2019									21-22	22-23											
9	24/12/2018	30/05/2019									21-22	22-23											
10	24/12/2018	30/05/2019									21-22	22-23											
11	24/12/2018	30/05/2019									21-22	22-23											
Supervisors/Line Managers (Internal)																							
1		30/03/2019						30/03/2019			21-22	22-23			20-21								
2		30/03/2019						30/03/2019			21-22	22-23			20-21								
3		30/03/2019						30/03/2019			21-22	22-23			20-21								
4		30/03/2019						30/03/2019	20-21		21-22	22-23			20-21								
5		30/03/2019						30/03/2019			21-22	22-23			20-21								
Supervisors/Line Managers (External)																							
1		30/03/2019						30/03/2019	20-21	19-20	20-21	20-21			20-21				20-21				
2		30/03/2019						30/03/2019		19-20	20-21	20-21			20-21				20-21				
3		30/03/2019						30/03/2019		19-20	20-21	20-21			20-21				18-19				
4		30/03/2019						30/03/2019	20-21	19-20	20-21	20-21			20-21								
5		30/03/2019						30/03/2019	20-21	19-20	20-21	20-21			20-21								
6		30/03/2019						30/03/2019			21-22	22-23			20-21								
7		30/03/2019						30/03/2019			21-22	22-23			20-21								
8		30/03/2019						30/03/2019			21-22	22-23			20-21								
9		30/03/2019						30/03/2019			21-22	22-23			20-21								
Maintenance																							
1				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
2				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
3				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
4				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
5				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
6				30/03/2019				30/03/2020			20-21	20-21											
7				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
8				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
9				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
10				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
11				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
12				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
13				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
14				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
15				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
16				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
17				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
18				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
19				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
20				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
21				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
22				30/03/2019				30/03/2020	20-21	19-20	20-21	20-21		20-21	20-21		20-21	20-21					
Cleaners																							
1				30/03/2020					20-21		22-23	21-22											
2				30/03/2020					20-21		22-23	21-22											
3				30/03/2020					20-21		22-23	21-22											
4				30/03/2020					20-21		22-23	21-22											
Housing																							
1				30/03/2020				20-21			22-23	21-22	19-20										
2				30/03/2020				20-21			22-23	21-22											
3				30/03/2020				20-21			22-23	21-22	19-20										
4				30/03/2020				20-21			22-23	21-22	19-20										
5				30/03/2020				20-21			22-23	21-22											
6				30/03/2020				20-21			22-23	21-22	19-20										
7				30/03/2020				20-21			22-23	21-22											
8				30/03/2020				20-21			22-23	21-22	19-20										
9				30/03/2020				20-21			22-23	21-22											
10				30/03/2020				20-21			22-23	21-22											
11				30/03/2020				20-21			22-23	21-22											
12				30/03/2020				20-21			22-23	21-22											
13				30/03/2020				20-21			22-23	21-22											
14				30/03/2020				20-21			22-23	21-22	19-20										
15				30/03/2020				20-21			22-23	21-22											
Supported Housing																							
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4				30/03/2020				20-21		19-20	22-23	21-22											
5				30/03/2020				20-21		19-20	22-23	21-22											
6				30/03/2020				20-21		19-20	22-23	21-22											
7				30/03/2020				20-21			22-23	21-22	19-20										
8				30/03/2020				20-21			22-23	21-22	19-20										
9				30/03/2020				20-21			22-23	21-22	19-20										
10				30/03/2020				20-21			22-23	21-22	19-20										
Property Services																							
1		30/03/2020						20-21			22-23	21-22	19-20										
2		30/03/2020						20-21			22-23	21-22	20-21										
3		30/03/2020						20-21			22-23	21-22	20-21										
4		30/03/2020						20-21			22-23	21-22	20-21										
5		30/03/2020						20-21			22-23	21-22	20-21										

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6				30/03/2020				20-21				22-23	21-22										
West Wales Care & Repair																							
1				30/03/2021				21-22				22-23	21-22	19-20									
2				30/03/2021				21-22				22-23	21-22										
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4				30/03/2021				21-22				22-23	21-22	19-20									
5				30/03/2021				21-22				22-23	21-22	19-20									
6				30/03/2021				21-22				22-23	21-22	19-20									
7				30/03/2021				21-22				22-23	21-22										
8				30/03/2021				21-22				22-23	21-22	19-20									
9				30/03/2021				21-22				22-23	21-22	19-20									
10				30/03/2021				21-22				22-23	21-22										
11				**30/03/2019**				21-22	**20-21**	19-20	20-21	20-21	19-20	**20-21**	**20-21**		20-21	20-21					
12				**30/03/2019**				21-22	**20-21**	19-20	20-21	20-21	19-20	**20-21**	**20-21**		20-21	20-21					
13				**30/03/2019**				21-22	**20-21**	19-20	20-21	20-21	19-20	**20-21**	**20-21**		20-21	20-21					
14				**30/03/2019**				21-22	**20-21**	19-20	20-21	20-21	19-20	**20-21**	**20-21**		20-21	20-21					
15				**30/03/2019**				21-22	**20-21**	19-20	20-21	20-21	19-20	**20-21**	**20-21**		20-21	20-21					
16				**30/03/2019**				21-22	**20-21**	19-20	20-21	20-21	19-20	**20-21**	**20-21**		20-21	20-21					
Mill Bay Homes																							
1		30/03/2020						21-22				22-23	21-22	**20-21**									
2				30/03/2021				21-22				22-23	21-22										
3				30/03/2021				21-22				22-23	21-22										
4				30/03/2021				21-22				22-23	21-22										
Finance																							
1				30/03/2021				21-22				22-23	21-22										
2				30/03/2021				21-22				22-23	21-22										
3				30/03/2021				21-22				22-23	21-22										
4				30/03/2021				21-22				22-23	21-22										
5				30/03/2021				21-22				22-23	21-22										
6				30/03/2021				21-22				22-23	21-22										
7				30/03/2021				21-22				22-23	21-22										
8				30/03/2021				21-22				22-23	21-22										
HR																							
1				30/03/2021				21-22				22-23	21-22										
2				30/03/2021				21-22				22-23	21-22										
Governance																							
1				30/03/2021				21-22				22-23	21-22										
2				30/03/2021				21-22				22-23	21-22										
ICT																							
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								102 x 5	35 x 5		Ess)	122 x 5	177 x 5			27 x 5	41 x5			27 x 5	27 x 5	3 x 5	
								£510	**£175**		**£30**	**£610**	**£585**			**£135**	**£205**			**£135**	**£135**	**£15**	**2535**

Operatives Essentials - Asbestos, Manual Handling, Working at Heights
32 delegates x £15 (3 modules) = £480 £3450 budgetted therefore saving of **£2970**
Abrasive Wheels module to follow however additional cost should be considered for an in-house course.

