Developing Professional Practice in Human Resources

Activity 1

Name: Jessica Krelle

CIPD Membership Number: **54071923**

Date: 13/01/2020

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: 

Date: 13/01/2020

Introduction

The following activity contains information relevant to the CIPD Level 5 course to demonstrate my knowledge and understanding of the programme of study. This includes the timetable, the quick links on the website, the qualification framework, the handbook, the distance learning guide, the student codes of conduct, the turnitin guidance and the university induction questionnaire.

1. Timetable

This is the timetable for the CIPD Diploma in Applied Human Resources which demonstrates that dates that I am required to attend from start to the end of the programme. It also includes the name of the module which allows me to prepare and read around the subject prior to the lecture. It also provides all submission dates for assessments to allow me to plan and organise my time alongside work commitments. It also provides information on the method of assessment. I was able to utilise this timetable to make arrangements with Bluestone as to when I would not be present at work and when I may need support regarding assessments.

Timetable – CIPD Diploma in Applied Human Resources 2019-2021

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
25th September 2019	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
23rd October 2019	Using a Research Approach in HR	5CIHR	BMPD5002	Part One - 18/11/19 Part Two – 29/6/20	Part One - Written response. Part Two - Research Report
20th November 2019	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	13/1/20 plus submission of updated Personal Development Plan on 24/5/21	Portfolio of Evidence
4th December 2019	Understanding the Contemporary HR Function	5CMHR	BMPD5003	17/2/20	Slides and notes pages
22nd January 2020	Understanding the Business Context of HR	5CBIC	BMPD5001	16/3/20	Written report, analysis notes
19th February 2020	Understanding Employment Law	5CELW			
18th March 2020	AM: Understanding Employment Law PM: Recap on Research Report	5CELW	BMPD5004	27/4/20	Written answers to questions
22nd April 2020	Understanding the Management of Employment Relations	5KCER	BMPD5008	25/5/20	Written answers to questions
20th May 2020	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	14/9/20	Slides and notes pages
24th June 2020	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	14/9/20	Portfolio of Evidence
8th and 15th July 2020	*Skills Workshops – only attend if advised by Alison Williams*				
16th September 2020	Understanding Employee Engagement	5KEEG	BMPD5007	19/10/20	Briefing paper
14th October 2020	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	9/11/20	Portfolio of Evidence

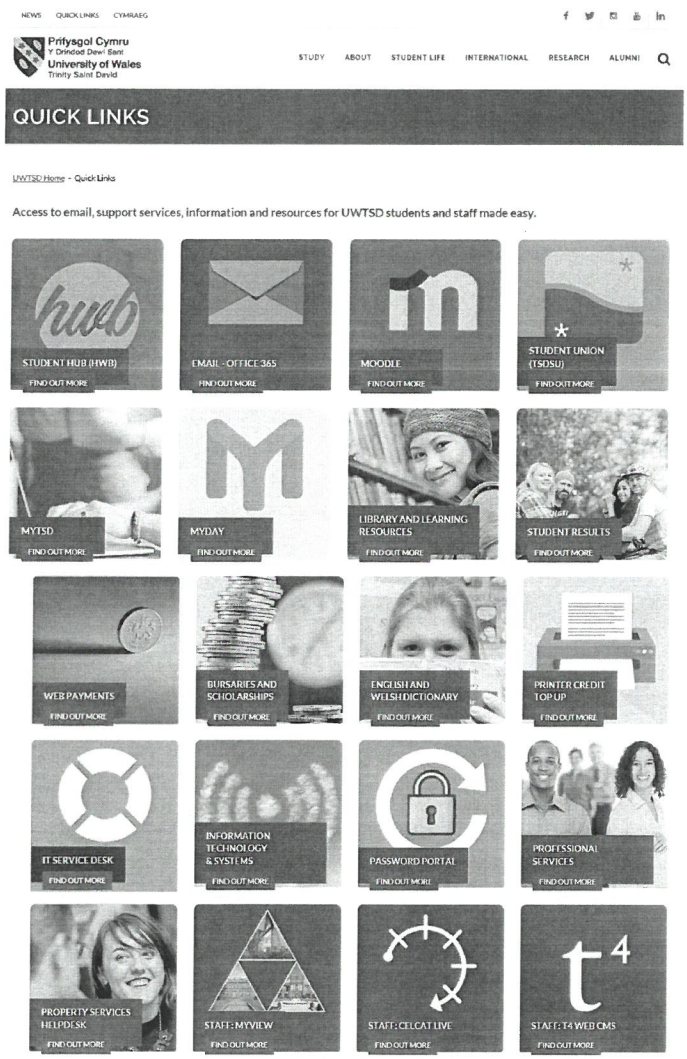
11th November 2020	Understanding the Management of Change	5KMOC	BMPD5010	11/12/20	Slides or screen shots with notes pages
9th December 2020	Contributing to the Management of Change	5AMOC	BMPD5015	18/1/21	Portfolio of Evidence
13th January 2021	Understanding Coaching and Mentoring in the Organisation	5KDCM	BMPD5009	15/2/21	Briefing paper
10th February 2021	Contributing to Coaching and Mentoring in the Organisation	5ADCM	BMPD5014	15/3/21	Portfolio of Evidence
10th March 2021	Understanding Resourcing and Talent Planning	5KRTP	BMPD5005	19/4/21	Written answers to questions
21st April 2021	Contributing to Resourcing and Talent Planning in the Organisation	5ARTP	BMPD5011	24/5/2021	Portfolio of Evidence
12th May 2021	Developing Professional Practice	5CDPP	BMPD5000	24/5/21	Personal Development Plan Update

NB: In order to graduate in July 2021, all work must be submitted by 24th May 2021.

Document updated on 31.7.19

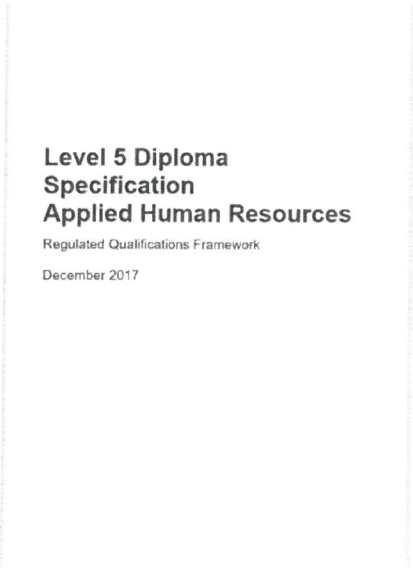
2. Quick Links

This is a useful tool and provides quick access to the student HWB – this provides links to useful tools, support and guidance and can also be accessed via an app. This includes the college timetable, access to student email, one drive which is a place to store work, it also has access to moodle and the library. It also informs you of your balance for utilising the library to print. The quick link page also provides access to your student email – where we are notified of our assessment feedback, moodle where all of our course information and resources are located and where we go to submit work. It also provides links for advice and guidance and library/learning resources.



3. Qualification Framework

This is useful for any information relating to the course such as the course objective, the total qualification time, assessments, credit transfer, exemtions and recognition of prior learning. It also has in depth information on the units and the purpose and aim of the units, who they are suitable for, the learning outcomes, the guided learning hours, the unit contents and the unit assessments.



Level 5 Diploma
Specification
Applied Human Resources

Regulated Qualifications Framework

December 2017

4. Programme of Study Handbook

This is useful information on further detailed information about the course, and further information about the Apprenticeship. It also provides information on the university attendance policy and university codes of conduct. It also provides information on unfair practice and plagiarism. It signposts to further support.



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

PROGRAMME OF STUDY HANDBOOK

CIPD Diploma in Applied Human Resources

Level 5

INSTITUTE OF MANAGEMENT AND HEALTH

2019-2020

5. Distance Learning Student Guide

This is useful information regarding our course of study as whilst we are in university one day a month, the reminder of the time and all of our assessments are to be completed as distance learning. This handbook provides additional information around procedures, regulations and support systems in place with the university.

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

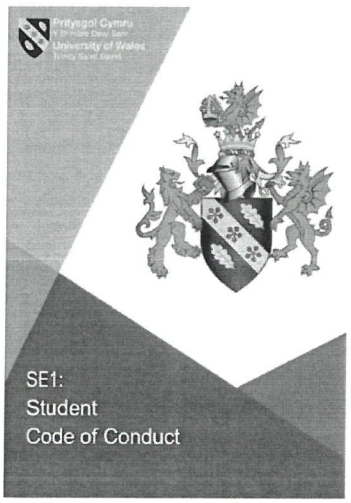
University Regulations

Distance Learning
Student Guide

September 2018

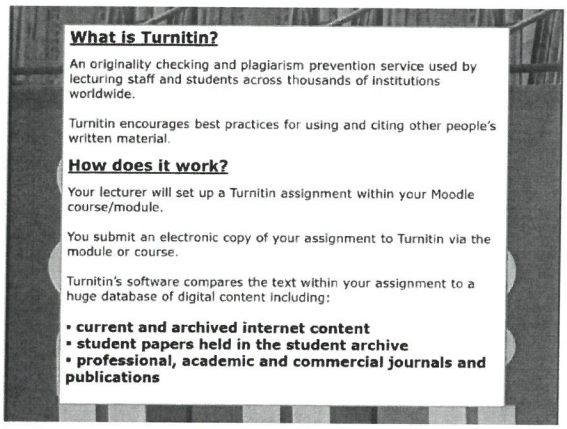
6. Student Code of Conduct

This code of conduct is useful to understand what is expected of me and my behaviour and what the next steps are should this be breached.



