

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Student Name: Wendy Roach

Student Number: 2019071381

CIPD Membership Number: 55521124

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: Wendy Roach

Date: 16th January 2020

Activity 1

Attached documents:-

Doc 1a- Programme Contract Apprenticeship Learning Agreement

Doc 1b- Timetable of workshops

Doc 1c- Induction Questionnaire

Doc 1d- Eco-Code Form

Doc 1e- Student HWB screen print

I have recently enrolled on the CIPD Higher Level Apprenticeship, Diploma in Human Resources with the University of Trinity St David. It is an excellent example of a Human Resource Development Programme.

Although my specific area of Human Resource specialism is Learning & Development, it is a valuable opportunity to gain a greater understanding of the generalist of the Human Resource 'field' and this qualification will fulfil this.

The CIPD have carefully linked the key components of the programme to the Human Resource role. In total there are 21 units that include 'Developing Professional Practice', Understanding Employment Law', Contributing to the Management of Change'.

The objective of the programme is to enable an individual to 'develop knowledge and skills in human resource management'. This HR programme is completed over two years and allows an individual to combine working, with on-the-job development supported by their Line Manager alongside formal learning in a college environment on a regular basis.

The following documentation was provide to me as part of the enrolment and induction process. I have provided a sample of these documents as highlighted:-

- Programme Contract Apprenticeship Learning Agreement – Evidence provided
- Programme Handbook
- Apprenticeship Information
- Timetable of workshops – Evidence provided
- Codes of Practice – Student& CIPD
- Induction Questionnaire – Evidence provided
- Eco-Code Form – Evidence provided

From an organisation perspective Pembrokeshire County Council does not have a formal policy relating to undertaking an external accredited qualification unless it is recognised as part of the job role requirement. There is an informal approach that allows each Line Manager to make a decision. This is linked to an employee's Performance Management review. All training must be role related.

Alongside the above the Student Hwb and University website are excellent sources of support which include an IT help desk, Library resources etc. (screen print evidence included).

'Moodle' is personalised to the programme. Here the tutor provides support material and guidance. This includes mandatory documentation and reading. Links to online films and podcasts.

ACTIVITY 1

DOCUMENT 1b

(2 pages)

Timetable – CIPD Diploma in Applied HR

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
25 th September 2019	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
23 rd October 2019	Using a Research Approach in HR <i>Part 2 - own report</i>	5CIHR	BMPD5002	Part One - 18/11/19 Part Two - 29/6/20	Part One - Written response. <i>750 words</i> Part Two - Research Report.
20 th November 2019	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	13/1/20 plus submission of updated Personal Development Plan on 24/5/20	Portfolio of Evidence
4 th December 2019	Understanding the Contemporary HR Function	5CMHR	BMPD5003	17/2/20	Slides and notes pages
22 nd January 2020	Understanding the Business Context of HR	5CBIC	BMPD5001	16/3/20	Written report, analysis notes
19 th February 2020	Understanding Employment Law	5CELW			
18 th March 2020	AM: Understanding Employment Law PM: Recap on Research Report	5CELW	BMPD5004	27/4/20	Written answers to questions
22 nd April 2020	Understanding the Management of Employment Relations	5KCER	BMPD5008	25/5/20	Written answers to questions
20 th May 2020	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	14/9/20	Slides and notes pages
24 th June 2020	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	14/9/20	Portfolio of Evidence
8 th and 15 th July 2020	<i>Skills Workshops – only attend if advised by Alison Williams</i>				
16 th September 2020	Understanding Employee Engagement	5KEEG	BMPD5007	19/10/20	Briefing paper
14 th October 2020	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	9/11/20	Portfolio of Evidence

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

Apprenticeship Learning Agreement

To be completed by the provider

This agreement made on 9.9.19 (date Apprenticeship commences)
 between Victoria Hall. (the employer representative)
 of Pembrokeshire County Council. (the name of the company)
 at Pemb. Archives Building, Pendergast, Haverfordwest (the address of the company)
 and Wendy Roach. NM761156C. SABI 2PE. (the apprentice and N.I number) and
Coleg Sir Gwr. (the delivering provider) and
B-Wbl. (the contracted provider) to study
Applied Human Resources (specify skill, trade or occupation of the Apprenticeship) following the
CIPD Apprenticeship Framework* at current level 5., expected to progress
 to level _____. Expected final completion date is 24.9.2021. Hourly rate of pay at start of
 Apprenticeship is £8.21.

