

Skills Today

Developing Skills for Business Leadership

BREAKING NEWS

4381 Words

Amanda Glanville's talks about her skills

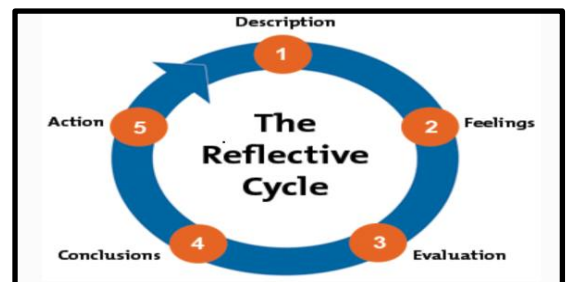
EXCLUSIVE



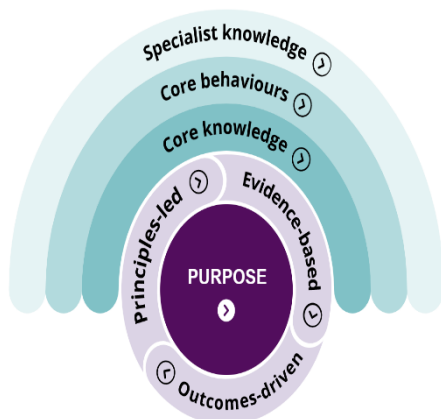
Studying the CIPD Level 7 allowed Amanda to share reflections, enhancing her learning through experience (Boud, et al., 1985), critically reflecting through exploration of theory and personal knowledge to truly develop within her role (Tate & Sills, 2004).

Amanda shares uses the Gibbs Reflective Cycle (Gibbs, 1988), providing scenarios, sharing her feelings and reflections.

Talking about the good and the bad, Amanda compares her own actions with theory and admits when she has learned the hard way!



(Mindtools, 2018)



Demonstrates commitment to development using the CIPD Professional Map (CIPDPM), learning opportunities are identified recognising these provide the benchmarks for the people professions (CIPD, 2021). Amanda provides a Personal Learning Plan (PLP), identifying the next stages in her development and uses highlighted extracts throughout her articles to identify where learning has occurred towards the CIPDPM.

Passion for learning CORE BEHAVIOURS

Visibly role-model your own continuous professional development and promote a learning culture

Scenario Matrix	Learning Outcome
Changing the learning culture	LO8 & LO6
Right-sizing achieves strength	LO3 & LO5
Performance is key	LO2 & LO7
Battle style leadership	LO1 & LO4

Turn over to hear
Amanda's stories

Putting CIPD Learning into practice

Changing the Learning Culture

Description



As the panic of mass onboarding to support the pandemic started to subside, I realised that I may have won the battle, but now needed to win the learning culture war!

Catapulted into a strategic space as Head of L&D, I paused, reflected and realised the enormity of the challenge ahead. I was responsible for a department traditionally known for a 'death by PowerPoint' delivery style, policing mentality and inequitable opportunities. Having completed a CIPD module on designing and delivering learning, I knew there was a lot of work to do. I needed to provide multi-sensory learning opportunities and not using courses where resources were more appropriate (Shackleton-Jones, 2019).

I was doing my CIPD L7 and trying to transform a learning culture. I decided to combine my studies and drive service transformation simultaneously using the inequity of training as my research project for the Investigating a Business Issues Module focussing on:

Are current training and development opportunities equitable and accessible within Hywel Dda University Health Board?

I knew I had to demonstrate competence in postgraduate study skills, so once the Project Initiation Document and ethical considerations were signed off, I began to plan my research, making my manager aware of my research proposal, linking with my overall strategic objectives.

I used Microsoft Forms for surveys, removing organisational restrictions. Despite this, I failed to close the research on the agreed date as there was only approximately 350 responses, which although reflected a cross sectional sample for academic study, was deemed too low to represent a sufficient sample to inform change. It was then I started to realise the conflicting priorities I was due to face in the months to come!

Aim of report:

In no more than twenty words, state the overall aim of the report. Here you need to compile a sentence that communicates clearly what you intend the report idea to achieve.

Aim: Determine if current training and development opportunities are equitable and accessible within Hywel Dda University Health Board.

Objectives of report:

List four objectives that are each directly related to the report aim. Here you must ensure the objectives are SMART (specific, measurable, achievable, realistic, time bound).