7. Turnitin guidance

This is useful to understand how to submit assessments and also to understand the similarity scoring that we are able to utilise prior to submitting an assessment to ensure we have paraphrased and referenced correctly.



8. Induction Questionnaire

This was useful to complete during our university induction on our first day, and was completed throughout the day. This covers all the key information surround the programme .

Induction Questionnaire

Diploma in Applied Human Resources

September 2018/9

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Once a month on Wednesdays at UWTSD Carmarthen Campus 930-1630
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	Sept → 4/12/19
4.	What is Moodle?	Online page to access resources and submit work
5.	What is Eduroam?	Wi-fi
6.	What is Turnitin?	To submit work and check similarity score
7.	Do you know when you are required to hand in work?	Deadlines set and on moodle
8.	What is the core text for this programme?	'Studying HR Management' + 'People + Organisation'
9.	Do you know how to access the library catalogue?	'Hwb' on quick links
10.	Do you know who to go to if you have a question/concern about the course?	Julie Thomas Alison Williams
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?	Yes - £130 annually
15.	What support is available for study skills?	Student Support Service
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 the student handbook and time-table?	Yes
20.	What academic level is this qualification?	Level 5 diploma

Name: Jessica Krelle

Signed: Jkrelle

CIPD Membership Number (to be added when available): 5407923

Signature of Lecturer:

Date:

Developing Professional Practice in Human Resources

Activity 2

Name: Jessica Krelle

CIPD Membership Number: **54071923**

Date: 13/01/2020

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: 

Date: 13/01/2020

Executive Summary

This report provides an analysis of the CIPD HR profession map and how the professional areas and bands define the profession. This report also analysis why the behaviours defined within the HR profession map are essential to being an effective HR professional. Methods of analysis include reviewing the profession map and other literature to fully understand the HR profession.

The findings include definitions of the eight behaviours, 10 professional areas and four bands of professional competence defined within the profession map.

To conclude, the HR profession map defines how versatile the HR profession is and provides clear clarification on what the profession entails, the levels of competence and also the behaviours that are essential in maintaining HR as a professional line of work.

This report recommends that HR professionals should continue to use the profession map. This should be utilised to identify development needs and creating development plans. It should also be utilised with ongoing continuous professional development and the behaviours should be the basis of practicing HR as a profession.

Introduction

The aim of this report is to explain how the professional areas and behaviours specified within the CIPD HR profession map define and are essential to being an effective HR professional. The objective of this report is to identify the eight behaviours, 10 professional areas and four bands of professional competence and to analyse their importance for the profession and individual professionals.

Report

The HR profession map is created from a vast amount of evidence based research and can be viewed as an overarching competency framework for those working within the HR profession (Taylor and Woodhams, 2016). The map encapsulates and defines what successful and effective professionals deliver in all aspects of the profession, setting out the requirements in their skills, behaviours and knowledge (CIPD, 2013).

The CIPD profession map was first published in 2013. Since this time, the map was updated to reflect the ever changing world of work and the roles and capabilities required of HR professionals to have the greatest impact. The new map was published in 2018 encompassing this. This report will focus on the 2013 version of the profession map, which is made up of three main sections; The professional areas, the behaviours, the bands and transitions.

Firstly, there are 10 professional areas defined within the profession map. Within this are two core professional areas – insights, strategy and solutions and leading HR which has relevance to all professionals at any career point. Insights, strategy and solutions consists of the knowledge, skills and behaviours that are required to have greater understanding of the business, which are then utilised to ensure HR professionals are solution and future focussed. Leading HR is based around being a role model and ensuring the greatest impact. There are an additional 8 professional areas that sit alongside these 2 core areas where HR adds value. These include; Organisational design, Organisational development, Resourcing and talent planning, Learning and development, Performance and reward, Employee engagement, Employee relations and Service delivery and information. This list demonstrates the diversity of the HR profession (CIPD, 2013).

The map defines what is required for a professional to achieve, named the activities. It defines professional competence within four hierarchal bands, and defines how you would transition to the next band in terms of development. The four bands define each stage of an individual's HR career highlighting the competence of that individual. This is defined by the contribution that is made at each career stage and support HR professionals with a clear development pathway. The bands are defined specifically by the relationship between HR professionals and it's clients i.e. Band 1 would deliver the fundamentals of HR practice, band 2 would be an advisory role, band 3 would be a consultant and band 4 would be a leadership role. It is also defined by the focus of activities undertaken and where HR professionals spend their time. It is also defined by the services that are provided to the client and how this contribution is measured (CIPD, 2013).

The professional map also defines the professional behaviours and standards necessary when undertaking the activities mentioned, these are also placed into four bands of competence and detail contra indicators to define the negative behaviours . The behaviours within the profession map define how activities should be carried out by a HR professional. Each behaviour is in line with the four bands of professional competence to ascertain what level of behaviours should be demonstrated depending on the level of responsibility and role (CIPD, 2013).

The first behaviour is listed as 'curious' – defined as keeping an open-mined and focussing on the future, seeking out ways to add value. An example of this would be supporting a business investigation, and making recommendations back to the business. The second is 'decisive thinker' utilising information to influence recommendations and decisions. An example of this could be monitoring attrition data and leaver feedback to recommend retention strategies to senior management. The third is 'skilled influencer' – having the ability to gain commitment and support. An example of this would be when delivering a change management programme, working with management and employees through a restructure and potential redundancy scenario. The fourth is 'personally credible' – adding value from commercial and HR expert knowledge. An example of this could be giving advice and guidance to management on dealing with a sensitive employee grievance. The fifth is 'collaborative' – having the ability to develop interpersonal relationships. An example of this would be running specific focus groups following feedback from an engagement survey. The sixth is 'driven to deliver' – determined and resourceful delivering the best results. An example of his would be commitment to seeing an activity through, despite obstacles that may be faced such as a culture change programme. The seventh is 'courage to challenge' – challenging others and the confidence to speak up skilfully. An example of this may be being the voice and advocate for the company employee consultative group, there may be points or feedback that senior management may defend, and a HR persons role would be to negotiate. Lastly, 'role model' – having the ability to lead by example. An example of this would be dealing with personal employee matters sensitively, confidentially and professionally (CIPD, 2013).

Supporting the professional behaviours specified within the profession map, another relevant theory to those working within HR is professionalism being characterised by the quality and approach individuals take on the work they carry out. According to Taylor and Woodhams (2016), this definition of HR professionals can be summarised into four concentric circles; Managing self, managing in groups/teams, managing upwards and managing aTocross the organisations. At the core of this definition is managing self, highlighting the importance of professional behaviours , and without this discipline, HR professionals would be unable to fulfil the 3 counter areas.

Conclusion and recommendations

To conclude, the HR profession map defines how versatile the HR profession is and provides clear clarification on what the profession entails, the levels of competence and also the behaviours that are essential in maintaining HR as a professional line of work. HR professionals should continue to use the profession map. This should be utilised to identify development needs and to create a

development plan. It should also be utilised with ongoing continuous professional development and the behaviours should be the basis of practicing HR as a profession.

Bibliography

CIPD. (2013). *CIPD Profession Map*. [online] Available at: https://www.cipd.co.uk/cipd-hr-profession/cipd-hr-profession-map/default.html [Accessed 2 Jan. 2020].

CIPD. (2013). *Bands and Tranisitions | CIPD*. [online] Available at: https://www.cipd.co.uk/learn/profession-map/2013-profession-map/bands-transitions [Accessed 2 Jan. 2020].

CIPD. (2013). *Behaviours | CIPD*. [online] Available at: https://www.cipd.co.uk/learn/profession-map/2013-profession-map/behaviours [Accessed 3 Jan. 2020].

Taylor, S. and Woodhams, C. (2016). *Studying human resource management*. London: Chartered Institute of Personnel and Development.

Developing Professional Practice in Human Resources

Activity 3

Name: Jessica Krelle

CIPD Membership Number: **54071923**

Date: 13/01/2020

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Signed:

Date: 13/01/2020

Introduction

This activity requires me to demonstrate my knowledge and experience on the following;

- Plan, implement, monitor and evaluate work projects
- Apply basic techniques for analysing and resolving problems
- Apply methods for influencing, persuading and negotiating with others

In order to run a project successfully, all aspects of the project should be considered. With this in mind, there are traditionally five stages to a project management process.

- Step 1 Project initiation and conception - Some may argue this is the most critical phase as the objective is to identify the reasoning behind the project and the feasibility. The business case will set the tone for the project. This is usually achieved through a project brief that discusses the purpose and needs of the particular project against the business need or problem that needs solving. This is vital in aligning involved parties and stakeholders, ensuring everyone is in agreement.
- Step 2 Planning - This stage is where the detail from start to finish will lead the project team through the execution, performance and closure stages of the process. This project plan will need to cover the scope, estimation, workflow and process, team role and responsibilities, key project milestones, approval processes and an overview of how it will happen and within budget. It is also important to consider a communication plan, particularly if there is a large team or if stakeholders work outside of the organisation. Within this should be set expectations of how communications will happen and what they need to provide or will receive, including dates of updates or meetings. Another consideration is a risk management plan, which will identify risks and how they might be avoided. Risk management will be prevalent throughout the project and it would be helpful to keep this on a status report so all involved parties can contribute.
- Step 3 Project execution - This is generally the longest stage as it is where the actual work of the project is done. The leader of the project will predominantly be guiding through the milestones, having inputted vastly in the previous stage. This stage of the process, the project manager will be managing budgets, timelines, resources, changes, risks, quality management, communications and facilitation. Having a single platform to track all of these focuses is particularly useful such as a gantt chart – a visual view of tasks scheduled over time.
- Step 4 Project monitoring and control - This stage of the process focuses on ensuring the project continues as per the original plan, an will continue to monitor budgets, timelines, project goals, quality of deliverables and team performance.
- Step 5 Project closure - This is the completion of the project and closing tasks/handovers are done, and any final reporting is carried out. It is important to close a project properly and do some thorough reflection of the overall project and process (Morton, 2017).