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

All parties agree that

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

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

The employer: V.Hall. Date 9.9.19.
 The apprentice: Wendy Roach Date 9.9.19
 The provider: A. Williams. Date 9.9.19
 The provider: _____ Date _____
 (if different from the provider delivering the apprenticeship)

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


CONTRACT BETWEEN PLACEMENT EMPLOYER AND B-WBL


This Contract is made between the Approved Trainer (B-WBL) and the placement employer:

Pembrokeshire County Council - Victoria Hall. (Employer's Name)

in respect of work-based training for:

Wendy Roach. (Learner's Name)

under **Higher Apprenticeship / Apprenticeship / Foundation Apprenticeship / Traineeship** / * (delete as applicable). The term 'Learner' refers to any individual in training with the employer under this contract.

1. This contract shall take effect as from the date of exchange of signed copies of the Learning Agreement.
2. All financial arrangements and hours of work between the Approved Trainer, Employer and the Learner shall be detailed in writing.
3. It shall be the responsibility of the employer to pay the Learner an agreed wage as detailed in a contract of employment complying with the national minimum wage.
~~Coleg Sir Gâr will pay the Trainee a maximum training allowance of £30 / £50 per week (Delete as appropriate)~~ **AN**
4. It shall be the responsibility of the placement employer to take necessary steps for securing the health, safety and welfare and ensure equal opportunities for all learners participating in the elements of the learning programme provided by the placement employer to the extent and in the same manner as an employer is required to carry out under all current employment legislation for example, Health And Safety At Work Act 1974, and the Equality Act 2010. This is not an exhaustive list.
5. It shall be the responsibility of the placement employer to ensure that at all material times there are in force policies of insurance, that include public liability insurance and employer liability insurance in respect of all learners. Such policies shall afford at least an equivalent degree of cover to the policies maintained by the placement employer in respect of liability for accidents, damage, loss or injury caused by, or to, its own employees. It shall be the responsibility of the placement employer to ensure adequate supervision of learners.
6. Where a learner is injured, it shall be the duty of the placement employer to immediately notify **Coleg Sir Gâr, Graig Campus, Sandy Road, Pwll, Llanelli, SA15 4DN Tel: 01554-748000, and enforcing authorities as appropriate.**
7. It shall be the responsibility of the placement employer to carry out workplace training, which includes induction to the workplace, health and safety, equal opportunities and support towards the relevant qualification. The employer agrees to release the learner(s) for all the off the job training requirements.
8. It shall be the responsibility of the placement employer to sign the attendance records. (if applicable)
9. It shall be the responsibility of the placement employer to satisfy the criteria of the Welsh Governments Health and Safety checklist (VF1) and to supply the learner with the relevant personal protective equipment (PPE).
10. The placement employer will permit access to the Coleg Sir Gâr - Coleg Ceredigion Training Adviser and/or NVQ Assessor to monitor, review or assess the learner's progress and to up-date the Health and Safety checklist on a regular basis. **The employer will give Training Advisers and Assessors access to Wifi facilities to undertake digital assessments and reviews according to Welsh Government programme requirements.**
11. The Placement employer will permit access by officers of The Welsh Government and E.S.T.Y.N. to monitor training provision.

Signed and a copy received by:

V. Hall.

PLACEMENT EMPLOYER

A. Williams

TRAINING ADVISER

Date: 9.9.14

Date: 9.9.19

Mae'r Rhaglenni Prentisiaeth, Hyfforddeiaeth a Thwf Swyddi Cymru, a arweinir gan Lywodraeth Cymru, yn cael cymorth ariannol gan Gronfa Gymdeithasol Ewrop
The Apprenticeship, Traineeship and Jobs Growth Wales Programmes, led by the Welsh Government, are supported by the European Social Fund.