Emergency First Aid at Work
Cost per person £70
32 currently trained. 32 x £5 = £160. 32 x £70 = £2240
Plus an additional 28 to train. 28 x 5 = £140
Saving of **£1940** over a 3 year period

£2970 + £1940 savings = **£4910**

£4910 - additional costs of £2535 = **£2375**

E27

Joanne Thomas

From:
Sent: 23 August 2018 11:20
To: Joanne Thomas
Subject: RE: Office Furniture

Thanks Jo.

From: Joanne Thomas [mailto:Joanne.Thomas@atebgroup.co.uk]
Sent: 23 August 2018 11:14
To:
Subject: RE: Office Furniture

Thanks

Seamus has said he has popped down already so will give me the info this week. I'll keep you updated next week.

Hope you are ok and please feel free to pop in whenever you want to chat.

Jo
HR Advisor

Joanne Thomas
HR Advisor

01437 763688

joanne.thomas@atebgroup.co.uk

atebgroup.co.uk

Meyler House, St. Thomas Green, Haverfordwest, Pembrokeshire, SA61 1QP
Tŷ Meyler, St. Thomas Green, Hwlffordd, Sir Benfro, SA61 1QP

Pembrokeshire Housing is evolving...
Click here to find out more

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Mae'r e-bost hwn, ac unrhyw atodiad, ar gyfer y defnyddiwr yn unig. Mae unrhyw ddosbarthiad, defnydd neu atgynhyrchiad arall heb ganiatâd yr anfonwr yn flaenorol heb ei awdurdodi. Os byddwch yn derbyn y neges hôn mewn gwall, rhowch wybod i'r anfonwr ar unwaith a dileu'r neges o'ch cyfrifiadur. Mae Ateb Group Ltd yn sefydliad elusennol.

From:
Sent: 23 August 2018 10:05
To: Joanne Thomas
Subject: FW: Office Furniture

Hi Jo,

E27

For information from our discussion.
Thank you very much.

From:
Sent: 22 August 2018 17:30
To:
Subject: Office Furniture

Hi

As discussed with you this morning I have moved the office furniture back to its original position to save you the trouble of moving the heavy furniture again.

I hadn't agreed to it being moved previously and I would like it to remain in the position it's always been in, it's a customer facing office and I don't want it to look cluttered etc.

I believe you had been happy with this furniture arrangement for the last 9 months and if you now feel this isn't suitable for you, Rachel has confirmed she is happy to swap desks with you.

Regards

E28

Communication Style Questionnaire

This questionnaire is designed to help you assess your ***preferred communication style***.

Thinking about your behaviour at work, write a score against each statement to represent which best typifies your behaviour where

4 = agree strongly, 3 = agree somewhat, 2 = disagree somewhat, and 1 = disagree strongly.

As with all questionnaires, the level of your honesty and self-awareness will impact on the accuracy of the outcome...so, be truthful to yourself!

---

1. I express my opinions in an honest and appropriate manner. 3
2. I can get angry and let this show. 3
3. I find it difficult to say 'no'. 2
4. If I do not agree with a task that my boss has given me, I find a way of dragging my feet on it. 2
5. I feel comfortable in asking for help from someone if they know more than me. 4
6. I feel guilty if I leave on time for a valid reason and other people are still working. 2
7. I can be sarcastic. 3
8. I think my way of doing things is better than other people's. 2
9. If someone takes advantage of me, I find a way of evening the score. 2
10. I feel I have a right to say no to other people's requests and to negotiate a compromise. 4
11. If I am in a large meeting, I find I do not speak up. 3
12. I like to be in control of a situation. 3
13. I stare people down. 2
14. I make good eye contact with other people. 3
15. If I am unsure about a task that I have been given, I find it uncomfortable to ask for help. 1
16. I talk about other people behind their backs. 3
17. When I have to deal with someone in authority, I find it difficult to look them directly in the eye. 1
18. I am a good listener and equally other people listen to what I have to say. 3
19. Rather than confronting someone about an issue, I would rather give them the cold shoulder or drop hints to other people that I am not happy. 1
20. I am not afraid to be direct with someone, even if they think I am being rude. 2

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Self-Assessment: Results

To assess your preferred communication style, transfer the scores you have given to each statement to the boxes below.

Then total each column downwards.

Look at the column where your score is the ***highest.***

This is the communication style you use *most* of the time.

Q1 3	**Q3** 2	**Q4** 2	**Q2** 3
Q5 4	**Q6** 2	**Q7** 3	**Q8** 2
Q10 4	**Q11** 3	**Q9** 2	**Q12** 3
Q14 3	**Q15** 1	**Q16** 3	**Q13** 2
Q18 3	**Q17** 1	**Q19** 1	**Q20** 2
Total 17	**Total** 9	**Total** 11	**Total** 12
Assertive	**Passive**	**Passive Aggressive**	**Aggressive**

E29

Thomas/Kilman Conflict Mode Instrument

HOW DO I MANAGE DIFFERENCES?

Picture yourself in a situation where your wishes differ from that of another person.

For each of the following 30 statements, choose either A or B (with a circle) as the one which best describes how you would respond. Sometimes neither the A or B statement is typical of your response but try to choose the one that would seem most likely to be your instinctive response in that situation. Only you will see the finished exercise.

1. (B) There are times when I let others take responsibility for solving the problem.
   (B) Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.

2. (A) I try to find a compromise solution.
   B I attempt to deal with all of his and my concerns.

3. A I am usually firm in pursuing my goals.
   (B) I might try to soothe the other's feelings and preserve our relationship.

4. (A) I try to find a compromise solution.
   B I sometimes sacrifice my own wishes for the wishes of the other person.

5. A I consistently seek the other's help in working out a solution.
   (B) I try to do what is necessary to avoid useless tensions.

6. A I try to avoid creating unpleasantness for myself.
   (B) I try to win my position.

7 (A) I try to postpone the issue until I have had some time to think it over.
   B I give up some points in exchange for others.

8. A I am usually firm in pursuing my goals.
   (B) I attempt to get all concerns and issues immediately out in the open.

9. (A) I feel that the differences are not always worth worrying about.
   B I make some effort to get my way.

10. (A) I am firm in pursuing my goals.
    B I try to find a compromise solution.

11. (A) I attempt to get all concerns and issues immediately out in the open.
    B I might try to soothe the other's feelings and preserve our relationship.