In order to demonstrate my ability to plan, implement, monitor and evaluate work projects, I am evidencing the employee engagement pulse survey which we circulate without my organisation. Employee engagement is an integral part of our People Services Strategy, and ongoing monitoring of this allows us to identify any problem areas and but strategies in place to address them.

Annually, we carry out 3 engagement surveys, 1 of these is an annual survey where the questions remain mostly the same to allow us to compare and contrast results year on year, where our engagement figure is our net promoter score, arising from the question 'how do you rate Bluestone as a place to work'. The other 2 surveys are 'pulse' surveys where questions will vary depending on the current staff climate or matters arising within the company.

The initial stage of this project was to plan the timescale and project content. I needed to develop the questions of the survey, including feedback from senior management (Figure 1). After collating the feedback, I was able to draft a survey and made recommendations to my line manager for approval (Figure 2 and 3). Once a final version of the survey was agreed, I was then able to move to the next stage of the project and implement the survey. The survey was created utilising typeform and I then circulated this providing a clear closing date (Figure 4).

As part of my role I am then required to monitor results and completion of the survey, and send reminders to senior managers where completion rates for certain departments are low (Figure 5). Following the closing date I am then required to evaluate the results and make recommendations. The results were analysed and I then circulated these in my monthly HR board report (Figure 6 and 7). From evaluating the findings, I am required to identify any concerns and work with senior management and create engagement and retention strategies and action plans to combat arising issues. In this instance I did some focus groups with specific departments that were highlighted within the overall results as having a particularly low engagement score, I collated this feedback and anonymised it and fed back to senior management for consideration (Figure 8).

During the planning stage of the project it's necessary to make a number of decisions as a leader of a project. The "six thinking hats" theory, by Edward de Bono can help to adopt different mindsets when making difficult decisions. The idea being each hat has a different style of thinking, which ensures you look at things from different perspectives allowing a more rounded view. It is vital to consider problems from other angles you may not usually. The six thinking hats are;

- White hat – this hat is about focussing on the available data, analysing trends, what may be learned from it and identify any gaps in the knowledge.
- Red hat – this allows you to look at the problems with your intuition and emotion, attempting to understand peoples initial responses without being fully aware of the reasoning.
- Black hat – this focuses on critical thinking and focussing on negative outcomes, trying to identify what might not work. This is vital in identifying any weaknesses or risks with the plan to eliminate or prepare for them.
- Yellow hat – this hat is about thinking optimistically, identifying the benefits and value of the plan.
- Green hat – this is about creativity and responding creatively to problems.
- Blue hat – this hat resembles process control

Using this way of thinking allows a more detailed picture of potential outcomes and to make decisions accordingly. It allows for emotion, scepticism and creativity within the decision making process, avoiding any risks before decisions are committed to (Mind Tools, 2020).

In order to demonstrate my ability to apply basic techniques for analysing and resolving problems, I am evidencing the HR report that I compile as part of my role. The monthly HR report is submitted to the board for discussion during their monthly board meetings. They may have further queries or I will be tasked to action any concerns. Within this report I review monthly attrition figures, each department has a target and when attrition is above target this is viewed as a problem for the company (Figure 9).

I then analyse this further by reviewing the overall reasons employees are leaving the company (Figure 10), and then break this down into reasons for leaving by department (Figure 11). This information highlighted that we need to understand further at the point of leaving and made amendments to our leaver process. Previously employees did an exit interview, which I changed to an online survey that can be sent out and done in work or at home on a mobile device (Figure 12). I also tasked senior manager to create a Retention and Engagement Strategy for their department if their attrition figures were high to address it (Figure 13).

The concepts of influencing and negotiating is widely discussed academically. According to Yemm (2008), HR must consider the broader message they wish to communicate in order to influence others successfully. HR professionals require skills of influencing and negotiating during periods of change or introducing new processes. According to Yemm (2008), there are particular attributes that effective influencers have including; friendliness, empowerment, vision, the ability to build alliances, expertise and knowledge and bargaining skills. HR professionals must have integral knowledge and expertise in order to successfully influence others, alongside being open and creating an atmosphere of trust (Taylor and Woodhams, 2016).

In order to evidence my ability to apply methods for influencing, persuading and negotiating with others, I have evidenced these individually. An example of having to persuade and negotiate was dealing with a sensitive grievance raised following a change to an employee's contractual agreement. An employee raised a grievance which was processed via Disciplinary and Grievance Policy and Procedure. There was a grievance hearing with a senior manager and the employee was written to formally with the outcome. This employee was still dissatisfied with the response provided by the business and responded with further information, alongside threats to take legal action (Figure 14). This then took some persuading and negotiating of options (Figure 15 and 16) before reaching a conclusion (Figure 17) that was suitable and worked for all parties involved.

In order to provide an example of positively influencing others, I have evidenced a communication I prepared and delivered. Following a recent Occupational Health audit we have implemented a number of medicals to be undertaken by specific roles within the organisation. The staff who were required to undertake the medicals had felt very negatively about it and were concerned their jobs were at risk. To positively influence and share understanding, I prepared the brief and delivered it, and was available to respond to any queries or concerns (Figure 18).

Evidence

Figure 1

From: Jessica Krelle
Sent: 29 July 2019 09:43
To: Heads of Department
Cc: HR Staff
Subject: Pulse Survey

Good morning

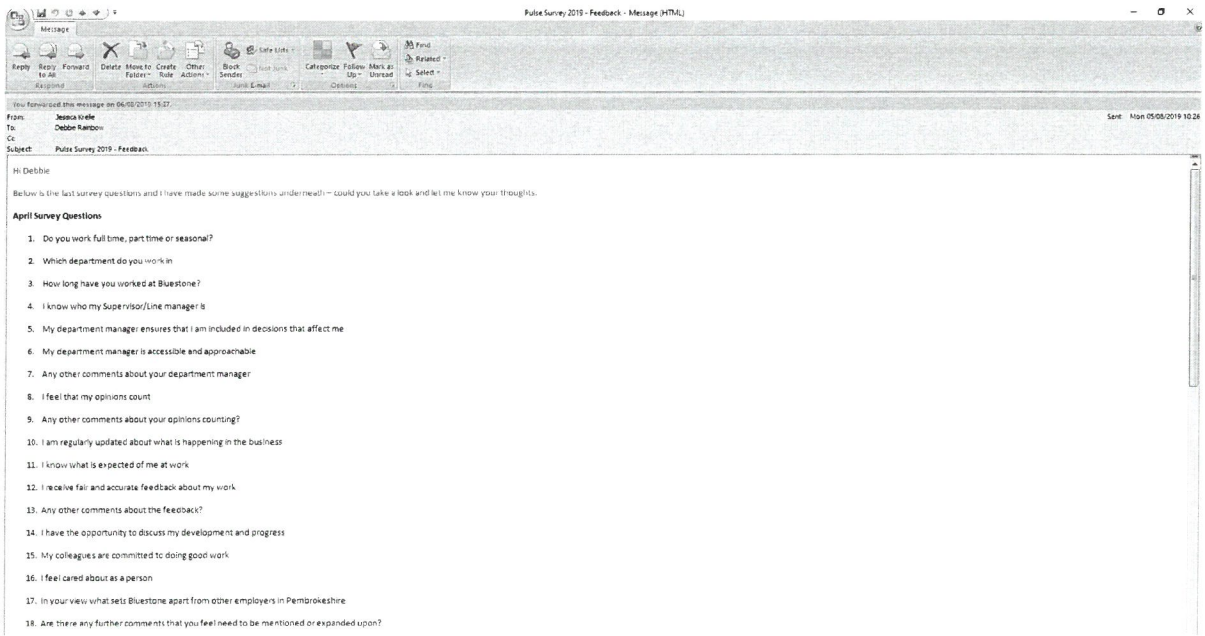
We will be sending out the next Pulse Survey shortly. Before we make any amendments to the questions, is there anything specific you would like to see included?