Prifathro Andrew Cornish Prif Weithredwr/Chief Executive, Coleg Sir Gâr, Graig Campus, Sandy Road, Pwll, Llanelli, SA15 4DN
☎01554 748000

Confidential

ACTIVITY 1

DOCUMENT 1C

Induction Questionnaire

Diploma in Applied Human Resources

September 2019

	Question	Answer
1.	When, where and at what time will the course will be delivered?	College Str Carr 9.30 - 11.30 Wednesday one day a month
2.	How many modules form part of the programme?	16
3.	When are the workshops this term?	Wednesday - one day a month
4.	What is Moodle?	University online submission
5.	What is Eduroam?	Wireless for College Str Carr
6.	What is Turnitin?	check for plagiarism + for submissions
7.	Do you know when you are required to hand in work?	Assigned dates - Moodle
8.	What are the core texts for this programme?	Lizard & Zebra book. Human Resource Mgmt People & Org
9.	Do you know how to access the library catalogue?	Yes
10.	Do you know who to go to if you have a question/concern about the course?	Yes - Julie Turner
11.	What is the name of the Training Adviser?	Deison
12.	What is the name of the Course Lecturer?	Julie Turner
13.	Will you be expected to complete work outside lessons?	Yes
14.	Do you need to be a member of the CIPD?	Yes
15.	What support is available for study skills?	A range of support including Student Services, on-line materials.
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 yrs
19.	Have you been given access to the student handbook and time-table?	Yes
20.	What academic level is this qualification?	5

Name: Wendy Kouch

Signed: W. Kouch

CIPD Membership Number (to be added when available): 55521124

Signature of Lecturer: J. Turner

Date: 25th September 2019

ECO-CODE ACTION

Employer Copy

ACTIVITY 1
DOCUMENT 1d



ECOCODE ACTION PLAN

Company (Employer) name Pembrokeshire County Council

✓ I confirm that the following actions will be addressed by the above named company as part of our commitment to supporting environmental sustainability and protection. These actions will be taken into account during our operational year and will be reviewed at least annually as part of our corporate planning

Signature	Position in company	
	Date	9.9.19

Reduce, Reuse, Recycle

Eco-code	We will reduce, repair, reuse and recycle potential waste wherever possible.
Actions	1. Purchase items with low / zero levels of packaging
	2. Recycle all materials used, including paper, metals, glass and plastic
	3. Compost appropriate perishable items

Transport

Eco-code	We will try and encourage more environmentally friendly ways for you to travel when you come and see us! Likewise, organisation business will be conducted through the most environmentally sustainable mode of transport.
Actions	1. Reduce need for transport through the use of ICT
	2. Utilise public transport wherever possible
	3. Vehicle share wherever possible

Purchasing

Eco-code	We will buy products and materials that do not harm the environment when they are made or used or disposed of.
Actions	1. Purchase re-used / recycled products wherever possible
	2. Purchase from environmentally-sound supplier organisation

Water

Eco-code	We will save water wherever possible.
Actions	1. Turn off taps whenever not in use
	2. Install water conservation measures such as time limited taps and 'grey water' recycling systems

Energy

Eco-code	We aim to lower energy consumption at the centre, and teach you about how to save energy.
Actions	1. Turn off all heating / lighting when not needed
	2. Use heating controls to swiftly react to different daily heating needs
	3. Install effective insulation, close all doors / windows in winter
	4. Subscribe to a green energy company such as Good Energy that can source 100% green electricity

Biodiversity

Eco-code	We will try and increase the biodiversity of the site and its surroundings.
Actions	1. Consult local wildlife groups on how to effectively encourage biodiversity and wildlife in your area

Raising Awareness

Eco-code	We will tell all our visitors and the general public about how we are looking after our environment and hope they do the same at home!
Actions	1. Place prominent notices and posters around the organisation premises
	2. Provide information on website and in literature

ACTIVITY 1

DOCUMENT 1c



Activity 2

Name: Wendy Roach

CIPD Membership Number: 55521124

Date: 8th January 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: Wendy Roach

Date: 8th January 2020

How the CIPD HRPM professional areas and bands define the HRPM profession and why the HRPM behaviours are essentials to being an effective HR professional

Executive summary

This reports provides a brief overview of the CIPD Profession Map 2013. It analyses the different areas of the Profession Map and how it links to the roles within the HR profession. It highlights how the Profession MAP is used to provide professionals with a learning pathway for career development and the purpose of the CIPD in its role underpinning the fundamentals of the profession of HR in any organisation.

