

Christopher Brett

Student Number – 2318124

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(AC 1.1)

I value ethical principles and professional values; they each have their very important merits, but in my experience the most important to me are Integrity/Honesty (ethical principles) and working to best of ability (professional value).

Before moving to Hywel Dda, I ran two sister marketing companies for a family run company, after 9 years we ethically we did not align and ultimately I left the business, I was shocked of the dishonesty to clients, to get finances through the door, The CIPD 2019 guide to ethics at work explains, “The pressure to compromise ethical principles to meet business needs can be overwhelming, especially in the absence of moral reminders (such as a code of conduct) to mitigate this risk”. (2019, p. 12) I viewed it as short sighted to get a quick buck, instead of proving honesty and working towards a greater campaign moving forward. Waite et al (2021, P. 70) note, that “Applying values contribute to better decision-making in all aspects of professional practice whether the decisions relate to minor or major matters, or whether they have short-term or long-term implications”. Therefore, integrity and honesty inform my work in Hywel Dda, as I have the freedom to utilise in all interactions and decisions.

Working to the best of my ability is a key personal value, when going through tough times with disrespect handed down, and micromanagement by leaders with trust issues, I could have ‘silently quitted’, and not cared about ongoing client campaigns. My focus is always to work at the best of my ability for my clients, staff members, navigates, or anyone I encounter. I want my reputation to be excellent, backed by the CIPD, “Reputations are based not only on an organisation’s delivery of its products and services, but on how it values its relationships with its staff and stakeholders, and how it establishes responsibility and accountability towards them” (2022, P. 3).

(AC 1.2)

One way for people professionals to conform consistently with ethical related legislation, is through maintaining up-to-date knowledge with any changes to legislations/regulations, and subsequently ensuring these changes are incorporated into internal policies. Another way of conforming with ethical legislations is by spreading the message by making people aware within organisations. For example, I currently deliver 2-day ED&I sessions, raising the profile of the 2010 equality act. The act clearly states 9 protected characteristics; age, race, disability, sexual orientation, gender, gender reassignment, pregnancy/maternity, marriage/civil partnership, religion/belief; and what constitutes discriminatory behaviour against them. “People professionals should conform to the Equality Act throughout their employee lifecycle as it provides important protection against discrimination”, Waite et al (2021, P. 75).

(AC 2.1)

- A. During team meetings, I can be reflective, which can be seen as a negative trait, partly because of my outward persona of being extroverted, therefore in meetings it can be a visual juxtaposition. My reflectiveness is down to experience of leading teams and allowing everybody to be included and contribute their views and opinions, by showing them the respect of active listening, this is backed by the CIPD's own employee voice viewpoint in that all organisations should have meaningful policies and practices that enable employees to voice their opinions and raise concerns (CIPD (a)). I can now enhance my behaviour as I feel psychologically safe in my team, by paraphrasing what I have heard and link to my own views and opinions as I know it's safe to take risks without fear of the consequences, the CIPD confirm with, "It is important that people can speak up or take action without being embarrassed, rejected or punished" (2023 (b), P. 7) . Without the interpersonal trust and mutual respect in which we are comfortable being ourselves, team meetings will not work as not everybody can step forward with opinions that may differ from colleagues, which is always important to do if you want to be successful.
- B. You must have a deep understanding of issues or problems to clarify them. My action learning facilitation training has been a great tool in figuring out how to be inclusive and respectful to people in general who are presenting for help with issues. "Action learning is a form of collaborative learning where a small group of learners meet regularly to reflect on real work issues. Its basic philosophy is that the most effective learning takes place when individuals are faced with a real problem to solve" (CIPD, 2023 (c)). Recently, a colleague presented with personal issues, I gave them time and actively listened to their story, they needed the release of getting all the information out, I subsequently asked non-directive questions to find the root cause of the issue and find actions they can take forward to resolve. Now, I can enhance my behaviour by following up with the colleague after the agreed timeline to achieve their action, or set a deadline for them, so we can assess the results.
- C. I am new to the organisation and bring skills that my team do not possess. I have used my skills to establish relationships within the team, and therefore work effectively as part of the team. Recently a team member expressed interest in progressing their career, but noted they were lacking in presentation skills, which is one of my strengths, so I sent out an invitation to train them to a point where they are now confident in their abilities to work independently, as a result they are now happier, and were confident enough to go for a role, which they have subsequently achieved! Waite et al (2021, P. 80) explain that "this sharing of strengths is common according to Bruce Tuckman's model of group development where teams move through different stages, including Forming, Storming, Norming and Performing". I could further enhance my 'performing' behaviour by offering out my skills to teach other colleagues for greater team synergy and ask for help if I need further development out of respect for the talent around me.

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(AC 2.2)

It is important for people professionals to stay up to date of people's practice developments and the world of work issues, Andy Lancaster of the CIPD describes that a passion for learning is non-negotiable, if we neglect our commitment to learning, we choose stagnation (CIPD (d)).

In this case, with OD, I find social media, particularly LinkedIn a useful tool to keep up to date with developments and new ways of thinking. The platform enables you to access quality content from the business world, including top expert voices such as Simon Sinek, who shares meaningful insights, Martin et al in 2013, states "Social media is changing the way we exchange knowledge, opinions and ideas, it represents a fundamental shift in the way we want to communicate" (2021, P. 23).