12. A I sometimes avoid taking positions which could create controversy.
    (B) I will let him have some of his positions if he lets me have some of mine.

13. (A) I propose a middle ground.
    B I press to get my points made.

Source: Kenneth Thomas & Ralph Kilman (1976).

E29

Thomas/Kilman Conflict Mode Instrument

14. (A) I tell him my ideas and ask him for his.
    B I try to show him the logic and benefits of my position.

15. (A) I might try and soothe the other's feelings and preserve our relationship.
    B I try to do what is necessary to avoid tensions.

16. (A) I try not to hurt the other's feelings.
    B I try to convince the other person of the merits of my position.

17. A I am usually firm in pursuing my goals.
    (B) I try to do what is necessary to avoid useless tensions.

18. A If it makes the other person happy, I might let him maintain his views.
    (B) I will let him have some of his positions if he lets me have some of mine.

19 (A) I attempt to get all concerns and issues immediately out in the open.
    B I try to postpone the issue until I have had time to think it over.

20. (A) I attempt to immediately work through our differences.
    B I try to find a fair combination of gains and losses for both of us.

21. (A) In approaching negotiations, I try to be considerate of the other person's wishes.
    B I always lean toward a direct discussion of the problem.

22. (A) I try to find a position that is intermediate between his and mine.
    B I assert my wishes.

23. (A) I am very often concerned with satisfying all our wishes.
    B There are times when I let others take responsibility for solving the problem.

24. A If the other's position seems very important to him, I would try to meet his wishes.
    (B) I try to get him to settle for a compromise solution.

25. A I try to show him the logic and benefits of my position.
    (B) In approaching negotiations, I try to be considerate of the other person's wishes.

26. (A) I propose a middle ground.
    B I am nearly always concerned with satisfying all our wishes.

27. (A) I sometimes avoid taking positions which could create controversy.
    B If it makes the other person happy, I might let him maintain his views.

28. A I am usually firm in pursuing my goals.
    B I usually seek the other's help in working out a solution.

29. A I propose a middle ground.
    B I feel that the differences are not always worth worrying about.

30. A I try not to hurt the other's feelings.
    B I always share the problem with the other person so that we can work it out.

Source: Kenneth Thomas & Ralph Kilman (1976).

E29

Thomas/Kilman Conflict Mode Instrument

Your scores on the 5 styles for handling conflict

No set of scores will ever describe you perfectly. They provide a way to talk about your *most preferred and least preferred* style for handling conflict -about your conflict comfort zone. You do not always approach things in exactly the same way; but neither do you try something different each time. You starting point for managing conflict tends to be your comfort zone.

Transfer your score from the 30 questions to this sheet by circling the A or the B letters below that you circled on each question. Then add up each column to get a score for each style.

	Competing (forcing	Cooperating (problem solving)	Compromising (sharing)	Avoiding (withdrawal)	Accommodating (smoothing)
1				A	(B)
2		B	(A)		
3	A				(B)
4			(A)		B
5		A		(B)	
6	(B)			A	
7			B	(A)	
8	A	(B)			
9	B			(A)	
10	(A)		B		
11		(A)			B
12			(B)	A	
13	B		(A)		
14	B	(A)			
15				B	(A)
16	B				(A)
17	A			(B)	
18			(B)		A
19		(A)		B	
20		(A)	B		
21		B			A
22	B		(A)		
23		(A)		B	
24			(B)		A
25	A				(B)
26		B	(A)		
27				(A)	B
28	A	(B)			
29			(A)	B	
30		(B)			A
Total	Competing 2	Cooperating 8	Compromising 7	Avoiding 5	Accommodating 6

Source: Kenneth Thomas & Ralph Kilman (1976).

E29

The maximum score for any style is 12 and the total aggregate score is 30. A score of more than 6 on any style would indicate a preference for that mode, while a score of less than 6 would indicate relative neglect.

This is only a one-point-in-time measure of your reaction to conflict situations and should not be taken as having great validity. The best way to use it is to see it as a corroborative device for your own perception of your preferred style.

FOLLOW-UP

You need practice and application if you are to develop your skills in resolving conflicts.

We may be better managers if we accept that conflict and 'politics' are part of organisational life, rather than symptoms of organisational ill health – though there may be a difference between constructive and destructive conflict and politics.

E29

B. Cooperating

Uses:

- For an integrative solution where both concerns are important and not to be compromised
- When the objective is to learn, e.g. testing assumptions, understanding others' views
- To merge insights from different perspectives
- To gain commitment by incorporating other's views into a consensual decision
- To work through hard feelings that interfere with an interpersonal relationship.

If you scored High:

- Do you spend time discussing issues in depth that do not seem to deserve it?
- (Collaboration takes time and energy-perhaps the scarcest organisational resources. Trivial problems don't require optimal solutions, and not all personal differences need to be hashed out. The overuse of collaboration and consensual decision making sometimes represents a desire to minimise risk-by diffusing responsibility for a decision or by postponing action.)
- Does your collaborative behaviour fail to elicit collaborative responses from others?
- (The exploratory and tentative nature of some collaborative behaviour may make it easy for others to disregard collaborative overtures; or the trust and openness may be taken advantage of. You may be missing some cues which would indicate the presence of defensiveness, strong feelings, impatience, competitiveness, or conflicting interests.)

If you scored Low:

- Is it hard for you to see differences as opportunities for joint gain as opportunities to learn or solve problems?
- (Although there are often threatening or unproductive aspects of conflict, indiscriminate pessimism can prevent you from seeing collaborative possibilities and thus deprive you of the mutual gains and satisfactions which accompany successful collaboration.)
- Are subordinates uncommitted to your decisions or policies? (Perhaps their own concerns are not being incorporated into those decisions or policies.)

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C. Compromising

Uses:

- When goals are moderately important, but not worth the effort or potential disruption of more assertive modes
- When two opponents with equal power are strongly committed to mutually exclusive goals - are in labour-management bargaining
- To achieve temporary settlements to complex issues
- To arrive at expedient solutions under time pressure
- As a backup mode when collaboration or competition fails to be successful

If you scored High:

- Do you concentrate so heavily upon the practicalities and tactics of compromise that you sometimes lose sight of larger issues-principles, values, long-term objectives, company welfare?
- Does an emphasis on bargaining and trading create a cynical climate of gamesmanship? (Such a climate might undermine interpersonal trust and deflect attention away from the merits of the issues discussed.)

If you scored Low:

- Do you find yourself too sensitive or embarrassed to be effective in bargaining situations?
- Do you find it hard to make concessions? (Without this safety valve, you may have trouble getting gracefully out of mutually destructive arguments, power struggles, etc.)