Introduction

The aim of this report is to briefly explain the CIPD Human Resource Profession Map highlighting the professional areas and bands within it which define the Human Resource profession. Along with this it will highlight why these behaviours are essential to being an effective HR professional.

A simple description of the word professional person would include someone who has standards and ethics in a particular specialist area and that these standards are recognised or set down by a professional body. In the case of the HR profession, the CIPD is the recognised professional body that provides and supports this. The CIPD is currently the only body operating in the HR field in the UK and those employed within a HR role recognise the status as a professional to be a member of the CIPD. It is recognised as the core organisation for HR Management instilling standards of practice and progressive in its development.



CIPD Profession map 2013

Watson and Reissner (2014) highlight that '*knowledge, skills and continuing professional development are at the top of the twenty-first century human resources agenda*'.

It is therefore clear to recognise how the CIPD Profession Map is a simple way of encapsulating the core behaviours of an effective HR professional.

The Profession Map is made up of:-

- Eight behaviours – relate to all individuals working within the HR profession regardless of specialism or level in an organisation. These are positioned on the outer rim of the circle/wheel. Each one is broken down and aligned to each of the 4 bands of professional practice providing a simple descriptor.
One of the behaviours that personally stands out for me is *Personally Credible*. Part of my role involves delivery of learning and development interventions. I need to possess a knowledge of theories and practical knowledge to underpin any learning I deliver. I am also a qualified coach working with both internal and external clients. I undertake continual evaluation and receive regular feedback in the form of observations, learning evaluations and self-reflection.
This behaviour also closely links to that of Role model. Due to the nature of my role and the development I have undertaken, I have strong awareness of my 'self' and how I behave. As part of the organisational HR function, I must promote the values and behaviour standards of PCC and model them for others to follow. This would include taking ownership and being solution rather than blame focused. I must remain impartial. This is something that I have been able to develop further as a coach. My beliefs or values may be different to that of my coachee but I must respect the difference and remain non-judgmental.
- Ten professional areas – these make up the inner of the circle and consider the core areas along with the different specialist areas within the HR function.
I am part of the *Organisation Design & Development* team. Depending on the size of an organisation, a HR professional may include more than one professional area remit.
- Four bands of professional practice – These highlight a development/career path.
My title is Learning Organisational Development Advisor. I can easily relate to the band that I sit within, namely band 2, using the band descriptors to compare to the functions that undertake in my role e.g. recently my time has been spent developing an internal Leadership & Management programme. I have had to understand and analyse the current management role and the issues it faces, consider a range of development interventions and potential organisational design changes. As a service to my client, the manager, I have designed a programme which can be delivered to meet the 'managers' needs in a timely and flexible way. This programme will support them to overcome the daily challenges that they are facing now and in the future within an ever changing local authority. These interventions include; - 1-2-1 coaching, face to face workshops, webinars etc. They support managing change, developing high trust behaviours etc. It is clear to see how this links to the band 2 measures descriptor.
Working within a specialist area of HR my skill balance does match that of the skill balance/technical behaviour 50:50 as suggested in the band 2 descriptor.
To develop further and seek promotion within the HR function the band descriptors give me a clear understanding of the tasks and activities I need to undertake and develop further within the HR profession, hence my enrolment on the Level 5 Diploma

Conclusions.

From this report it is easy to see how the CIPD Profession Map is recognised by those working within HR. It has been simply written to reflect the reality of the roles undertaken by the HR professional. I am able to relate my role and level at which I work with ease along with what I need to develop further. The descriptors are clear and highlight the key behaviours to be an effective HR professional. The CIPD has considered the many

specialisms that make up the HR function and how these link to an organisation regardless of industry or size.

In line with their own values of forward thinking, the CIPD has recently updated its Profession Map. Its core still remains but the CIPD has grown to have an international presence and thus it has had to widen its context. It has been designed to evolve with the ever changing role of the HR professional. They have also matched the Profession Map to CIPD Membership levels and introduced a 'Fundamental' level, which supports those at an earlier stage in their development and career.

Recommendations

My recommendations would be for all HR professionals to use the CIPD Profession Map as the core tool to 'guide your work, career planning and development' CIPD website.