Could you let me know by Wednesday 31st July please ☺

Many thanks,

Jessica Krelle
Acting Human Resources Manager
T: +44 (0) 1834 869900 ext 436

Figure 2



Pulse Survey 2019 - Feedback - Message (HTML)

Message

Reply | Reply to All | Forward | Delete | Move to Folder | Create Rule | Other Actions | Block Sender | Junk E-mail | Categorize | Follow Up | Mark as Unread | Find | Related | Select

You forwarded this message on 06/08/2019 15:27

From: Jessica Krelle
To: Debbie Rainbow
Cc:
Subject: Pulse Survey 2019 - Feedback

Sent: Mon 05/08/2019 10:26

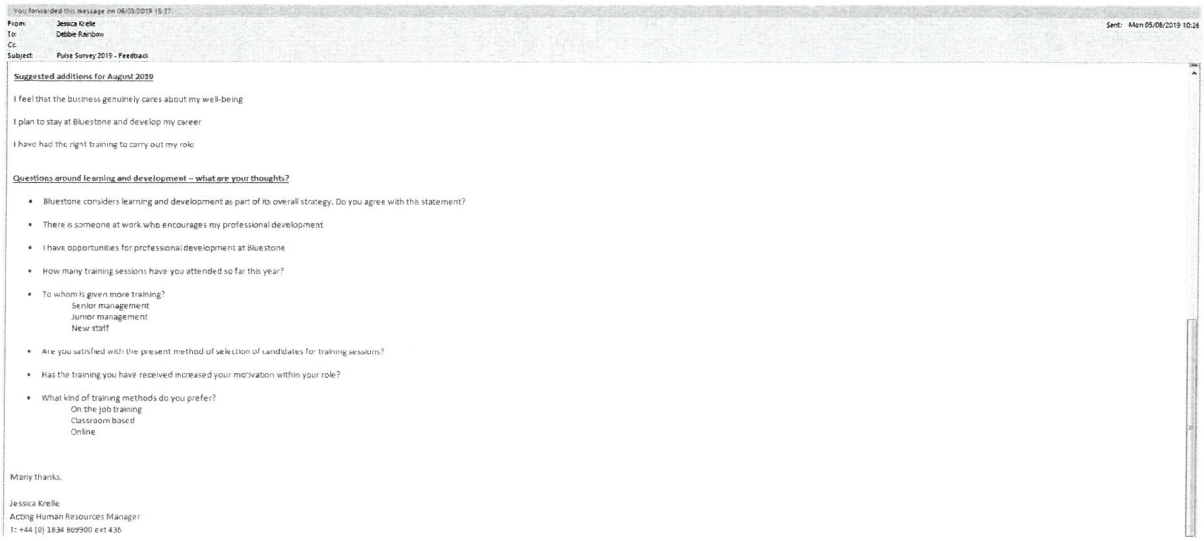
Hi Debbie

Below is the last survey questions and I have made some suggestions underneath – could you take a look and let me know your thoughts.

April Survey Questions

1. Do you work full time, part time or seasonal?
2. Which department do you work in
3. How long have you worked at Bluestone?
4. I know who my Supervisor/Line manager is
5. My department manager ensures that I am included in decisions that affect me
6. My department manager is accessible and approachable
7. Any other comments about your department manager
8. I feel that my opinions count
9. Any other comments about your opinions counting?
10. I am regularly updated about what is happening in the business
11. I know what is expected of me at work
12. I receive fair and accurate feedback about my work
13. Any other comments about the feedback?
14. I have the opportunity to discuss my development and progress
15. My colleagues are committed to doing good work
16. I feel cared about as a person
17. In your view what sets Bluestone apart from other employers in Pembrokeshire
18. Are there any further comments that you feel need to be mentioned or expanded upon?

Figure 3



You forwarded this message on 06/09/2019 15:27.

From: Jessica Krelle
To: Debbe Rainbow
Cc:
Subject: Pulse Survey 2019 - Feedback

Sent: Mon 05/08/2019 10:26

Suggested additions for August 2019

I feel that the business genuinely cares about my well-being

I plan to stay at Bluestone and develop my career

I have had the right training to carry out my role

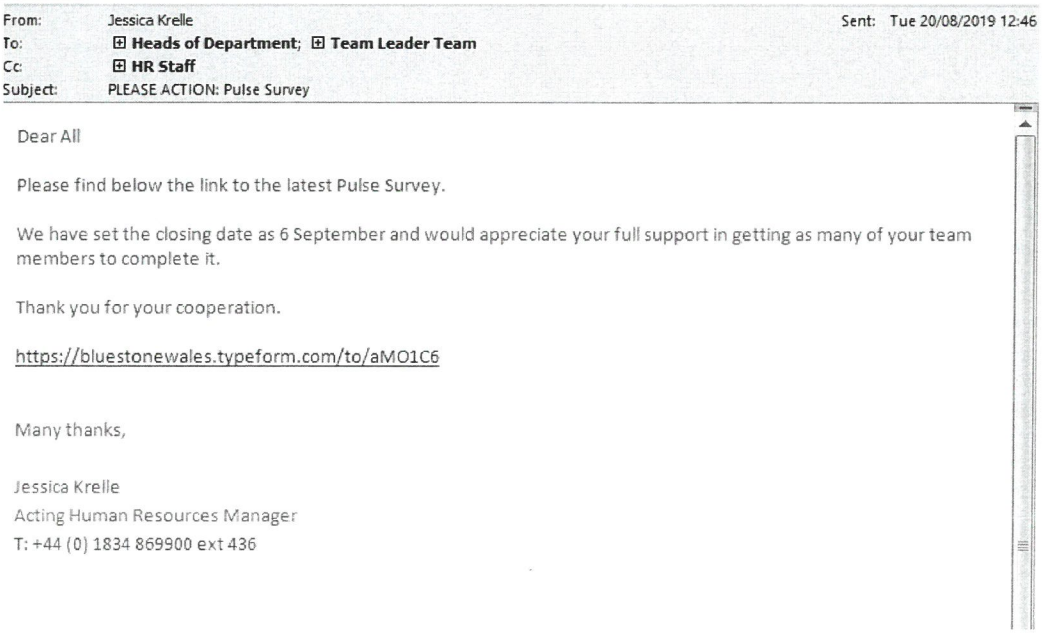
Questions around learning and development – what are your thoughts?

- Bluestone considers learning and development as part of its overall strategy. Do you agree with this statement?
- There is someone at work who encourages my professional development
- I have opportunities for professional development at Bluestone
- How many training sessions have you attended so far this year?
- To whom is given more training?
  - Senior management
  - Junior management
  - New staff
- Are you satisfied with the present method of selection of candidates for training sessions?
- Has the training you have received increased your motivation within your role?
- What kind of training methods do you prefer?
  - On the job training
  - Classroom based
  - Online

Many thanks,

Jessica Krelle
Acting Human Resources Manager
T: +44 (0) 1834 869900 ext 436

Figure 4



From: Jessica Krelle
Sent: Tue 20/08/2019 12:46
To: ⊞ **Heads of Department**; ⊞ **Team Leader Team**
Cc: ⊞ **HR Staff**
Subject: PLEASE ACTION: Pulse Survey

Dear All

Please find below the link to the latest Pulse Survey.

We have set the closing date as 6 September and would appreciate your full support in getting as many of your team members to complete it.

Thank you for your cooperation.

https://bluestonewales.typeform.com/to/aMO1C6

Many thanks,

Jessica Krelle
Acting Human Resources Manager
T: +44 (0) 1834 869900 ext 436

Figure 5

From: Jessica Krelle
Sent: 11 September 2019 11:00
To: Heads of Department
Cc: Jessica Krelle
Subject: Pulse Survey

Good Morning,

We now have 498 responses, currently this is still lower than the final position of August 2018

	Responses	Staff	Response Rate
August 18 Pulse Survey Response Rate	593	736	77.6%
August 19 Pulse Survey Response Rate	498	719	69.3%

The department response rate target is 80%. If as a HOD you have selected your department instead of HOD as a department, please let me know.

Staff Department	No of Responses	No of Employees	Response Rate	Bluestone NPS	Dept NPS
Guest Services	26	25	104.0%	23.1%	26.9%
Finance	11	11	100.0%	54.5%	72.7%
HR / H&S / CSR	10	10	100.0%	50.0%	60.0%
Blue Lagoon	45	46	97.8%	46.7%	37.8%
Sales	18	19	94.7%	50.0%	44.4%
IT / MI / PAs & Projects	12	13	92.3%	25.0%	66.7%
Spa / Learning & Development	24	26	92.3%	33.3%	8.3%
Retail	11	12	91.7%	18.2%	27.3%
Facilities (Maint/Enviro/Bike Hire)	38	42	90.5%	13.2%	21.1%
Marketing / Revenue Management	14	16	87.5%	35.7%	21.4%
Activities	27	31	87.1%	25.9%	0.0%
Food & Beverage	108	128	84.4%	25.9%	33.3%
Entertainments	11	15	73.3%	9.1%	-18.2%
Heads of Departments (HODs)	8	11	72.7%	67.5%	75.0%
Security	11	18	61.1%	18.2%	-18.2%
Housekeeping	124	296	41.9%	33.1%	27.4%
Total	**498**	**719**	**69.3%**	**31.3%**	**28.5%**

Many Thanks
Jessica Krelle

Figure 6

August Pulse Survey 2019

Executive Summary

Headline Results

- We achieved a 78.4% response rate for this survey (564/719) compared to 77.6% response rate last August (593/736) – an increase of 0.8% in response rate but 29 fewer responses.
- Overall recommendation as a place to work is 28.2%, a decreased from last August's score of 30.2% (Annual Survey in December 2018 was 27%)
- 89.7% (504/564) have received the right training to carry out their role
- 91.4% (516/562) know where to find information about vacancies within the business
- 35.8% (357/559) plan to apply for another role within Bluestone

Figure 7

August Summary

bluestone

Attrition

There has been a slight increase in overall attrition from 30.1% to 30.4%. Reasons for leaving within the last 12 months include:

- Career change/left industry – 40
- More suitable hours – 35
- Role not suitable – 30
- Family related reason – 24
- Ill-health – 24
- Return to education – 21
- Career progression – 18
- Walked out / No show – 14
- Redundancy – 13
- Relocation – 12
- Better salary -12

41% of new starters have left within 12 months (including failed probation and dismissals, minus seasonals).
Standout reasons include:

- 15% role not suitable
- 9% Ill health
- 8% Family related reason
- 8% More suitable hours
- 7% Dismissed performance and/or capability
- 7% Left industry
- 5% Return to education
- 3% Career progression

Also to note, 20% of new starters in the last 12 months failed their probation and 9% were dismissed over performance or conduct issues. Again, we must focus on how we are inducting new starters into the business and outlining expectations.