Another way to keep up to date is by presenting CPD opportunities externally and internally for employees to undertake professional courses to grow as individuals, from excel database training to assistant director trials, there is something to fit all ambitions, build skills and apply to an extensive range of roles within the service. Watson and Reissner in 2010, note the "experience, knowledge and expertise created through CPD are invaluable to an organisation because they are contextual and practical – organisations can make use of them without reinterpretation" (2021, P. 84).

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(CIPD (d) *Passion for Learning*. Available at: <https://www.cipd.org/uk/the-people-profession/the-profession-map/explore-the-profession-map/core-behaviours/passion-for-learning/> (Accessed 10th April 2024)

(AC2.3)

Action Learning Record 1

Reflection Name – Action Learning Facilitator

Profession Map Area – Culture and Behaviour

Type of Learning Experience – Attended & Completed a Course

Date – 19/3/24

1. What did I learn?

I asked Hywel Dda for programmes to develop my skills and potentially use for internal employees. So, I trained to become an action learning facilitator, dedicating three course days to hone my skills and pass assessment exams.

2. What did the learning experience tell me about myself?

The action learning approach removes all experts out of the room, it relies on your ability to ask non-directive questions, which focused my attention on just how difficult that is! As a leader, I wanted to solve issues for team members, but I now see the qualities of giving colleagues ownership over their decisions, with my role being to guide, without leading with my own beliefs and thoughts, this is backed by Megginson and Whitaker, stating, Professional development is a process by which individuals take control of their own learning and development (2021, P. 82).

3. How does this learning experience impact my professional practice and the way I'll approach situations in the future?

Professionally forward, I am thinking about empathy, by being careful how this comes across and projected back to the team when they present issues. I have learnt, empath projection can be dangerous, when not knowing what a situation means to everyone. In my navigation one-to-one conversations during internal programmes, I am utilising non-directive more as I cannot fully understand a front line Consultant or Senior Nurse, as I cannot give them all the answers to issues they bring, but I have the skills to ask questions to get them think about the situation and find actions to move forward.

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4. What do I need to do next for this learning experience to have a wider positive impact (eg on others, my organisation, the sector, the profession, society)?

I have sent invites to employees on leadership programmes, to create internal action learning sets, maximum of 8 people in each set, to come together, discuss personal/work issues that they're facing, and find solvable actions to move forward with.

Action Learning Record 2

Reflection Name – Hywel's Applause Video Awards

Profession Map Area – Valuing People

Type of Learning Experience – Something I've done at work

Date – 21/3/24

1. What did I learn?

I learnt that I had good preparation skills to have all scripts ready, with the ability to be resourceful and ask for help when required.

2. What did the learning experience tell me about myself?

That I can talk to people on a human level, no matter what band, or position somebody is, senior or junior, I can make them feel relaxed, and enjoy the filming process, which can be a stressful environment.

3. How does this learning experience impact my professional practice and the way I'll approach situations in the future?

I was warned by colleagues and peers about an executive and negative experiences with the individual, this information was not requested, but freely given when they found who I was filming, so, I could have entered the room in a stand offish manner, however it could not have gone better, becoming a very enjoyable experience, with a lot of laughter, therefore, in the future, I will listen if people want to advise, but, treat every body equally and not with pre-conceptions or other people's opinions.

4. What do I need to do next for this learning experience to have a wider positive impact (eg on others, my organisation, the sector, the profession, society)?

I need to counter the argument that this individual can be difficult when asked, answer with integrity my own opinion to how positive my experience was. I also take forward the ability to disregard the 'band', and speak to the person rather than the title, but importantly treat them with dignity and respect that is owed to everybody, the CIPD profession map is a fantastic source relating to the continued positive impacts expected of people professionals (2021, P. 81), particularly in this case professional courage and influence against the 'norm' opinions.

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Action Learning Record 3

Reflection Name – Surrounded by Idiots

Profession Map Area – Working Inclusively

Type of Learning Experience – Read a Book

Date – 8.4.24

1. What did I learn?

This book provided me with a method to assess everyone I communicate with based on four personality types: Red, Blue, Green and Yellow. From body language to conflict handling, it gives tools how to understand and influence those that work around me, whilst ensuring the 'idiot' is not me.

2. What did the learning experience tell me about myself?

That it's okay for me to be a RED, it's my personality, and be aware of strengths and weaknesses, but also awareness of other personality types, and how relationships can vary depending on situations, and people. I will naturally have better relationships with some, but not to think too hard on others, as it may just be down to personality colour.

3. How does this learning experience impact my professional practice and the way I'll approach situations in the future?

In Surrounded by idiots, the impact is summed, "At work, you can't always choose the people you'll work with. They are just there, whether you would have chosen them or not. In the professional world, you must play a good game with the cards that you have" (2019, P. 261). It makes me think more about the importance of recruitment and assessing the teams that are already in place and how to work best with the individuals already there. In recruitment going forward I will not bring new people in just because they are like us already and easy to understand, instead it's better to bring in new types of people, to build the ideal team dynamic for success,

4. What do I need to do next for this learning experience to have a wider positive impact (eg on others, my organisation, the sector, the profession, society)?

I need to build a team database relating to the DISC personality, and update regularly as personalities can change, so continue to undertake the assessment test twice a year, and importantly when it comes to recruitment, assess the ideal personality types required to take the team to another level.

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