References

Watson, G and Reissner, S.C. (2014) Developing skills for business leadership. London: Chartered Institute of Personnel and Development

CIPD (2015) CIPD PROFESSION MAP [online]. London: Chartered Institute of Personnel and Development. Available at: <https://www.cipd.co.uk/learn/profession-map/2013-profession-map> [Accessed 8 January 2020]

Activity 3

Attached documents:-

Doc 3a - Copy of the Service Level Agreement / Project Implementation Document.

Doc 3b - Email of LNA outcome which shows copy of the LNA proposed workshop programme.

Doc 3c - Email response from HR Manager (June Skilton)

Doc 3d - Email sample of workshop invite and flier

Doc 3e - Email update on GDPR, highlight need to amend SLA. Welsh Standards discussion also highlighted.

Doc 3f - Email, need for review or update

Doc 3g - Feedback from Dealing with Difficult People &

I have used the following example to highlight my experience with Project Management.

Pembrokeshire Coast National Parks

As part of my role I am also the Lead Officer providing development support with the Pembrokeshire Coast National Park Authority. Each year a Service Level Agreement is negotiated alongside a programme of work.

PCNPA employs approximately 150 individuals in a range of roles. There is dedicated Human Resource Manager who focusses specifically on the day to day HR functions including recruitment, absenteeism, discipline & grievance etc. but PCNPA do not have a development function within its organisation.

Each year a Service Level Agreement is negotiated and project of development agreed for the following 12 months. In 2018/19 we agreed to consider the training needs of the Admin teams in PCNPA. This includes approximately 30 staff working from a number of location across Pembrokeshire. I would have a monthly meeting the HR Advisor, June Skilton.

AS part of this programme, I designed a Learning Needs Analysis Questionnaire that each member of staff would be asked to complete. The outcomes would define a programme of development workshops.

It would be my responsibility to highlight possible training needs that may arise during the year. In 2018/19 GDPR came into effect and we discussed how this might impact the agreement we had in place and policy changes required alongside staff training.

The following documents provide evidence of the work that is undertaken as part of this project piece:-

- Doc 3a (7 pages) - Copy of the Service Level Agreement / Project Implementation Document.

This is the **Initiation** or first stage where we clarify and agree what the objectives are and what is potentially needed to achieve these objectives. At this stage I met with the HR Manager, June Skilton and we revisit the Service Level Agreement in place as part of our annual review along with completing a project implementation proforma.

For the year 2018/19 the focus as highlighted earlier was the Administration staff within PCNPA.

- Doc 3b (3 pages) - Email of LNA outcome which shows copy of the LNA proposed workshop programme.

At this stage I have begun the **Project Planning** phase by initiating the LNA process with the staff have been identified by the HR Manager. The costs/budget are already linked to the SLA agreement and must fit within this agreement, I would need to seek approval for anything that exceeds this agreement. I provide PCNPA with a monthly time sheet for hours spent working on this project along with any additional cost e.g. travel. I did not exceed the budget limit on this piece of work.

It was agreed that resources would be provided by PCNPA, in particular delivery venues and any refreshments. The implementation document did highlight any risks, in particular commitment to release staff. PCNPA is tourist drive and does have peak times during certain months. It was agreed that we would avoid these times.

Workshop design was more easily managed and I was able to adapt some of the material that we already deliver to PCC employees to meet the needs of the PCNPA staff.

Project Execution & Project Monitoring and Control were linked closely linked with this project. I followed the delivery schedule timetable however, during the delivery schedule, the GDPR regulations were introduced. I was conscious that this could impact on the project and the training and this was highlighted to the HR Manager. The HR Manager and I would usually meet on a monthly basis to review or update on progress. This was quite informal and I provide her with feedback from all of the workshops along with content.

- Doc 3c (1 page) - Email response from HR Manager (June Skilton)
- Doc 3d (2 pages) - Email sample of workshop invite and flier
- Doc 3e (1 page) - Email update on GDPR, highlight need to amend SLA. Welsh Standards discussion also highlighted.
- Doc 3f (2 pages) - Email, need for review or update
- Doc 3g (2 pages) - Feedback from Dealing with Difficult People & Situations workshop

The feedback model that I used for these workshops is called Delta/Plus. As a deliverer I leave the room and the group discuss their feedback recording it on a flip chart. I did add two specific questions aimed at the delegates since these were specifically highlighted as areas of concern from the HR Manager.