Activity Four

Groups are prevalent throughout all organisations and departments; most people in an organisation will be part of at least one group either formed informally from the needs of people in the organisation or formed from organisational need to achieve aims and objectives (Mullins, 2007). HR professionals work collaboratively with a range of people from individual employees to group participation, therefore, understanding group dynamics to develop effective teamwork is essential.

Social psychologist, Kurt Lewin, recognised distinct behaviours and roles within groups and coined the term 'group dynamics' to describe the effects of group behaviours and roles individually and as a group. Positive group dynamics will see trust amongst the team with each member being responsible for creating action, whereas, poor group dynamics can result in poor decision making as members cannot explore options effectively due to disruptive behaviour in the group, weak leadership, submission to authority or consensus instead of expression own opinion, and an imbalance in member contributions (Mind Tools, no date). Different individual agendas and needs of the group can affect the group's balance and effectiveness resulting in conflict. HR professionals must understand and utilise collaborative working and conflict resolution skills to operate successfully in teamwork environments (Johns and Perkins, 2016).

Group dynamics can be improved by leaders understanding the status of the group using Bruce Tuckman's group model and identifying roles adopted in the group, challenging problems quickly and using it as a learning opportunity, defining the purpose of the group and everyone's role when the group is first formed, promoting open communication and paying attention to the group to identify any warning signs of poor group dynamics (Mind Tools, no date).

Psychologist, Bruce Tuckman, developed a team development theory identifying five stages of group development namely Forming, Storming, Norming, Performing and Adjourning.

Roles and responsibilities are unclear at the Forming stage so the leader will establish team and individual objectives. Tuckman, 1965, (cited in Smith, 2005) associates the Storming stage with conflict and resistance as team members begin to challenge authority. The leader should resolve any conflict promptly and build good team relationships. Respect and commitment strengthens at the Norming stage as differences are resolved resulting in team members helping each other. The leader should allow the group to be independent. The team works harmoniously at the Performing stage with little disruption, therefore, the leader should delegate much of the workload. The Adjourning stage will see disbandment of the group which may be difficult on some team members who favour routine and have developed good working relationships (Mind Tools, no date).

HR professionals can use this model to effectively collaborate within groups; by identifying the group stage and adopting the recommended stage activities will help overcome conflict and relationships issues and begin to perform effectively with clear sight of achieving the objective.

Belbin identified nine behaviours known as Team Roles which are required for any team to be high-performing. The Team Roles are Resource Investigator, Teamworker, Co-ordinator, Plant, Monitor Evaluator, Specialist, Shaper, Implementer and Completer Finisher. Each role has strengths and allowable weaknesses, therefore, the team should consider the task at hand and utilise the most appropriate behaviour. Individuals complete a self-perception inventory and obtain feedback from colleagues to develop a report to identify team roles to share with the team. The Belbin team roles will provide individuals with a deeper understanding of their strengths to improve communications and teamwork (Belbin, no date).

Technology company, Google, researched to find out what made a team successful. Google interviewed hundreds of staff from executives to floor staff and found that how teams worked together is most important as opposed to who is on the team. Researchers found that psychological safety was paramount as individuals feel safe and trusted to take risks and not frightened for admitting error. Google also noted a number of other key skills contributing to effective teamwork including active listening, respect, empathy and transparency (Bariso, 2018).

Political behaviour has traditionally been viewed negatively as self-serving strategic behaviour to influence and enhance an individual's or groups own interests. Individuals or groups will use their power and other resources to come to the preferred outcome (Ferris and Treadway, 2012). Jarrett (2017) believes that "dysfunctional politics can sink an organisation". Individuals may truly believe that political behaviour will benefit the organisation, however, others will be purely acting out of self-interest to enhance their career at the sacrifice of others. Negative political behaviour can see individual's withholding information to maintain power, attempt to influence weaker people's opinions and develop plots with a personal agenda (Armstrong and Taylor, 2017).

Employees with a belief that their organisation is operating politically may develop a sense of unfairness so may withhold useful information, refrain from expressing their opinions, and restrict communication. The failure of communication and information sharing can restrict learning thus stalling the development of individuals and the organisation. Employee wellbeing can be affected; a study conducted by Ferris et al, 1993, (cited in Cacciattolo, 2015, p. 125) found that workplace politics to be the cause of stress and anxiety for those in lower status roles. Similarly, research found that performance and organisational commitment is compromised as a result of organisational politics in lower status roles. Individuals can disengage physically and mentally so whilst physically present in work, their concentration and productivity are lacking; trust can be compromised and see employee's become suspicious of their colleagues intentions thus reducing engagement and dedication (Cacciattolo, 2015, p. 125).

On the other hand, political behaviour is considered positive to some; Hochwarter and Thompson, 2010, (cited in Hochwarter, 2012) believe it is essential to organisational success. Rodgers (2007) coined the term 'informal coalitions' in the context of organisational change and recognises this as political behaviour. During

organisational change Rodgers note that people will naturally try to make sense of what is happening by engaging in informal conversations which across the organisation will reach a range of power statuses with differences in interests and motivations. The informal coalitions can influence the change process; whilst political action can be viewed negatively, Rodgers addresses the behaviour as a natural characteristic of organisational behaviour, therefore, managers should constructively engage in the behaviour to aid effective leadership and view it as people making sense of the events and building a support network.

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Activity Five

Continuing professional development (CPD) is a fundamental part of the CIPD's membership and purpose and will support HR professionals to be agile in the changing world of HR. CPD maintains and develops the knowledge, skills and behaviours required to be an effective HR professional. Self-assessments are a valuable tool to identify strengths and areas for development and to consider methods and resources to support development; developing personally and professionally provide HR professionals with relevance in the current age of HR whilst preparing for the future (CIPD, no date).