Objectives:

1. Collate data on training budgets and spend within the departments and identify portionality by service/role
2. Identify the barriers to accessing training opportunities within the Health Board, identifying trends
3. Identify best practice in creating fully equitable training
4. Make recommendations to address any inequalities in accessing training and development opportunities

Putting CIPD Learning into practice

Recognising accessibility issues for the desk-less workforce, I set about to collate paper-based questionnaires, showing I had achieved the chartered level of the professional map for working inclusively by including all staff groups. (CIPD, 2021)

Working inclusively

Chartered Member level

Explore and interpret a diverse range of perspectives and views



Access to Training and Development Opportunities

Amanda Glanville (Hywel Dda UHB - He...

1141 responses

Two weeks later and a sample representing over 10% of the workforce, the research was closed. When a quick summary was provided to my manager, this then demonstrated from an organisational level further collation of data including a deeper understanding of training spend, department/location specific data.

As a result of differing expectations, the IBI report was submitted significantly later than planned to the University.

Feelings

The academic study suffered due to inability to match organisational requirements with academic requirements. I took this hard because I felt I had failed and let people down!

After submission to the executive team, I was challenged by a director in relation to spend and I stood my ground. Despite providing an explanation, I immediately lacked confidence. This self-doubt proved unnecessary as the financial data was verified and accepted in its entirety. A critical mindset involves *“interrogating existing information for strengths, weaknesses and gaps”* (Borg, 2008), which I demonstrated I was able to do. I was pleased that I was able to show courage at a chartered fellow level. Not challenging those believed to be experts or in authority and the fear of ridicule was a real challenge for me and I was relieved this was the norm (Cottrell, 2005).

Professional courage and influence

Chartered Fellow level

Take a stand with senior colleagues when it is the right thing to do despite significant opposition or challenge

Evaluation

Delays in accessing additional data meant further delays for academic submission. My lack of ability to analyse data from multiple sources, being able to overlay questionnaire results to financial spend with complex filters, highlighted the need to enhance my own IT proficiency. Despite this taking significant time, this has truly transformed by IT analytical skills using multi-level complex data.

People analytics

Chartered Member level

How to generate and align people data with business intelligence data to generate insights

Evidence-based practice

Chartered Member level

How to use data and analytics (eg people, financial, business) to provide insight, answer questions and make decisions

I used the CIPDPM to assess competency, being pleased that despite a stressful learning experience, I was able to use analytics to create value. I had reached Chartered Member level, using Microsoft Forms and Power BI.

Putting CIPD Learning into practice

Despite the challenges faced, the Equitable Access to Training Report was submitted to the Director as planned. Feedback received demonstrates competence in postgraduate study skills. I was also able to revisit the original academic plan, using the research questionnaires and the overview financial data to meet the academic standards required.

Allowing critical analysis of secondary research provided sources of evidence-based decision making (CIPD, 2021). Recognising the qualitative differences of postgraduate skills relates to that of working independently and critical thinking (Reissner, 2014), this task was an example of how my studies provided me with the skills to think, write and present documents at this level.

A steep learning curve, taking me out of my comfort zone. It forced me to understand complex data and critically analyse several data sources together. I didn't know how to display such complex data and this made me learn greater digital skills.

Conclusion

When starting my CIPD L7, I was able to assess myself against the CIPDPM and identify learning needs. The L&D module opened my eyes to contemporary learning and strengthened my vision. Promoting this report to my team not only promoted CIPD but demonstrated chartered skills towards passion for learning (CIPD, 2021).

More time should have been given to understanding the organisational ask in relation to the task, as the key phases identified in my later completed 'Plan on a Page' was more suited to a dissertation. I could have chosen a small part of the organisational objective for the IBI report, allowing greater focus and treating financial equity as a separate programme of work.

Action Plan

In projects, I need to clarify expectations from all parties. My study plan was clear, however further criteria was added by my manager. Although this benefitted the overall outcome from an organisational perspective, this impacted my study progress significantly, impacting my agreed plan. I need to consider improving my project management skills, which can be done as part of my dissertation year as well as doing personal research.

Presenting data was a steep learning curve and very beneficial, but if I want to reach the chartered fellow stage, I need to understand how to make data meaningful and analyse metrics, using SPC charts and understand how NHS Wales make data count. Learning will be achieved through a workforce Information mentor, reading publications to develop my people analytics skills.