Recruitment

'Older workers' campaign launched;
Advertorial in Western Telegraph on 13 September 2019
High impact mobile advert scheduled for 20 September 2019
Open Day Advert scheduled for 25 September 2019
Open Day on 9 October 2019 in the Serendome upper terrace, details TBC
First targeted story released on social media
Engagement with the job centre to communicate to our target market

August Pulse Survey

- Overall recommend Bluestone as a place to work NPS is 28.2% compared to 30% last year and 27% in the December annual survey
- Overall recommend their department as a place to work NPS is 25%, 3% lower than the 28.2% target

Absence Analysis

- We have seen a decline in the % of hours lost due to sickness absence over the last 3 months; June 2.14%, July 2.02% and August 1.84%.
- Company sick pay cost to the business in August was £2414.81 and statutory sick payments amounted to £1468.76.

Wellbeing

- In conjunction with the decline in % of hours lost due to sickness, we have seen an increase on EAP utilisation (sessions: June - 4, July - 12, August - 12 / Calls: June - 12, July - 16, August - 18).
- We have also seen an increase in welfare meetings with Amanda and HR (Amanda: June - 7, July - 8, August -11 / HR: August - 7). This will be a focus for Amanda and she will continue to do departmental drop-ins.

Figure 8

From: Jessica Krelle
Sent: 15 October 2019 15:56
To: Giles McNamara
Subject: Finance SSC

Hi Giles

Please see attached feedback from the start, stop, continue session with the team.

Other departments have scheduled in a team meeting to go through and address the points raised. However, the feedback in general was a number of their frustrations have already been addressed since the pulse survey results and they are feeling positive about the changes they can see happening ☺

Up to you how you want to proceed –if there are new points in here it may be worth catching up with the team and addressing them.

Let me know if you need anything ☺

Thanks
Jess

Figure 9

Attrition & Headcount Report – as at 30th November 2019

Month END date: 30-Nov-19

30-Nov-19	Attrition: A/(B+C)			Stability	Current Month		Headcount & FTE		Attrition calculations based on these stats				Comparators: Attrition	
Department	Target	Actual	Var %	B/D	Leavers	Starters	Heads	FTE	A. Left in last 12M	than 12M service	C. Started in last 12M	D. Empl. 12M ago	October Actual	2018 Actual
Housekeeping	32.0%	32.9%	-0.9%	61.2%	14	11	298	113	137	163	233	299	32.6%	33.2%
Food & Beverage	18.0%	37.6%	-19.6%	67.9%	4	0	112	84	50	72	61	106	36.3%	30.7%
Retail	5.0%	18.8%	-13.8%	66.7%	1	0	15	11	3	10	6	15	17.6%	37.5%
Activities	5.0%	26.0%	-21.0%	41.7%	0	2	44	39	13	20	30	48	29.2%	13.7%
Entertainment	32.0%	7.1%	24.9%	86.7%	0	0	14	14	1	13	1	15	7.1%	13.3%
Bike Hire	25.0%	40.0%	-15.0%	75.0%	0	0	4	4	2	3	2	4	50.0%	25.0%
Spa	28.0%	31.0%	-3.0%	66.7%	1	0	23	18	9	14	15	21	26.7%	26.1%
Blue Lagoon	17.0%	42.3%	-25.3%	56.3%	1	1	47	35	22	27	25	48	47.2%	32.7%
Security	22.0%	17.6%	4.4%	82.4%	0	0	17	16	3	14	3	17	17.8%	41.2%
FOH	0.0%	9.1%	-9.1%	81.8%	1	2	33	26	3	27	6	33	6.3%	5.9%
Finance	0.0%	15.4%	-15.4%	83.3%	0	1	13	12	2	10	3	12	25.0%	8.3%
Commercial	0.0%	0.0%	0.0%	100.0%	0	0	3	2	0	2	1	2	0.0%	50.0%
Environmental	0.0%	0.0%	0.0%	100.0%	0	0	10	10	0	9	1	9	0.0%	0.0%
Directors	0.0%	8.3%	-8.3%	87.5%	0	0	12	10	1	7	5	8	16.7%	12.5%
HR	0.0%	27.8%	-27.8%	73.7%	0	0	16	14	5	14	4	19	22.2%	0.0%
IT	0.0%	0.0%	0.0%	100.0%	0	0	11	11	0	8	3	8	0.0%	12.5%
Maintenance	4.0%	15.6%	-11.6%	81.3%	0	0	32	30	5	26	6	32	15.6%	18.8%
Sales	0.0%	11.1%	-11.1%	89.5%	1	0	18	15	2	17	1	19	5.3%	5.3%
Marketing	0.0%	7.7%	-7.7%	90.0%	0	0	13	12	1	9	4	10	7.7%	10.0%
Overall	22.0%	28.9%	-6.9%	66.9%	23	17	735	461	259	485	410	725	29.2%	26.7%
Total excluding housekeeping	17.7%	25.5%	-7.8%						122	302	177			

Figure 10

Attrition & Stability

- Stability ratio is at 66.9% (total employees / 12 months+ employees)

- There has been a slight decrease in overall attrition from 29.2% to 28.9%. Reasons for leaving within the last 12 months include:

Career change / left industry – 48
More suitable hours – 31
Role not suitable – 24
Return to education – 22
Ill-health – 21
Family related reason -20
Walked out / no show – 18
Career progression – 15
Relocation - 13
Other – 11
Better salary – 10
Nature of work – 7
Retired – 5
Travel to work – 5
Gone travelling – 4
Relationships with colleagues – 2
Work environment – 1
Performance management – 1

- 32% of new starters have left within 12 months (including failed probation and dismissals, minus seasonals). Standout reasons include:

Role not suitable – 17
Walked out / no show – 15
Family related reason – 11
Ill-health – 11
Career change / left industry – 9
More suitable hours – 9
Return to education – 6
Walked out / no show – 6
Nature of work – 5
Career progression - 3

Figure 11

Housekeeping Analysis of LEAVERS – last 12 months – reasons for leaving

Month END date	30-Nov-19
12 month start date	1-Dec-18
Days in month	30
Month start	1-Nov-19

Department: Housekeeping

Summary - Leavers	Previous 12 Months		Current Month		PY - 2017	
	No	%	No	%	No	%
Seasonal	34	8%	1	5%	56	18%
Dismissed - Some Other Substantial Reason	5	1%	0	0%	41	13%
Dismissed - Failed Probation Period	30	7%	5	23%	10	3%
Dismissed - Gross Misconduct Other	3	1%	0	0%	2	1%
Dismissed - Ill Health	9	2%	0	0%	0	0%
Dismissed - Performance	13	3%	0	0%	6	2%
Dismissed - Redundancy	4	1%	0	0%	3	1%
Resigned - Family Related Reason	13	3%	1	5%	33	10%
Resigned - Ill Health	19	5%	1	5%	29	9%
Resigned - Role Not Suitable	16	4%	0	0%	14	4%
Resigned - More Suitable Hours	26	6%	2	9%	34	11%
Resigned - Walked Out / No Show	11	3%	2	9%	8	3%
Resigned - Relocation	4	1%	0	0%	7	2%
Resigned - Career Progression	5	1%	0	0%	12	4%
Resigned - Career Change (left Industry)	17	4%	0	0%	13	4%
Resigned - Better Salary	2	0%	0	0%	4	1%
Resigned - Gone Travelling	0	0%	0	0%	3	1%
Resigned - Return To Education	6	1%	0	0%	22	7%
Resigned - Nature Of Work	4	1%	1	5%	0	0%
Resigned - Relationship With Colleagues	2	0%	0	0%	1	0%
Resigned - Retired	1	0%	0	0%	2	1%
XX - Other	6	1%	1	5%	16	5%
	232	100%	14	100%	316	100%
LESS: Dismissed	64		5		62	
LESS: Seasonal	34		1		56	
NET LEAVERS	134		8		198	

Figure 12

From: Jessica Krelle
Sent: 23 August 2019 15:44
To: Blue Lagoon Managers; F&B Outlet Managers; GSMOD; SalesMOD; Spa Managers; Adventure Centre Managers; Housekeeping Senior Team; Duty Managers
Cc: HR Staff
Subject: Leaver Survey - Reminder

Dear all

As you know we have changed our exit interview to an online typeform leaver survey.

Please can I ask you all that we capture leavers before they exit the business and that they are given time to complete this survey as soon as they notify you of their resignation.

It is available on the **intranet; HR Hub** and under **links** on the right hand side. http://intranet/hrpublic/default.aspx

This will allow us to really understand why people are leaving and help us make informed decisions around the employee experience.

From the next HR Report (end of August) we will be sharing completion rates by department.

I would welcome any feedback on the survey itself, or any challenges you face in getting this completed within your areas.

Thank you for your cooperation.

Many thanks

Jessica Krelle
Acting Human Resources Manager
T: +44 (0) 1834 869900 ext 436
Bluestone Resorts Ltd,
Canaston Bridge,
Narberth,
Pembrokeshire,
SA67 8DE
www.bluestonewales.com

Figure 13

From: Jessica Krelle
Sent: 07 September 2019 11:12
To: Neil Hillary
Subject: PEOPLE Meeting - Follow ups

Hi Neil

A number of actions were assigned to you and I wonder if you have any updates or if you would like further support to progress them.