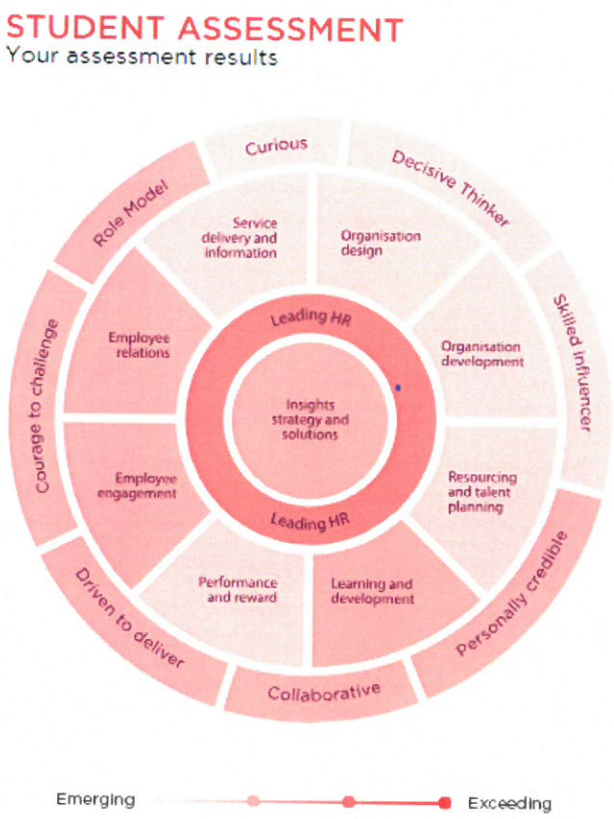
The CIPD 2013 profession map is a valuable tool to identify strengths and areas for development against the necessary knowledge, skills and behaviours which effective HR professionals possess. It encourages HR professionals to be proactive in their development and use it to enhance specific specialist skills if necessary (CIPD, no date). The map measures the band level across ten professional areas which incorporates two core areas plus eight behaviours. The assessment involves reading a series of statements and answering if your skill level is anywhere from emerging to exceeding; the map will analyse the answers and provide an overall level for the professional area or behaviour.

In November 2018 the CIPD introduced a new profession map which has been developed through consultation with thousands of people including CIPD members, business leaders and industry experts. The 2013 profession map will remain the basis of CIPD qualifications and membership standards however the new map is designed to evolve to support the changing people profession; new specialisms and capability areas are emerging creating new opportunities and challenges. The new map focuses on values-based decision making instead of best practice and processes therefore demonstrating to HR professionals that being principles-led, evidence-based and outcomes driven results in better decision making. The new map is divided into three categories; core knowledge, core behaviours and specialist knowledge (Cheese, 2018).

I completed a student self-assessment using CIPD's 2013 HR Profession Map at a Technician level. I assessed my skills against all the professional areas and behaviours to gain a wider insight of where my skills and behaviours are strong and where they need development. I have taken a situational approach to identifying my learning needs; a situational approach considers the past, current and future levels of skill and experience, how the future can be achieved and having success criteria (Woodhams et al, 2016). I recognise the areas I am interested in and have experience in such as employee engagement, learning and developing, and employee relations, however, I have desire to expand the breadth of my knowledge and explore other areas I may excel in or develop an interest in as this will strengthen my future career prospects. With four years' experience, I am still new and developing in the HR field and have not had opportunities to explore a wide range of professional areas, therefore, assessing myself against the entire range of the profession map will encourage me to explore a wider area and specialisms.

Joanne Thomas - 1403229

The assessment results were a mixture of emerging, developing and meeting expectations. The results were:



Emerging	Developing	Meeting Expectations
Organisation design Organisation development Resourcing and talent planning Performance and reward Service delivery and information Decisive thinker Skilled influencer Curious	Insights, strategy & solutions Learning and Development Employee engagement Employee relations Personally credible Collaborative Driven to deliver Courage to challenge Role model	Leading HR

The results are pleasing as there is a balance between emerging and developing capability which is an accurate reflection of my experience in HR to date.

I have selected four areas to focus my current development on namely; insights, strategy & solutions, organisational design, curious and role model.

Of the two core professional areas, insights, strategy & solutions was my weakest area whereas leading HR was my strongest area across the entire profession map assessment. Due to this, it was obvious that I must prioritise the development of the insights, strategy & solutions core area to balance my core skills and knowledge. The assessment results identified two strengths in this area and several gaps. I have focussed on two development areas; identifying trends, risks and external factors which may affect the organisation, and understanding the organisation's performance. Having a better understanding of the organisation alongside increased knowledge surrounding trends and risks should allow me to identify specific forthcoming risk to the organisation. Being a housing association there are many legal and regulatory frameworks I must be aware of and adhere to; increasing knowledge of the organisation, it's performance and trends and risks will also increase my knowledge and awareness of such legislative and regulatory frameworks.

For the second professional area to develop I chose Organisation Design focussing on identifying methods of engagement and communication with staff during a process of change. This is an emerging area which I have little experience in, however, I chose this area to develop as ateb is undergoing an organisation culture change following rebranding of the organisation and it's key values and organisational DNA. As an organisation, we are in the early stages of the change process therefore having a long process ahead of us. The HR team will play a key role during the change process from supporting staff, promoting engagement, effective communication and leading new processes, therefore I will add value to the organisation by increasing my knowledge and skill to support the change process and workforce.

I chose two behaviours to develop namely 'curious' and 'role model'. I am focussing on developing and testing new ideas for the development of the 'curious' behaviour. The assessment results displayed I am emerging in this behaviour therefore it is an area required for development, however, the change process will require employee's to be creative and think of new ideas and have the courage and support to implement new ideas. I lack creative flair and I am cautious of failure so developing this behaviour will hopefully support the organisation during the change process and increase my confidence and be able to creatively explore.

The assessment results identified my 'role model' behaviour as developing. I did consider choosing a different behaviour which was emerging, however, being a role model and leading by example resonates with my own values and beliefs. I feel it underpins professionalism by acting with integrity, impartiality and independence, therefore, it is a key behaviour I want to develop to enhance professionally and align with my own values. I have chosen to focus on reflecting on past experience to create learning opportunities and act according to ateb's values and processes. To

be an effective role model, I should be seen to meet expectations and learn from past mistakes and experiences; I value reflection however I rarely spare the time to do so resulting in missed opportunities to learn from experience. ateb's values have been developed during the rebranding period so I will need to understand the meaning and development of the values, so I can align my own values and behaviours and set examples accordingly.

I have produced a development plan outlining the development areas I have chosen and the required actions and support to meet the success criteria **[evidence reference 20]**. I completed a VARK questionnaire to determine my learning style i.e. visual, aural, read/write and kinaesthetic to focus my learning on my identified learning style to aid my development **[evidence reference 21].** My key learning style was read/write, followed closely by visual whereas aural and kinaesthetic learning has equal weighting. I have tried to incorporate a wide range of reading and writing activities such as reading books, newsletters, theories and reports; during my development period I will write notes, rewrite notes and annotate diagrams as this will help me absorb the information. As visual learning is my second strongest learning style, I will focus my reading using materials containing diagrams and pictures as opposed to text only as this will strengthen my strongest learning style.