From: Lisa Gostling (Hywel Dda UHB - Director of Workforce & OD (Organisational Development)) <Lisa.Gostling@wales.nhs.uk>
Sent: 06 January 2022 08:51
To: Amanda Glanville (Hywel Dda UHB - Head of Workforce Education & Development) <Amanda.Glanville@wales.nhs.uk>; Christine Davies (Hywel Dda UHB - Assistant Director of Organisation Development) <Christine.Davies11@wales.nhs.uk>; Steve Morgan (Hywel Dda UHB - Deputy Director of Workforce & OD) <Steve.Morgan2@wales.nhs.uk>; Annmarie Thomas (Hywel Dda UHB - Assistant Director of Workforce & Organisational Development (Resourcing & Utilisation)) <Annmarie.Thomas@wales.nhs.uk>
Subject: RE: Equitable Access to Training Report

Hi Amanda

I think this is excellent. I'd like to share the final product with the execs before we send to the People and OD Culture Committee so can you tell me when you're ready for that. This is a very detailed analysis and certainly demonstrated inequity.

Would be good to talk it through.

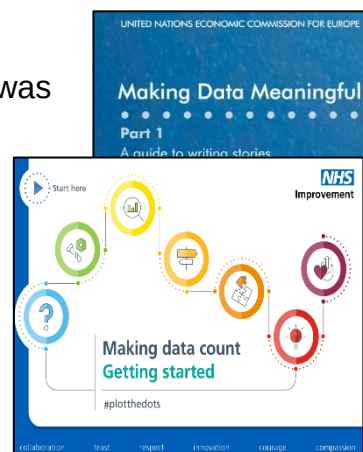
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Passion for learning
CORE BEHAVIOURS
Visibly role-model your own continuous professional development and promote a learning culture



Putting CIPD Learning into practice

Performance is Key!

Description



I manage four senior managers, each managing a function. Despite having overlapping priorities, they worked in isolation. The underperformance and conflict within the SLT impacted the wider team and resulted in lack of achievement.

Using people management skills to improve communication and clarify expectations, structured meetings were set up. I provided opportunities for training and discussion about what's good and bad, building relationships. Positive language influenced them, using persuasive vocabulary. I linked strategic objectives, allowing them to overcome the 'blinkered approach'.

The SLT and teams needed to understand the vision and strategic objectives. Never been managed by performance metrics before, I did a series of 'Driving a Learning Organisation Meetings', demonstrating that I could inspire others, meeting the standards of the CIPDPM (CIPD, 2021).

Inspire others through a compelling people vision which shares the broad meaning and purpose of work

Where one manager lacked the ability to carry out their role effectively, performance management and difficult conversations led to instigating the capability process, using organisational policy. Recognising they were out of their depth, and using the adult-to-adult approach, we agreed moving to a less senior role within the team. I managed this compassionately, whilst then additional support to maintain motivation, especially as a new manager was replacing them. Recognising this was for less pay, I managed this in line with organisational policies, setting up meetings with finance and pensions to ensure they had all the facts.

Next, I studied how the wider teams interacted and worked towards their objectives. I looked at team management and identified managers of each function had different levels of experience, management skills and the expectations. In addition, poor performance had been overlooked, causing friction within the teams. I worked on building teams, offering support and developing a whole team approach.

I met individuals, carrying out a face-to-face appraisal, providing the opportunity to discuss performance. Recognising these focus on fact and not subjective opinion (CIPD, 2020), I asked open coaching style questions, allowing them to identify their own performance levels. Where this didn't naturally occur, I used directive language.

Putting CIPD Learning into practice

The SLT now collaborate, using colleagues to test new ideas, whilst supporting each other. They recognise each other's strengths and areas for development, providing support and encouragement. In terms of how this impacts me, deadlines are now met, they are innovative and the L&D Team are thriving!

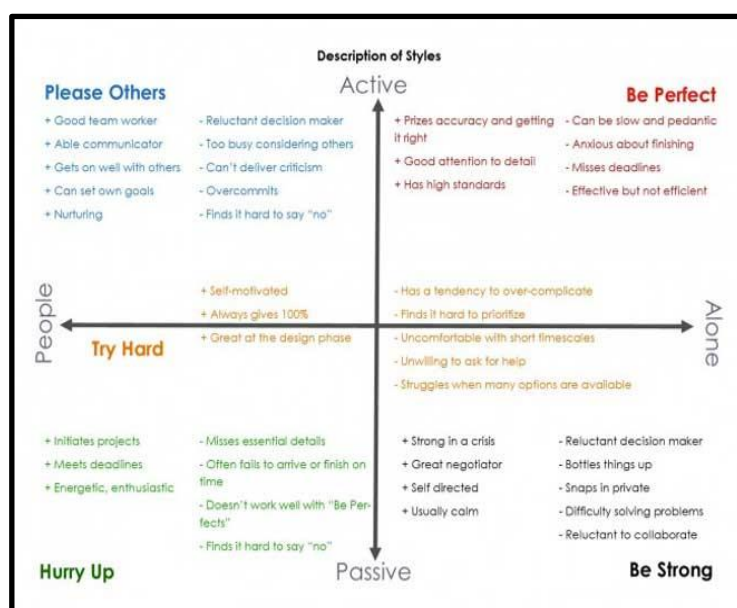
Feelings

I was learning on the job and through an academic qualification. This proved to be pivotal in my development to manage this situation.