These are:

- Reward & Recognition Scheme
- 'in to win' type attendance scheme
- Upsell training
- Management structure and pay proposals

In addition to the above, I would like to set up a session to discuss your Retention and Engagement Strategy. HR will prepare some stats to better understand your employee turnover, reasons for leaving, employee profiles, staff survey results, etc and then we can discuss and formulate a strategy accordingly. Are you in agreement with this?

Kind regards

Jessica Krelle

Figure 14

From: Sabrina Thorpe [mailto:titch0353@hotmail.co.uk]
Sent: 09 August 2019 20:20
To: Jessica Krelle
Subject: Re: Grievance Outcome

Dear Jessica

Thank you for your email 4th August 2019, regarding the attached letter dated 31st July 2019.

Below I have entered the exact shifts I was available from 10th may 2019 to 19th July 2019. I gave Julian four weeks in advance every month. Before July rota went up, there was a change of circumstances with my partners work, which happens in every busines. I resent the shifts. He then asked me to send him shifts when his rotas officially go up. Which I did for august. That's when the two weeks notice came.

From the 10th may to 19th july I sent him a total of 408 hours which he could utilise me regarding my contract. Looking back on rotas he utilised me for 266.5. I did not know until it was brought to my attention after my greivance was put forward that I wasnt meeting my contracted hours. As some weeks i was short but made up through other weeks. I assumed I was doing the 120 hours per month. As julian my manager did not inform me of this.

10/05

Fri 7 till 2 ☆
Sat 7 till 2 ☆
Tue 7 till 2☆
Wed 7till 2☆
Available 26hours utilised 26 hours

Figure 15

From: Jessica Krelle
To: Sabrina Thorpe
Cc: Neil Hillary
Subject: RE: Grievance Outcome
Sent: Tue 20/08/2019 15:25

Hi Sabrina

Thank you for your email and also your follow up email on 17 August 2019. Please accept our apologies for not responding earlier.

Whilst we appreciate you have taken the time to note what your availability was over this period, the rota has to be fair and reasonable for all the staff working in the outlet, and we cannot accommodate this solely based on your requirements as this creates unfairness and inconsistency in how we allocate work patterns. We will always endeavour to be fair and accommodating, which you have agreed on a number of occasions Bluestone have been, however it also needs to be feasible and practical, and work for both parties. I have responded fully in my grievance outcome letter.

We cannot accommodate for changes at your partners work which means your availability then changes, with such short notice. We need to be able to organise a rota and provide fair notice to other staff members about their days of work and hours.

In response to your email dated 17 August 2019. For any contractual changes, you won't receive an additional contract, but you will receive a letter confirming any employment changes only, and the other terms in your contract will still stand.

Many thanks,

Jessica Krelle
Acting Human Resources Manager
T: +44 (0) 1834 869900 ext 436

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Narberth,
Pembrokeshire,
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Figure 16

18 November 2019

Private & Confidential

Sabrina Thorpe

Dear Sabrina

We have met with you on a number of occasions in order to resolve the ongoing situation with your work pattern.

Earlier this year, we discussed your rota pattern which was initiated due to the business needs within your area of work and in particular regard to your role as a Unit Supervisor. It was explained that the business could not accommodate your ongoing requirement for flexible working and fulfil your contracted 30 hours per week. It was explained that in order to do this, another staff member at supervisory level would need to be employed for 2 hours per day to close down the outlet which is not reasonably practicable.

Also discussed was your requirement for the business to work the rota allocation around the work pattern of your partner, which is not normally known beyond 2 weeks in advance, plus it can occasionally change. This does not provide enough time to organise a rota for our business, or provide fair notice to other staff members about their days of work and hours and it creates unfairness and inconsistency in how we allocate work patterns.

You raised a grievance which was not upheld, and it was agreed you would work the full day within Ty Coffi and then make up the remainder of your contracted hours within the Tafarn, working two twelve hour shifts.

Since this, you have notified us of your pregnancy and also provided advice given by your GP. This confirms you are unable to work the longer shifts, and will need to finish at 5.30pm. In order for us to meet your contracted hours, we suggested you make up these hours on a third day to meet the GP requirements. You have since stated that you are unable to commit to a third day for personal reasons.

Bluestone will always endeavour to be fair and accommodating, where it is feasible and practical and works for both parties. Having considered all the points raised by you and following discussion with the F&B Management team, they have proposed the following options:

- You obtain a GP note that confirms you are fit to undertake your request to work two weeks contracted hours within one week (5 days one week and 0 the following week), which contradicts the advice currently given by your GP
- Consideration for early maternity leave, including the remainder of your company sick pay allowance and holiday pay
- Agree to the work pattern advised by your GP and commit to set days
- Work 2 0830-1700 shifts per week and use holiday entitlement for the remaining 6 hours you are unable to commit to

We have carefully considered your concerns and feel you have been treated fairly, in accordance with guidance as explained in The Employee Handbook. We believe that you have been given reasonable options to consider that are fair and practicable to both the business and yourself.

In order for the F&B management to organise their staffing levels and run the outlet in line with business needs, you have been asked to respond to their proposed options by 27 November 2019 to confirm how you wish to proceed.

Figure 17

From: Sabrina Thorpe [mailto:titch0353@hotmail.co.uk]
Sent: 20 November 2019 15:22
To: Jessica Krelle
Subject: Re: Private & Confidential

Jess

Thank you for the letter and for considering all available options to me. I agree to taking the advice given from the GP and agree set days. Please can you send me the change of salary details please.

Thanks

Sab

Figure 18

From: Jessica Krelle
Sent: 27 November 2019 16:11
To: Andrew Charlton
Subject: Occupational Health

Hi Andrew

As you know we've been getting the guys through medicals as a compliance requirement – but I understand there has been a bit of negativity around them and the follow up assessments. I've prepared a bit of a brief below and wondered I could read it out in your morning brief to all the guys to explain why we are doing them?

As a responsible business we must ensure we are working compliantly with the health, safety and welfare of all staff.

Every 3 years, we have an independent occupational health assessment for every role on resort. The purpose of this assessment is to identify some of the higher risk roles, how they impact on personal safety and identify ways to protect and minimise risk.

Specifically within the maintenance department, the independent report identified individuals who are working at height, driving utility vehicles onsite, lone working, exposure to irritants etc.

Many of you will have already had individual assessments including hearing assessments, sight assessments etc.

The intention of these assessments is not to disqualify but to understand what additional measures can be introduced from us as the employer.

We consider this a positive and have willingly invested in this process. However, ultimately it is mandated as a compliance requirements under the Health and Safety at Work Act.

I hope this helps.

Kind regards

Jessica Krelle
People Services Manager
T: +44 (0) 1834 869900 ext 436

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Developing Professional Practice in Human Resources

Activity 4

Name: Jessica Krelle

CIPD Membership Number: **54071923**

Date: 13/01/20120

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: 

Date: 13/01/2020

Executive Summary

This report provides a brief overview of team dynamics and the development stages of a team. The report discusses and analyses political behaviour within organisations. The findings include defining the theory of Belbin's Team Roles and Tuckman's development stages of a team. They also include the positive and negatives to political behaviours within organisations. To conclude, for teams to function and perform collaboratively together, individual roles strengths and the teams stage of development, should be understood and utilised in identifying support and opportunities to enhance overall performance. Political behaviours can impact on overall performance, both positively and negatively. Management who are skilled in positive political behaviour such as the ability to influence, are able to manage environments to ensure feelings of trust and confidence.

Introduction

The aim of this report is to explain the concept of team dynamics, and political behaviour within organisations and how it can impact on organisational objectives. The objectives of this report are to analyse the theory surrounding team dynamics, analyse the positive and negatives of political behaviour and understand the impact this may have.

Report

Within organisations professionals must have the ability to work with others. Groups and teams are naturally occurring and when working well together can influence organisational performance. When teams do not function collaboratively, it can impact overall productivity and individual motivation. There are a number of dynamics and diversities that make up a group of people within an organisation; these can include different personalities, behaviours, educational backgrounds, knowledge and experiences, ages, genders, nationalities and cultures. All of which can have both positive and negative impacts on how a team may function. It is therefore vital for those working within HR and leadership roles to understand how people operate and how to utilise people to their strengths (Watson and Reissner, 2014).

A renowned theory by Dr Meredith Belbin identified nine clusters of typical behaviours of individuals working within teams. These are known as the 'Belbin Team Roles'. According to Belbin's theory, a high performing team would constitute of each of the nine behaviours (Belbin, 2020).

The first is the resource investigator – an individual who sits in this role is inquisitive and would seek out ideas and return their findings to their team. They are often outgoing however can also lose interest in the activity and not follow through to completion once the initial enthusiasm has passed.

The second is the teamworker – this is someone who supports the team to form, and is co-operative and diplomatic. They can at times be indecisive and hesitant, avoiding confrontation. The third is the co-ordinator – this is an important role and is required to focus the objectives, draw out strengths of others and delegate work. They are often known for clarifying goals and identifying talent. However, they can also over delegate and be viewed by peers as manipulative. The fourth is the plant – this is a creative person who has the ability to problem solve. They would generally be imaginative and free-thinking, but may also ignore incidentals or be poor communicators. The fifth is the monitor evaluator – this is usually a logical, strategic person with the ability to review all options and make impartial judgements, they can at times lack drive, be critical and may take time to arrive at a conclusion. The sixth is the specialist – this is an individual with in-depth knowledge and expertise relevant to the teams function. This individual would generally be dedicated; however, they can be limited in their contribution. The seventh is the shaper – this individual would retain the teams focus and momentum and drive the team to achieve the objectives set, they can be challenging and works well under pressure, overcoming obstacles. With this drive, they can also be prone to provocation. The eighth is the implementer – this is an individual who plans a workable strategy and ensures it is actioned efficiently. They are practical and reliable, organises the workload of the team and creates actions from ideas. They can be inflexible to new possibilities. Lastly, is the completer finisher – this individual would have high standards, seeking out errors and perfecting tasks before completion. They are conscientious individuals, how can also be reluctant to delegate (Belbin, 2020).