Following the development plan and maintaining motivated to meet objectives by the time scale set will see my performance and knowledge enhance and improving the HR service delivery. As my knowledge and skills improve, I will take another assessment on the areas I am developing to assess if I am improving or if I need to amend the development plan. I hope by undertaking CPD regularly will allow me to slowly transition across bands and become a stronger HR professional and add value to my organisation. With a changing organisational culture and evolving HR field, I may wish to undertake learning and development opportunities in a specialist area to develop from a HR Generalist to a HR Specialist. I recognise the importance of CPD and how it has many wider benefits, Madden and Mitchell, 1993, (cited in Woodhams et al, 2016) believes that maintaining CPD will benefit myself individually as a HR profession, my organisation through my increased knowledge and skill, the HR profession as I can make a valuable contribution and lastly the wider society.

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E20

Development plan

NAME:	Joanne Thomas	**MEMBERSHIP NUMBER:**	53274130
COVERING THE PERIOD FROM:	October 2018	TO:	May 2020

This record sheet is for your guidance only – you may present your development plan in any other format.

Planned outcome

Where do I want to be by the end of this period? What do I want to be doing? (This may be evolutionary or "more of the same".)

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Insights, strategy & solutions Expand my knowledge regarding trends, risks and external factors affecting the organisation. Increase understanding of the organisation's performance.	Read key publications and CIPD survey results to identify trends or risks that may affect the organisation. Sign up to HR news and newsletter for up to date HR issues i.e. PM Daily, HR Grapevine. Meet with key people in the organisation to discuss the organisational performance such as financial and Housing. Read ateb's service delivery report.	Access to publications and newsletter – hard copies and electronic versions. i.e. People Management, Business Insider. Time in work allowed to read publications as this will support the organisation. Read key HRM books such as Taylor and Woodhams (2016). Availability of HR Manager to discuss any queries or concerns. Appointments with key people including the Finance Manager and Chief Executive. Access to ateb's service delivery report.	A greater understanding of the organisation's performance across different areas such as Housing, Finance and Maintenance. Producing reports identifying trends and risks to the organisation, in respect of the HR function.	13th May 2020

E20

Curious Increase my confidence and ability to test out new idea with other. Broaden my knowledge to be open to new ideas even if they may not be successful.	Meet with the HR Manager and other senior managers to identify key organisational issues which my role connects to. Become more knowledgeable by reading sector specific publications and by signing up to newsletters for regular updates. Develop a sharing group within the HR team to discuss interest points and ideas.	Identity relevant publications, articles and newsletters. Network with colleagues or external connections to gain inspiration for new ideas. Support from HR Manager and other relevant stakeholders to trial ideas.	Development and trial of new ideas. Increased knowledge of sector specific issues.	1st September 2019
Role Model Learn to effectively reflect on past experiences to learn from mistakes and create learning opportunities. Understand ateb's values and processes to ensure I act accordingly.	Set time to reflect on an experience when expectations were not met – identify why expectations were not met and the impact this had. Learn from past experiences to enhance performance next time. Study ateb's values and the development of the values to identify where my values align.	Time with HR Manager and Chief Executive to thoroughly understand ateb's values and the reasons behind each value. Motivate self to set enough reflection time and support reflection with a learning log.	My values and beliefs aligning to ateb's. Completed work meeting agreed expectations.	1st April 2020

<u>Organisation design</u> Expand my knowledge regarding to change process to identify and methods of engagement and communications with staff during change process – ateb's Future Workplace Project.	Read up about change management. Join the Future Workplace project task groups to prioritise key change topics, undertake research and provide recommendations with regards to the HR function. Use the group to collaborate with other department representatives to gain an understanding of how their departments are feeling about the change or identify gaps in communication. Invite non-members of the Future Workplace project group to attend a drop-in session to ask for their views and preferred method of communication during change. Visit other organisations who have been through the culture change journey to gain insight, advice and guidance. Identify the change enablers and change blockers amongst the workforce. To utilise enablers to promote the changing culture and leading task groups and to reduce the resistance amongst the blockers with positive engagement by promoting the benefits of change. Send out engagement questionnaires during the project to identify engagement levels, changes and improvements.	Support from other members of the 'Future Workplace' group to communicate with their teams and return feedback to the group. Support from the wider organisation and enablers to promote the future workplace project and drop-in sessions. Support from other organisations who will welcome a visit from ateb to discuss culture change. Authorisation from HR Manager to use engagement questionnaires. Access change management publications i.e. CIPD Change Management Factsheet, CIPD Organisation Design Factsheet, Kurt Lewin.	Identification of preferred communication method. Good levels of attendance to drop-in session. Complete at least one visit to another organisation. Good levels of engagement identified from engagement questionnaires.	1st September 2019

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English

Multimodal Study Strategies

If you have multiple preferences you are in the majority, as approximately 60% of any population fits that category.

Multiple preferences are interesting and varied. For example you may have two strong preferences Visual and Aural (VA) or Read/write and Kinesthetic (RK), or you may have three strong preferences such as VAR or ARK. Some people have no standout scores. Their scores are almost even for all four modes. For example one person had scores of V=6, A=6, R=6, and K=6. She said that she adapted to the mode being used or requested for her learning. If the teacher, trainer or supervisor preferred a written mode she switched into Read/write for her responses and for her learning.

So multiple preferences give you choices of two or three or four modes to use for your learning and for your interaction with others. Positive reactions mean that those with multimodal preferences choose to match or align their mode to the significant others around them. But, some people have admitted that if they want to be annoying they may stay in a mode different from the person with whom they are working. For example they may ask for written evidence in an argument, knowing that the other person much prefers to use only oral information.

You will need to read two or three or four lists of strategies provided in the VARK Helpsheets. If you have two almost equal preferences please read the study strategies that apply to both preferences. If you have three preferences read the three lists that apply and similarly for those with four. There is obviously no ***Multimodal*** helpsheet. One interesting piece of information that people with multimodal preferences have told us, is that it is often necessary for them to use more than one strategy for learning and communicating. They feel insecure with only one. Alternatively those with a single preference often *"get it"* by using the set of strategies that align with that single preference.

We are also noticing some differences among those who are multimodal and who have chosen fewer than 25 options and those who have chosen more than 30. Those who have chosen fewer than 25 of the options in the questionnaire prefer to see their highest score as their main preference - almost like a single preference and they use each preference mode singly to suit each situation. Those who have a total VARK score larger than 30 tend to use their preferences in combination needing all their preferred modes to get a good understanding. To read more about Multimodality you can download an article written by Neil Fleming here: Multimodality

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Kinesthetic Study Strategies

If you have a strong **Kinesthetic** preference for learning you should use some or all of the following:

INTAKE

To take in the information:

- all your senses - sight, touch, taste, smell, hearing ...
- laboratories
- field trips
- field tours
- examples of principles
- lecturers who give real-life examples
- applications
- hands-on approaches (computing)
- trial and error
- collections of rock types, plants, shells, grasses...
- exhibits, samples, photographs...
- recipes - solutions to problems, previous exam papers

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Your lecture notes may be poor because the topics were not 'concrete' or 'relevant'.
- You will remember the "real" things that happened.
- Put plenty of examples into your summary. Use case studies and applications to help with principles and abstract concepts.
- Talk about your notes with another "K" person.
- Use pictures and photographs that illustrate an idea.
- Go back to the laboratory or your lab manual.
- Recall the experiments, field trip...