I knew I was going to have some difficult conversations with the poor performer and as I was going to discuss the capability policy, I was aware this could have come across as bullying. Gennard and Judge (2010, p485) identify bullying as "offensive, intimidating malicious or insulting behaviour, an abuse of power through means intended to humiliate, denigrate or injure the recipient". This was not my intention, so gave me the confidence to proceed.

Their lack of collaboration impacting my health and well-being as I would try and fill the shortfall to ensure departmental objectives were met due to my 'Be Perfect' and 'Try Hard' motivational drivers identified through self-assessment as part of my CIPD journey (Totem, 2019). I feel that this is something I need to personally manage.

This may have provided uncomfortable situations in the early stages, especially as performance issues had not been addressed, but on reflection, I believe all individuals come to work much happier in their role and accept each other's flaws.



Evaluation

I'm not normally dictatorial, but in this case, I needed to draw a line in the sand! Power and authority provided a framework for me to manage the team (Clegg, et al., 2008). Being coercive is seen as a source of power, but I am not comfortable with this in most circumstances as it can be seen as bullying, dominating and reduces trusting working relationships (Fontes, 2019). I would argue my sources of power came from information, affiliation and group relationships (Benfari, et al., 1986). I was able to provide reassurance that I would investigate some of the issues, using authority and by tackling some of the smaller issues first, allowing me to win them over.

Through completing the Leading and Managing People Module, I studied behaviour and motivational theory. The FIRO (Fundamental Interpersonal Relations Orientation) model considers behaviours, feelings and self-reflection for managers. I gave structured feedback, identifying issues, providing them the opportunity for self-assessment against the FIRO levels. This led to away days, group activities and setting collective objectives.

Difficult conversations demonstrated my emotional intelligence and ability to manage my own emotions, which is an essential management skill (Goleman, 2005).

Putting CIPD Learning into practice

I encouraged opinions, leading to greater challenge, neutralising the balance of power which resulted in uncomfortable conversations (Paul, et al., 2013), taking me out of my comfort zone into the 'Growth Zone'

Conclusion

My focus was building trust, considering team dynamics rather than conflict management. On reflection, although it was a successful outcome, I need to assess the use of conflict models. In addition, I focussed on the need to achieve deadlines. I question in future how I can use performance data to drive improvements.

In addition, although I used lots of performance management strategies, I didn't evaluate their impact specifically. I felt I wanted to try models, but in future, I should focus on depth and not trying to practically apply all my learning at once.

Action Plan

To be more effective in future, I need to consider the impact of different performance management approaches, and how performance management data can be used to drive improvement, highlighted in the CIPDPM. For this learning, I will use CIPD resources relating to changing trends in performance management and read the CIPD report 'Could do better?'.

Throughout managing the team, I felt that I was forever in consultation with staff or negotiating and felt that I was doing this without any framework. This was an identified learning need, which I have located a course to attend, CIPD resources and a mentor.



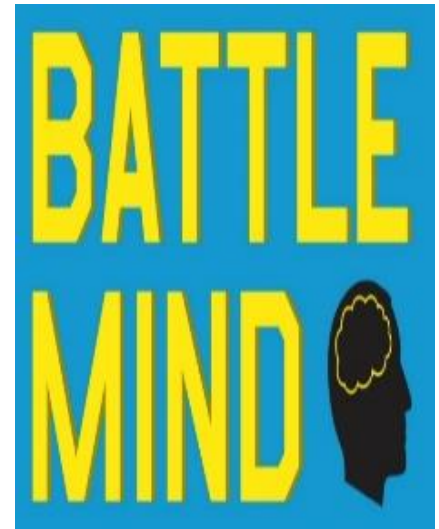
Covid-19 Changed Me!

Description

I went from being a manager known for a coaching style leadership to using more of a dictatorial approach! I didn't like what I had become and this impacted my own well-being. I feel this was my most reflective journey in my career.

In peak covid, staff were afraid, reactions including fear and panic. Where individuals previously worked with a high degree of autonomy, they craved direction so I transitioned to a battle style leadership, known to allow individuals the ability to deliver extraordinary performances (Wedell-Wedellsborg, 2016). I had become more dictatorial.