It is important to note here that individuals would mostly have two or three roles and these can also change. All of the roles are not required at one time and are dependent on the task underway. From gaining a better understanding of where individuals consider their strengths fit, means leaders can delegate effectively and employees feel valued from their contribution (Belbin, 2020).

It is well researched that teams go through different development stages. A renowned theory is Tuckman's five-stage model. This theory describes the pathway from the formation of a team to being high performing. It is useful to understand where teams may currently sit, and what support can be offered to move them through the stages to reach optimum performance (Mind Tools, 2020).

The first stage is forming –the start of the development process when a team has first formed. This stage can last for some time whilst people form working relationships and are generally positive. The second stage is storming – this is often the stage where teams fail as team members begin pushing against set boundaries. Natural working styles of team members become prevalent and there may be conflict on how this presents itself. This is the stage where roles and duties are negotiated and where there may be a lack of clarification on how the team will function, team members may feel overwhelmed or be challenging. There is added stress of feeling unsupported from lack of

established processes and not yet developed strong relationships with the team members. The third stage is norming – this is where you would see differences starting to resolve. Team members begin to appreciate varying strengths within the team which form co-operation and collaboration. The previous two stages often overlap for a prolonged period of time, as when new tasks are introduced there may be tendency to lapse. The fourth stage is performing – this is the stage where the hard work of the team begins to achieve overall goals through understanding, commitment, collective responsibility, and structures and processes are established. The last stage is adjourning – this stage would be reached eventually where the set objectives are accomplished and the team disbands or re-forms and the process begins again for the next project or organisational objective (Mind Tools, 2020).

Working with others can result in both positive and negative behaviours. These behaviours within organisations will always exist, and can result in political behaviours. Organisational political behaviours are reference to activities associated with utilising influence tactics to improve business or personal interests (Holbeche, 2003).

Political behaviours within business may be defined as activities which are not required as part of an individual's role, but activities that are demonstrated to tactfully influence. It is generally strategically, consciously and rationally goal directed. The idea of political behaviours has the intention to promote self-interest, which could either be at the expense of others or in support of others interests, however individuals do not always engage in political behaviours from self-interest or in opposition to business objectives (Jafariani et al., 2012).

A research project carried out by Roffey Park found that political behaviour was mostly about self-interest, and also involved a range of tactics and strategies that are sophisticated in their approach. This does not necessarily mean it must be achieved at other people's expense. You could therefore argue that the perceived motive behind the political behaviour is how it can be distinguished between positive and negative. One aspect of political behaviours is power and control beyond the formal processes and structures in place within an organisation. The study indicates that political behaviour becomes more apparent in times of change, and employees may use this time of uncertainty for their own self-interest to enhance their own position. In other times, it is generally about balancing power, status and resource. Research has suggested that organisational performance can be damaged by political behaviour. The effects of politics can include employees becoming compliant and not giving their best, also lack of trust and encourage a culture of game playing (Holbeche, 2003).

Political behaviour can influence the employee's voices and opinions, and they tend to feel threatened by uncertainty, ambiguity and others actions of self-interest. The idea that political behaviour is about power and control may result in the manipulation of employees and enhance egotism, all of which can be damaging. In turn, this can cause an increase in job related anxiety and stress. It can also increase presenteeism. A culture of negative political behaviour may restrict information and knowledge sharing, and encourage poor communication (Cacciattolo, 2015).

On the other hand, political behaviour is also viewed as integral to organisations. When political behaviour is used to influence others, it can have positive outcomes for the individual and the organisation. Research suggests that management who are skilled in positive political behaviour such as the ability to influence, they are able to manage complex environments to ensure feelings of trust and confidence. Research also suggests positive outcomes can include career advancement, recognition and status, feelings of achievement for employees and the attainment of personal and organisational goals. Organisational politics also encourages a variety of voices to be heard, and can be channelled through an employee consultative group which may be beneficial to the business. (Cacciattolo, 2015).

A HR professional would usually use an influential approach as a key component for making things happen, particularly when working with people in seniority. It can be argued that HR professionals have a requirement to utilise a range of positive and ethical political strategies and tactics to influence decisions or people. With this in mind, if HR professionals in leadership positions are required to deliver change, developing these political skills would be viewed as part of the role requirement (Holbeche, 2003).

Conclusion and recommendations

Groups and teams are naturally occurring within organisations, and in order to function and perform collaboratively together, individual roles strengths should be understood and utilised. The stages of a team's development are useful and should be utilised in identifying support and opportunities to enhance overall performance. Political behaviours can impact on overall performance, both positively and negatively. Management who are skilled in positive political behaviour such as the ability to influence, are able to manage environments to ensure feelings of trust and confidence. Whilst there is much research to discuss the negative impact of such behaviours, where political behaviours are understood, and training given on behaviours of successful leaders, this can have a positive impact on organisational goals. Lastly, the role of HR of utilising influential approaches as

part of their professional skill set demonstrates it can have a positive impact on delivering change and on people.

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Developing Professional Practice in Human Resources

Activity 5

Name: Jessica Krelle

CIPD Membership Number: **54071923**

Date: 13/01/2020

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:

Date: 13/01/2020

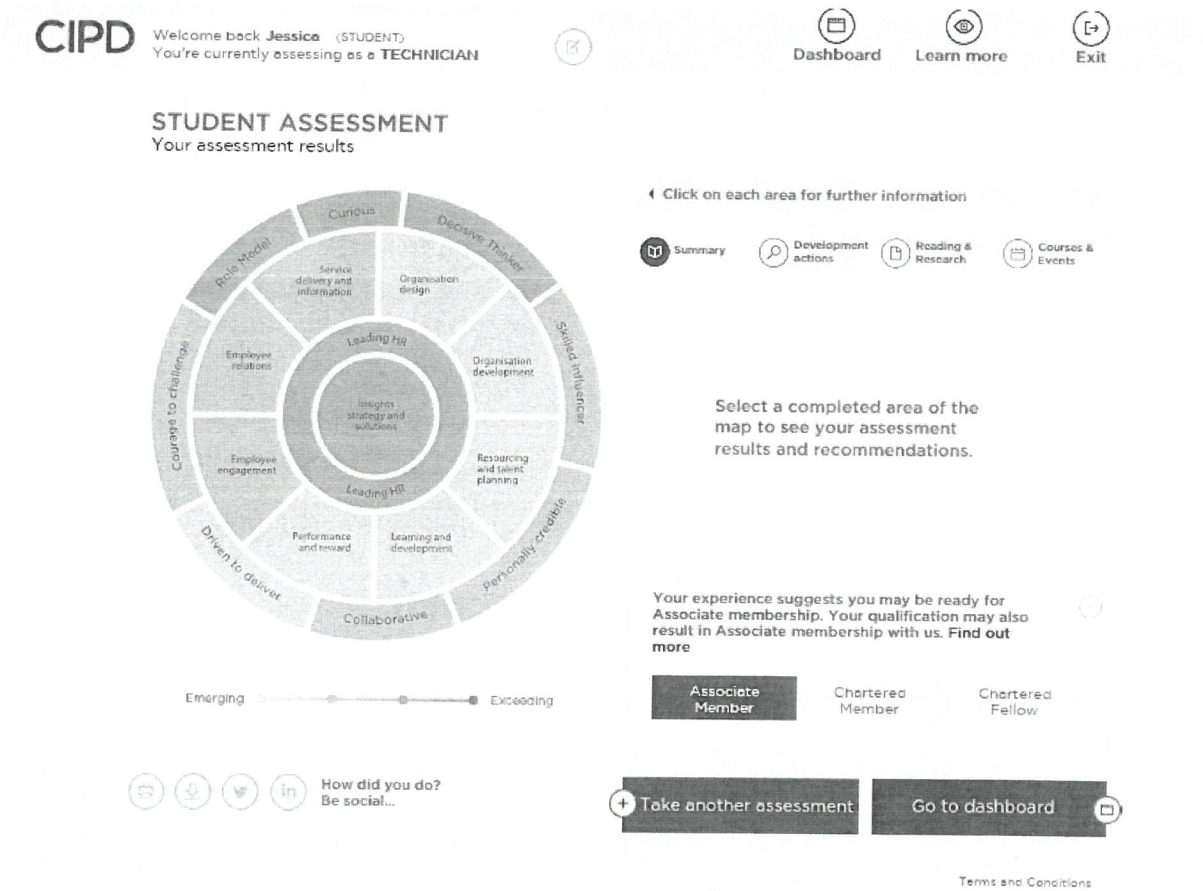
Introduction

This activity requires analysing my development needs alongside the CIPD HR profession map. I have completed a communication style questionnaire which identified that I am assertive. I also completed a Belbin Team Roles questionnaire which identified my primary role within a team is a team worker, and my secondary roles are a specialist and implementer (Belbin, 2020).

I also completed a learning styles questionnaire, which identified my learning style as a reflector. This is where I like to think over experiences and contemplate from different perspectives. I learn well when I am able to collate data and analyse it before I come to a conclusion (Honey and Mumford, 1986).