OUTPUT

To perform well in any test, assignment or examination:

- Write practice answers, paragraphs...
- Role play the exam situation in your own room.

You want to experience the exam so that you can understand it.
The ideas on this page are only valuable if they sound practical, real, and relevant to you.
You need to do things to understand.

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English

Read/Write Study Strategies

If you have a strong preference for learning by **Reading** and **Writing** (R & W) learning you should use some, or all, of the following:

INTAKE

To take in the information:

- lists
- headings
- dictionaries
- glossaries
- definitions
- handouts
- textbooks
- readings - library
- notes (often verbatim)
- teachers who use words well and have lots of information in sentences and notes
- essays
- manuals (computing, technical and laboratory)

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Write out the words again and again.
- Read your notes (silently) again and again.
- Rewrite the ideas and principles into other words.
- Organize any diagrams, graphs ... into statements, e.g. "The trend is..."
- Turn reactions, actions, diagrams, charts and flows into words.
- Imagine your lists arranged in multiple choice questions and distinguish each from each.

OUTPUT

To perform well in any test, assignment or examination:

- Write exam answers.
- Practice with multiple choice questions.
- Write paragraphs, beginnings and endings.
- Write your information into lists (a, b, c, d or 1, 2, 3, 4).
- Arrange your words into hierarchies and points.

You like this page because the emphasis is on words and lists.
You believe the meanings are within the words, so any talk is OK but this handout is better.
You are heading for the library.

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Aural Study Strategies

If you have a strong preference for learning by **Aural** methods (A = hearing) you should use some or all of the following:

INTAKE

To take in the information:

- attend classes
- attend discussions and tutorials
- discuss topics with others
- discuss topics with your teachers
- explain new ideas to other people
- use a tape recorder
- remember the interesting examples, stories, jokes...
- describe the overheads, pictures and other visuals to somebody who was not there
- leave spaces in your notes for later recall and 'filling'

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Your notes may be poor because you prefer to listen. You will need to expand your notes by talking with others and collecting notes from the textbook.
- Put your summarised notes onto tapes and listen to them.
- Ask others to 'hear' your understanding of a topic.
- Read your summarised notes aloud.
- Explain your notes to another 'aural' person.

OUTPUT

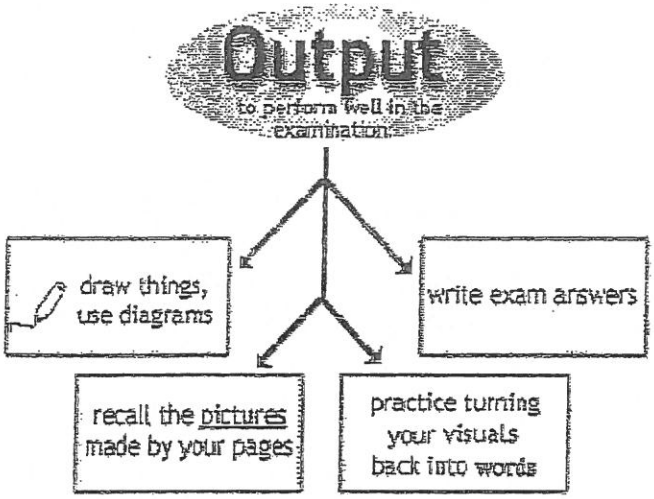
To perform well in any test, assignment or examination:

- Imagine talking with the examiner.
- Listen to your voices and write them down.
- Spend time in quiet places recalling the ideas.
- Practice writing answers to old exam questions.
- Speak your answers aloud or inside your head.

You prefer to have this page explained to you.
The written words are not as valuable as those you hear.
You will probably go and tell somebody about this.

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E21



You want the whole picture so you are probably holistic rather than reductionist in your approach. You are often swayed by the way something looks. You are interested in color and layout and design and you know where you are in your environment. You are probably going to draw something.

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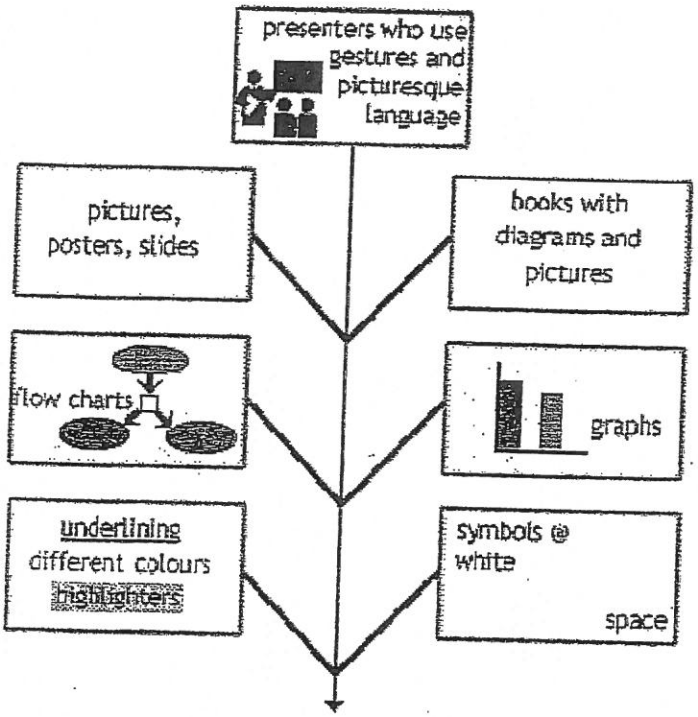
E21

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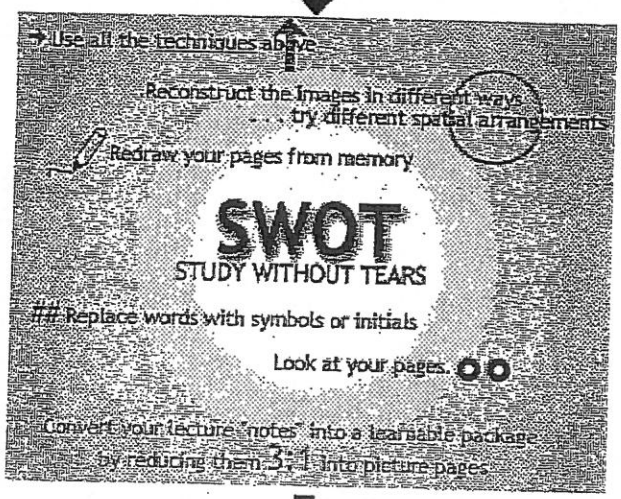
English