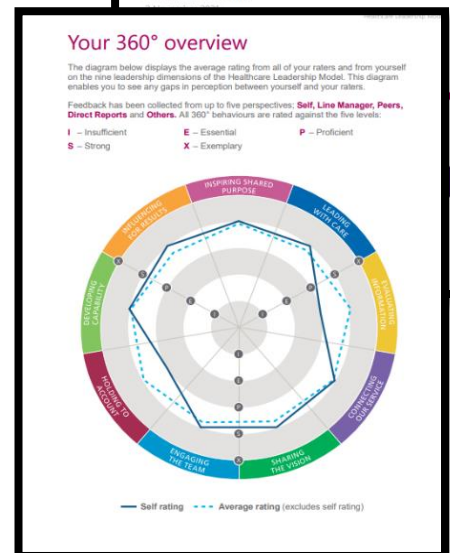
To support my transition back to my previous management style I went through a period of reflection.



Being self-critical meant that I was questioning not only my leadership style, but my ability to carry out my role. All the reflection led to me accessing an external coach, providing the opportunity to work through some of my personal beliefs. Discussions identified

behaviours of imposter syndrome, so having not studied this, I completed a course as one of the ways of overcoming this was acceptance (LinkedIn Learning, 2020).

I considered my own self-awareness by using Johari's window, recognising that the aim is to expand my open quadrant (Fiuza, 2018). By gaining constructive 360° feedback from my team, colleagues, manager and stakeholders, this reduced my blind spot and improved my self-worth.



Putting CIPD Learning into practice

ENFP: The Champion
Extraverted, Intuitive, Feeling, Perceiving



To truly understand my personality, I used the Myers Briggs Type Indicator (MTBI), identified as an ENFP type. I could genuinely relate to the description, known for being enthusiastic and imaginative. Known for wanting affirmation, this reflected my current state.

I evaluated my own professional identity, which can impact other people's perception, which can lead to problems executing the role (Ibarra & Deshpande, 2007). Involving assessment of skills, knowledge and behaviour (Fitzgerald, 2020), I am aware that my bubbly personality strives to uplift others, my values linked to everyone having the same opportunity and being very emotional and wearing my 'heart on my sleeve', which furthermore expands my open quadrant using Johari's Window.

Carrying out this intensive period of self-reflection, my leadership style began to revert to a coaching style, thus demonstrating a successful outcome.

Feelings

As Covid-19 became normalised, I hated the manager I had become. I care what the team think of me and although it was necessary during a crisis, this impacted how I thought I was perceived. From the 360° feedback it made me realise how I focus on the negative comments. Despite great feedback, my focus was on developmental areas.

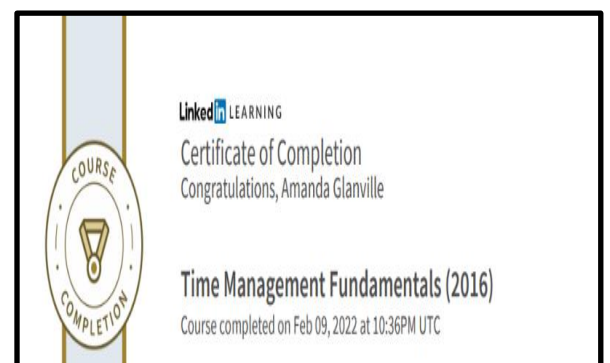
My manager and colleagues offered praise through my performance appraisal, monthly one-to-one meetings and work submitted was always recognised for being of a high standard. How could I then worry about my performance? Having taken the time to explore Imposter Syndrome in more detail, I was relieved with how common this was and realised it was not the lack of ability to do the job it was the lack of time and pressure I put on myself!

I feel now that my relationships with my peers, manager and staff have improved as well as my confidence and my general happiness at work.

Evaluation

Poor time management is a contributory factor to imposter syndrome (Forbes, 2020). Where I always prided myself on being able to multi-task, I identified I was switch-tasking, which not only is ineffective, it reduces quality of work due to lack of focus (Dierdorff, 2020).

I knew I needed to think about how I managed myself more effectively but having been working in an environment of panic v's perfection, I needed to consider how I intended to lead and influence the team effectively. The Leading Managing and Developing People Module instigated this reflection. Likert's identified two behavioural approaches, namely task-oriented and relationship-oriented (Likert, 1961). I thought about the relationships I built during the pandemic and considered my approach. Despite feeling that I had been task-focussed, I am a relationship-orientated leader, as my team trusted me and I certainly cared about them, which are two characteristics of this behaviour (Watson, BSBL).