I also completed the Thomas/Kilman Conflict Mode Instrument and scored highest on compromising. This demonstrates I am able to achieve agreements to complex issues and under pressure, however must remember not to focus heavily on the practicalities and tactics of compromise (Thomas and Kilman, 1976).

Following undertaking a self assessment, it identified my development actions within some of the professional areas including organisational design, organisational development, resourcing and talent planning, learning and development and performance and reward. It also highlighted development needs within both core areas; leading HR and insights and strategy and solutions. It also identified development needs within the behavioural element of the map including being driven to deliver, being collaborative, having the courage to challenge, being personally credible and being a skilled influencer.



Development plan

NAME:	Jessica Krelle	**MEMBERSHIP NUMBER:**	54071923
COVERING THE PERIOD FROM:	13/01/2020	TO:	13/06/2021

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
Leading HR • Providing accurate financial data to support HR budgeting and financial planning • Different working styles and preferences • Methods for analysing financial and non-financial data	Request specific feedback from heads of department on the quality of my support and any areas where I'm able to improve. Conduct research utilising up to date CIPD surveys to understand trends in current HR thinking and practice. Discuss and share findings with my team and identify how these insights could benefit our organisation. Spend time with my line manager or the head of finance to understand how budgets are	**Self directed learning**: • Stewart and Roger s BOOK: Developing people and orgs • Taylor and Woodhams BOOK: Managing people and orgs • CIPD PODCAST: CIPD Podcast 86 - Look ahead to 2014 • CIPD PODCAST: CIPD Podcast 51 - Using metrics to drive value through people • CIPD FACTSHEET:HR business partnering • CIPD FACTSHEET: HR	Ability to collate and analyse data and produce monthly reports to be shared with the board Ability to input into people financial planning and budgeting for my department Regularly share current trends in HR thinking and practice with senior management PDP feedback from heads of department	Review monthly and completion date 13/06/2021

	managed and forecasted, and what information I need to understand within my role and my required input into people financial planning. Meet with my team to discuss how to better work together to offer a better service to our employees. Research various methods of collecting and analysing data online, and consider how I could adopt approaches in my role. Research into how other HR professionals collate and analyse data and look at the advantages and disadvantages.	shared service centres **Other support/resources:** Meet with my line manager to discuss Meet with head of finance to discuss budgeting PDP feedback via line manager to heads of department to identify 3 strengths and 3 development opportunities		
Resourcing and talent planning • Providing advice to managers and employees about resourcing and talent management processes • Researching different recruitment channels and potential sources of talent • Basic approaches to managing talent and succession planning • Collating and analysing resource and talent data (eg, retention, new hires, turnover) • Administering assessment and selection activities (eg,	Analyse recruitment and talent planning data and identify specific trends e.g. time or cost to recruit and retention rates and share findings with senior management Discuss with the recruitment specialist in our business to understand resourcing and talent management processes, understand what other businesses do and evaluate against our approach Research various recruitment channels to identify potential sources of internal and external talent for specific roles. Discuss with the recruitment specialist within out business to	**Self directed learning**: • Malcolm and Whiting BOOK: Human Resource Practice • Leather barrow, Fletcher, Currie BOOK: Introduction to HRM • Taylor and Woodhams BOOK: Managing people and organisations CIPD FACTSHEET:Recruitment: an overview • CIPD FACTSHEET: Talent Management: an overview • Read ACAS code and CIPD factsheet on relevant employment and discrimination legislation	Ability to report and share recruitment and planning data inclusive of trends in the monthly HR board report Provide an evaluation for consideration of our resourcing and talent management processes based on other organisations Identify potential talent for specific roles Understand and begin utilising confidently the various assessment and selection methods	Review monthly and completion date 13/06/2021

interviews, assessment centres, online testing, psychometrics) • Providing support for resourcing processes including induction, transitions into new roles, exits and redeployment • The principles of fair and objective assessment • Different assessment methodologies (such as interviews, role plays, group assessments, presentations, psychometric tests)	understand the various assessment and selection methods that are used, the benefits of each and when they might be used. Discuss with the recruitment specialist to understand resourcing processes and the talent and succession planning processes/policies in place. Research and understand guidance on how to ensure recruitment and assessment practices are fair and objective. Read guidance on how to ensure recruitment and assessment practices are fair and objective	**Other support/resources:** Meet with Director of Organisation Development		
Driven to deliver • Demonstrating a desire to take action and deliver • Identifying the steps to achieve agreed tasks and objectives in the immediate and short term • Keeping track of own progress, completing work to deadlines or informing others when targets can't be met • Consistently delivering what is expected, meeting or exceeding	Display goals/objectives in a visible location next to desk or screen to be reminded of current focuses Discuss goals with line manager for the next 6 months and plan steps and measures required to meet each objective including timeframes and deadlines. Create a methodology for record keeping of work, enquire with other managers as to how they keep track of their progress and find a suitable	**Self directed learning** • CIPD RESEARCH: Business savvy: giving HR the edge **Other support/resources:** With line manager, collate action matrix of objectives including timescales and display this. Meet with managers who are renowned for being organised to get ideas on record keeping of work and tracking progress, create a methodology for this	Clear understanding of goals and objectives, with clear timescales and deadlines and meeting these targets Clear process for record keeping of work and ability to evidence updates on ongoing projects Feedback from line manager and other management	Review monthly and completion date 13/06/2021

agreed standards	method. Ask for feedback from line manager and others in organisation on how my work delivery could be improved and apply this learning.	Seek feedback from management Meet with line manager to discuss		
Personally credible • Seeking feedback and developing own expertise to add the greatest value in the organisation • Showing enthusiasm to broaden own experience, knowledge and skills •	Carry out an audit of my own skills, experience and knowledge and use the findings against the work required for me to deliver in the 2020 strategy. Work with line manager to form an action plan and develop any gaps. Choose an area within my role that I am less familiar with and research this area via reading and talking to other professionals and managers. Seek out individuals you perceive as reliable experts for advice and guidance. Discuss previous experiences and understand how they may have approached it or their thought processes. Implement any learning's.	**Self directed learning** • Martin and Whiting, CIPD BOOK: HR practice **Other support/resources:** Meet with line manager to discuss findings from skills audit Meet with other managers for advice and guidance	Completed audit and action plan created for 2020 identifying gaps, completion of action plan Confidence in a particular area that I am currently less familiar with. Reflective learning conducted, ability to demonstrated learning's when dealing with similar situations.	Review monthly and completion date 13/06/2021

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CIPD Candidate evidence matrix (EXAMPLE)

(CEM1)

Candidate name: Jessica Krelle				CIPD Membership/registration No.: 54071923		
Qualification title: CIPD Diploma in Applied Human Resources				Unique Learner No. (ULN): 1904613		
Unit code	**Unit title**	**Assessment criteria no.**	**Evidence description**	**Evidence reference number**	**Assessor initials**	**I/V initials if sampled**
5CDPP	Developing Professional Practice in Human Resources	3.1	Email to senior management for feedback prior to creating survey.	Figure1		
5CDPP	Developing Professional Practice in Human Resources	3.1	Email to line manager with drafted survey.	Figure 2 + 3		
5CDPP	Developing Professional Practice in Human Resources	3.1	Email circulating survey.	Figure 4		
5CDPP	Developing Professional Practice in Human Resources	3.1	Email monitoring results / Snapshot of Power BI	Figure 5		
5CDPP	Developing Professional Practice in Human Resources	3.1	Executive summary of results	Figure 6		
5CDPP	Developing Professional Practice in Human Resources	3.1	Summary of board report	Figure 7		
5CDPP	Developing Professional Practice in Human Resources	3.1	Follow up action email to senior manager	Figure 8		
5CDPP	Developing Professional Practice in Human Resources	3.2	Attrition and Headcount report	Figure 9		
5CDPP	Developing Professional Practice in Human Resources	3.2	Further analysis of attrition and stability	Figure 10		
5CDPP	Developing Professional Practice in Human Resources	3.2	Department further analysis of attrition data	Figure 11		

5CDPP	Developing Professional Practice in Human Resources	3.2	Email to confirm change of process from learnings	Figure 12		
5CDPP	Developing Professional Practice in Human Resources	3.2	Follow up email regarding retention and engagement strategies	Figure 13		
5CDPP	Developing Professional Practice in Human Resources	4.3	Email disputing grievance	Figure 14		
5CDPP	Developing Professional Practice in Human Resources	4.3	Email negotiating contractual terms despite resistance	Figure 15		
5CDPP	Developing Professional Practice in Human Resources	4.3	Further letter negotiating terms despite resistance	Figure 16		
5CDPP	Developing Professional Practice in Human Resources	4.3	Confirmation from employee that agreement has been reached	Figure 17		
5CDPP	Developing Professional Practice in Human Resources	4.3	Evidence of communication brief required to positively influence others	Figure 18		

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:**	13/01/19

Notes on candidate evidence matrices

Candidates should be encouraged to develop a matrix indicating how their evidence relates to each unit/module and learning outcomes/assessment criteria. This helps advisors and assessors to support candidates to draw links between units and encourage cross-referencing and the possible multi-use of evidence. Evidence matrices can be developed using the unit/module and learning outcomes/assessment criteria, giving candidates an opportunity to link their evidence to each outcome. Another approach is to have a more generic form where candidates list evidence and tick relevant boxes to show coverage.Whatever approach is employed candidates should be encouraged to complete these forms themselves and not expect assessors to do this for them.