Home
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More information
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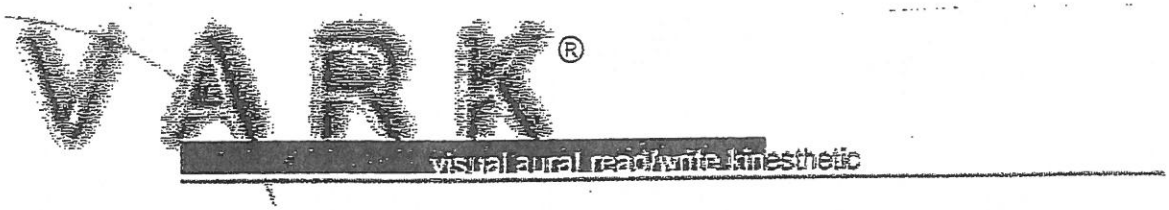
Visual Study Strategies



Intake
to take in the information



E21



The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers

e.g. If you answered b and c for question 3, circle V and R in the question 3 row.

Question	a category	b category	c category	d category
3	K	V	R	A

Scoring Chart

Question	a category	b category	c category	d category
1	K	A	R	V
2	V	A	R	K
3	K	V	R	A
4	K	A	V	R
5	A	V	K	R
6	K	R	V	A
7	K	A	V	R
8	R	K	A	V
9	R	A	K	V
10	K	V	R	A
11	V	R	A	K
12	A	R	V	K
13	K	A	R	V
14	K	R	A	V
15	K	A	R	V
16	V	A	R	K

Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of Vs circled =	7
Total number of As circled =	5
Total number of Rs circled =	10
Total number of Ks circled =	5

E21

8. You have a problem with your heart. You would prefer that the doctor:

a. gave you a something to read to explain what was wrong.
b. used a plastic model to show what was wrong.
c. described what was wrong.
d. showed you a diagram of what was wrong.

9. You want to learn a new program, skill or game on a computer. You would:

a. read the written instructions that came with the program.
b. talk with people who know about the program.
c. use the controls or keyboard.
d. follow the diagrams in the book that came with it.

10. I like websites that have:

a. things I can click on, shift or try.
b. interesting design and visual features.
c. interesting written descriptions, lists and explanations.
d. audio channels where I can hear music, radio programs or interviews.

11. Other than price, what would most influence your decision to buy a new non-fiction book?

a. The way it looks is appealing.
b. Quickly reading parts of it.
c. A friend talks about it and recommends it.
d. It has real-life stories, experiences and examples.

12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:

a. a chance to ask questions and talk about the camera and its features.
b. clear written instructions with lists and bullet points about what to do.
c. diagrams showing the camera and what each part does.
d. many examples of good and poor photos and how to improve them.

13. Do you prefer a teacher or a presenter who uses:

a. demonstrations, models or practical sessions.
b. question and answer, talk, group discussion, or guest speakers.
c. handouts, books, or readings.
d. diagrams, charts or graphs.

14. You have finished a competition or test and would like some feedback. You would like to have feedback:

a. using examples from what you have done.
b. using a written description of your results.
c. from somebody who talks it through with you.
d. using graphs showing what you had achieved.

15. You are going to choose food at a restaurant or cafe. You would:

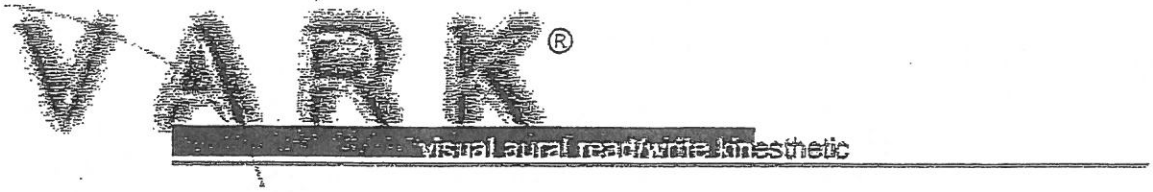
a. choose something that you have had there before.
b. listen to the waiter or ask friends to recommend choices.
c. choose from the descriptions in the menu.
d. look at what others are eating or look at pictures of each dish.

16. You have to make an important speech at a conference or special occasion. You would:

a. make diagrams or get graphs to help explain things.
b. write a few key words and practice saying your speech over and over.
c. write out your speech and learn from reading it over several times.
d. gather many examples and stories to make the talk real and practical.

E27

Joanne



The VARK Questionnaire (Version 7.1)

How Do I Learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it.
Please circle more than one if a single answer does not match your perception.
Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:
   - a. go with her.
   - (b.) tell her the directions.
   - c. write down the directions.
   - d. draw, or give her a map.

2. You are not sure whether a word should be spelled `dependent' or `dependant'. You would:
   - a. see the words in your mind and choose by the way they look.
   - b. think about how each word sounds and choose one.
   - (c.) find it online or in a dictionary.
   - d. write both words on paper and choose one.

3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
   - a. describe some of the highlights.
   - (b.) use a map or website to show them the places.
   - c. give them a copy of the printed itinerary.
   - (d.) phone, text or email them.

4. You are going to cook something as a special treat for your family. You would:
   - a. cook something you know without the need for instructions.
   - b. ask friends for suggestions.
   - (c.) look through the cookbook for ideas from the pictures.
   - d. use a cookbook where you know there is a good recipe.

5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:
   - (a.) talk about, or arrange a talk for them about parks or wildlife reserves.
   - b. show them internet pictures, photographs or picture books.
   - c. take them to a park or wildlife reserve and walk with them.
   - (d.) give them a book or pamphlets about the parks or wildlife reserves.

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
   - a. Trying or testing it.
   - (b.) Reading the details about its features.
   - c. It is a modern design and looks good.
   - d. The salesperson telling me about its features.

7. Remember a time when you learned how to do something new. Try to avoid choosing a physical skill, eg. riding a bike. You learned best by:
   - (a.) watching a demonstration.
   - b. listening to somebody explaining it and asking questions.
   - c. diagrams and charts - visual clues.
   - (d.) written instructions – e.g. a manual or textbook.