Putting CIPD Learning into practice

Conclusion

I wonder if by being open and honest about how I was feeling, did this impact people's perception? I learned a lot about myself and how I can recognise similar traits in others. My learning will help me identify opportunities to develop other managers and staff who lack confidence in their role.

Once aware of imposter syndrome, this is not something that disappears overnight, so I must accept that as I learn a new skill, overcome an obstacle or deliver exemplary work, this will increase my self-belief. Nearly a year later after a journey of pure reflection, I can see my leadership style has reverted and confidence has increased.

My last thoughts are about building resilience. How has this impacted others? I need to consider how we build resilience within the workforce and how we build coping strategies to deal with stress, burnout, and fatigue. This is the area of the CIPDPM that I have identified as a skills-gap.

Action Plan

Whilst I have already made full use of learning opportunities, this has made me consider the wellbeing of others. I applied a large proportion of theory and have significantly benefitted from wider reading. I need to evaluate how I manage the stresses of my team, building a resilient workforce. To achieve this, I will complete a course on developing mental toughness, carry out learning using CIPD resources and undertake further reading on stress management approaches.

My team were dealing with various stakeholders. One skill I lacked was the ability to coach them through dealing with conflict and therefore identified as a learning need. I need to do some further reading to overcome of specialist text, CIPD resources and complete the assignments towards my ILM Level 5 to embed knowledge.

Right Sizing Achieves Strength

Description

Newly appointed as Head of L&D, I was asked to scope out a new proposed structure and submit a business case to gain financial agreement from the Executive Board, growing capacity within the team to support strategic objectives and create development opportunities for the workforce. So, here I was, new role, new department and literally no time to get used to the way things worked but needed to produce a business case!



Putting CIPD Learning into practice

Overall Plan



I started with an overall plan, considering external and internal expertise. I used various decision-making tools to make sound and justifiable decisions, which provided credibility in my business case.

I collated information to demonstrate the increased workload, thus identifying reduced capacity for growth. I collated financial information relating to current staff salary spend, scrutinising current staffing to identify budgetary increases due to staff long-service and calculated financial commitment of new roles including on-costs. I interpreted the accounts to understand which budgets impacted and where externally funded posts could be created. This highlighted the need for a £570,000 investment. Using internal expertise, I was able to identify what impact the investment would make on the organisation, including providing a commitment to improve the current service.

Year	Higher Awards applications	Study Leave applications	Induction	Training attendance
2016/17	127	1330	1,556	29,472
2017/18	289	1995	2,502	76,964
2018/19	378	2784	3,556	90,854

Education & Workforce Development £571,000	
Activity with additional financial investment	Activity if provided with current resource
• Full transition to ESR learning management system • ESR e-learning support programme • Expansion of grow your own programmes • Begin integrated training provision • Improved volunteering experiences & volunteers' capacity • Increased apprenticeship programmes • Improved education facilities across HB footprint • Improved induction and local training • Training needs analysis in place • Enhance HCSW development programmes • Employability Programmes • Management development programme • Customer service programme • 'Reach Your Potential' programme • Exemplar 26 week onboarding programme, supporting retention including career development • Digital Learning team to offer support to HB to develop resources available at point of need	• WG standards for mandatory training & PADR • Begin to develop partnerships with partners • Provide work experience as per current programme linked to capacity • Oversee study leave programmes • Monitor and evaluate mandatory training provision and change as deemed appropriate with service • Continue with existing induction provision

Through identifying a vision and assessing all options, the business case was submitted by the agreed date.

Putting CIPD Learning into practice

I was delighted with the outcome! A successful business case and I was recognised for my vision. I also demonstrated that I had increased my competence towards the CIPDPM by planning and delivering a project and identifying risk to deliver outcomes.

Chartered Member level
How to plan and deliver a project, and manage risk, resources and interdependencies to deliver outcomes

Contents

1. Executive Summary.....	1
2. Business Overview.....	3
3. Education & Development Opportunities.....	6
4. Marketing New Education and Development Opportunities.....	9
5. Operational Impacts.....	14
6. Workforce & Organisational Development Requirements.....	20
7. Financial Forecasts.....	26
7.1 Annual Workforce Expenditure.....	27
7.2 Resources.....	29
8. Communication and Implementation.....	33
9. Evaluation.....	36
10. Summary of Recommendation.....	38

Feelings

I was nervous! Thoughts whirled around in my head and this made me more aware of how vital planning was for success. Having never restructured a department before, I knew this was going to be a challenge, but also an opportunity for me to demonstrate my ability.

I had to make decisions that would have a considerable impact on the department! I considered how I was perceived, but interactions suggested my ability to mask my true feelings meant I retained the confidence of my team.

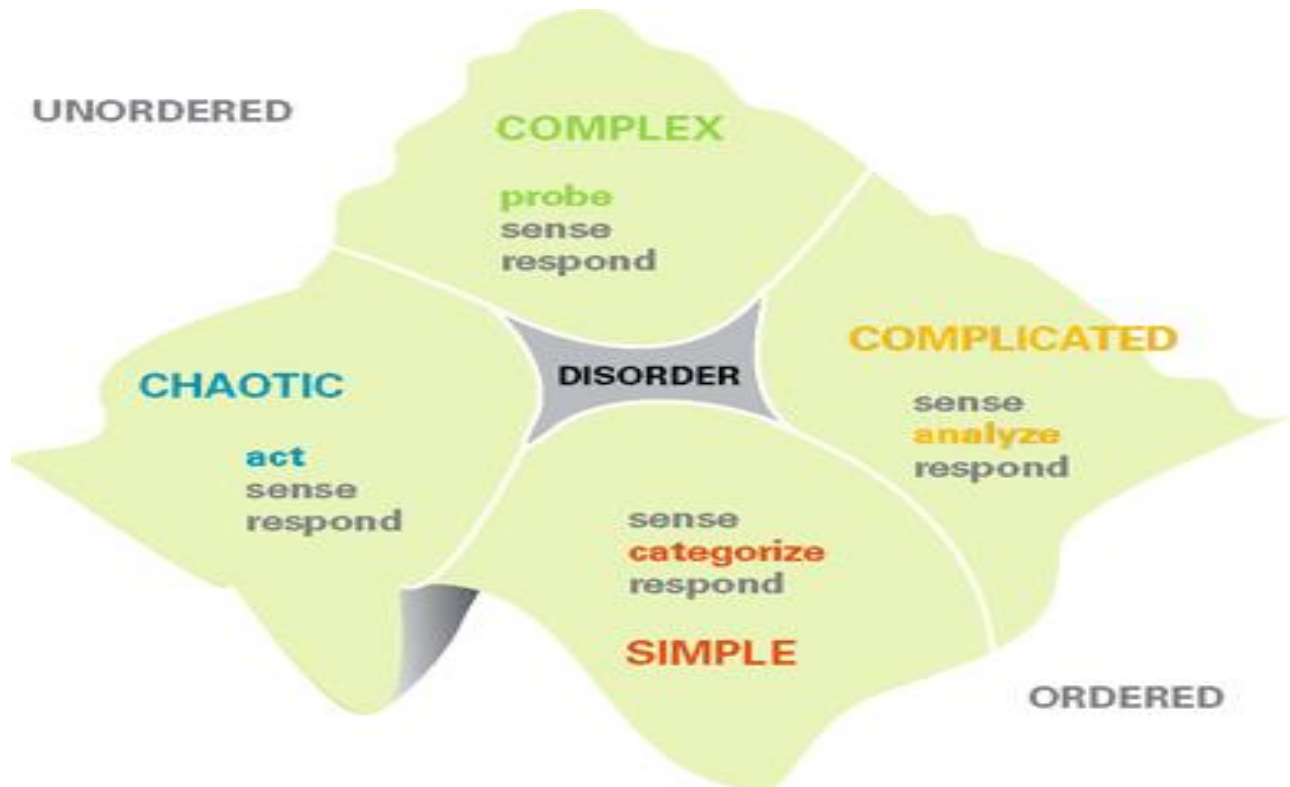
What if I ask for too much money?

What if I can't deliver what I said I could with the new resource?

What if this creates increased pressure for my team

Putting CIPD Learning into practice

Evaluation



The models covered as part of my CIPD allowed me to manage my time effectively. A complex task and competing priorities provided significant challenges. The Cynefin Framework allowed me to diagnose the situation and respond (Snowden & Boone, 2007). My direct reports were given the autonomy to manage simple problems and collate simple data, allowing me to provide immediate solutions to chaotic problems. The additional capacity in turn allowed me to analyse and probe complex and complicated issues relating to financial costings, managing multiple budgets and assessing where external funding could provide additional resource.

The Vroom-Yetton Decision-Making Model, can be used in a changing environment, recognising the situation (Mindtools, 2019). Limited knowledge meant I chose 'Group Decision-Making' as managers were expected to lead teams and they knew the organisation, challenges and it re-affirmed I valued their contribution. This worked well with a unanimous result.

Another success was the use of the use of the 'Six Thinking Hats', considering problems from several perspectives, reducing bias (De Bono, 1985). Options identified were discounted by everyone considering the 'black hat', identified risks and the 'green and yellow hat' made it clear of the benefits.



Putting CIPD Learning into practice

Conclusion

From a financial perspective, I produced basic costing, demonstrated my ability with budgetary planning, significant skills-gaps still exist. Ideally, I should have invested time prior to writing the business plan on understanding financial forecasting in greater depth.

I really struggled using the 'QlikView' financial software, impacting my ability to analyse data and it did not provide detail of how I would demonstrate return on investment in sufficient detail.

This demonstrated my ability to assess current and future capability needs, as identified as a competency within the CIPDPM as well as

Chartered Member level

How to assess current and future capability needs

Action Plan

Considering the CIPDPM, business acumen is a core knowledge standard and therefore I need to upskill on how to contribute to business performance by reviewing and forecasting spend and calculating return on investment. To improve, I need to identify a mentor, use resources from the CIPD and analyse resources on workforce reporting. I will listen to a podcast on how HR can influence strategy through data.

I questioned how we considered ethical decision making. Did we consider demographics and impact on existing workforce? For this reason, I identified I need to understand how I ensure ethical decision making and how mindsets influence data.

Putting CIPD Learning into practice

Development Plan

Learning Need	Action	Resources/support	Measuring Success	Planned Date
Learn how to manage workforce stress management	- Developing Mental Toughness in yourself Course - Read CIPD workplace stress guides to preventing stress and managing behaviour - Read Stress Management in the Workplace	LinkedIn Membership Library access CIPD Resources	Confidently manage stress within workforce	09/2022 11/2022 02/2023
Establish frameworks and mechanisms to support a culture of effective consultation and negotiation	- Course on the foundations of negotiations and consultation - Read CIPD resources on communication and consultation - Read Consultation at work - Work shadow WF&OD Director during consultation	LinkedIn Membership Library access CIPD Resources	Positive feedback following work shadowing confidently carry out consultation and negotiation	03/2023 08/2022 08/2023 09/2023
Understand different ethical perspectives, and how different mindsets and values influence internal and external decision-making	- Read CIPD Resources on Ethical practice, Perspectives of ethical decision making, culture and behaviour - Arrange a series of 1-1 session with Director of OD to discuss learning and how to practically apply - Complete course on Internal and External decision-making, an ethical perspective	LinkedIn Membership Library access CIPD Resources	Ability to confidently apply ethical perspectives to decision making	10/2023 11/2023 09/2023
Learn to enable others to resolve conflict and build trust through coaching	- Read The Coaching Manual - Completion of ILM L5 Coaching and Mentoring - Request relevant coaching clients to practice	ILM Registration Library access	Submission of portfolio Positive feedback from coaching clients	08/2023 10/2023 10/2024
Learn how to manage multiple budgets, reporting spend V's ROI	- Finance Mentor for 1-1 support of how to calculate ROI - CIPD resources on workforce reporting - Podcast: Wow HR can influence strategy through data. - Training on QlikView	Access to Finance Mentor Access to podcast	L&D able to demonstrate model to present ROI Proof of managing complex budgets Confident using QlikView	04/2022 08/2022 07/2022 05/2022
Learn how to make data meaningful and use this to now analyse metrics, KPI data, using SPC charts and understand how	- Arrange a specialist mentor - Study the NHS Wales make data count report - Attend NHS Wales 'Make Data Count' Event. - Read 'Making Data Meaningful' Guides – Part 1&2 - CIPD resources on solving business problems through people analytics	Publications listed Mentor from Workforce Information Team Financial Commitment for course attendance	Feedback from submission of senior reports Ability to present data confidently on request	08/2022 07/2022 09/2022 10/2022 06/2022
Identify performance management approaches, and how PM data can be used to drive improvement	- Video: Changing trends in performance management - CIPD Research report Could do better? Assessing what works in performance management - Regular 1-1's with Head of People and Culture	CIPD Resources Specialist Mentor	Ability to confidently discuss performance data in written communication and meetings	08/2022 10/2022 10/2023
Confidently be able to adopt Project management approaches for research projects	- Attend dissertation tutorials and discuss planning requirements - Further research using Research Methods Textbook - Course on managing large scale projects	LinkedIn Membership Library access CIPD Resources	Meeting dissertation deadline Production of detailed project plans	10/2022 12/2022 09/2022
Update CIPD membership on completion of CIPD Level 7 to Chartered Member Grade	- Review the CIPD Resources to refresh knowledge of process for upgrade - Access mentor to support membership progression.	CIPD Resources Chartered Fellow Membership Standards	Achieved Chartered Member Grade	09/2022 12/2022

Putting CIPD Learning into practice

Bibliography

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