Project Completion was probably less formal than might normally take place. The HR Manager had not defined any specific evaluation of the programme but had decided that this would be monitored over the next twelve months via performance appraisal feedback and an increase in outputs. There was no over/under spend.

Insights highlighted, related to the possible need for Leadership & Management training. I would address this with the HR Manager for the 2019/2020 partnership project. I have noted that this is an area of weakness in producing a formal document.

Ac

ACTIVITY 3

DOCUMENT 3a (7 pages)

Pembrokeshire County Council Service

Level Agreement for Pembrokeshire Coast National Park Authority

2017/2020

Version No.	Status	Date	Author	Date Range	Review Date
5	Final	April 19	Wendy Roach	2019 - 2020	April 20
4	Final	Oct 17	Wendy Harris	2017 - 2020	Mar 18
3	Final	Mar 16	Victoria Hall	2016 - 2017	Mar 17
2	Final	Mar 15	Victoria Hall	2015 - 2016	Mar 16
1	Final	Sept 14	Sara Mills	2014 - 2015	Mar 15

1. Definition of terms

1.1 Agreement means agreement for the provision of services listed in section.

1.2 The Service Provider is Pembrokeshire County Council (PCC) – Corporate Learning and Development Section.

1.3 The Client is Pembrokeshire Coast National Park Authority (PCNPA).

2. Introduction

The Corporate Learning and Development (CLD) service:

2.1 Coordinates, delivers and commissions learning and development opportunities for all PCC staff to support the achievement of business outcomes.

2.2 Works in partnership, where appropriate with external partners and organisations to deliver cost effective, high quality learning and development opportunities at a local or regional level.

3. Benefits

3.1 The services provided under this agreement are designed to build capacity to deliver learning and development opportunities for PCNPA staff. Joint working also increases opportunities to share resources, jointly commission training, reduce costs and increase development opportunities locally for both organisations, with the added value of staff from different organisations attending programmes/workshops together.

4. Staffing

4.1 The Learning and Development team has substantial experience in the administration, coordination and delivery of development opportunities across a diverse organisation

Project Implementation Document

Directorate / Service	PCNPA
Project Owner	June Skilton
Tel. No.	
Lead Officer/s	Wendy Harris
Tel. No.	
Project Title	
Project Overview (Service Issues, Problems, Challenges)	Support/admin staff have a task orientated view of their role. As a group they are very passive and responsive rather than proactive. They feel undervalued and under continuous pressure with the amount of change within the organisation. Customers have become more challenging. Revisit the admin role profile and Admin employee standard. Training Needs Analysis (TNA) to be carried out which would identify whether the gap in performance is due to outstanding learning and development needs.
Project Aims/Objectives	To develop the admin team skills and increase their outcomes/outputs. Improve resilience levels and self-awareness of behaviours and performance linked to difficult situations and customers. Improve acceptance and adaptability to change.
Project Risks	1. There is a lack of 'buy in' to the project - • Admin/support staff • Managers of the admin/support staff • Commitment to release staff to attend training
Contacts Internal & External	June Skilton Wendy Harris (PCC)
Background information / documents	It would be useful to see PCNPA's employee standard, business plans, personal development needs of admin/support staff from the appraisal system and role specification.

Project Outputs

- An agreed plan of work with timescales
- *On-boarding* briefing for admin/support staff and managers
- TNA/LNA process, questionnaire
- Confidential report reflecting learning from diagnostic process
- Competency framework which has been reviewed and agreed with PCNPA stakeholders
- Design, delivery of learning interventions.
- Evaluation of each workshop to be collated and forwarded to PCNPA HR Manager.
- Timesheets completed and submitted monthly

Project Dates

Start

January 2018

Finish

End December 2019

and can provide specialist advice, training and support on a range of people/business development issues. The Service Provider will ensure that there is a dedicated Learning and Development Adviser to ensure that the service specifications are delivered in accordance with this agreement.

5. Service specification

5.1 The service provision as set out in this agreement includes dedicated CLD Adviser time and provision of training for a total of 12 days per annum. This will be reviewed and negotiated annually on 1st April to reflect changes in priorities for both the Client and Service Provider.

5.2 The services provided under this agreement include:

- a) CLD Adviser time to develop and implement a system for identifying and prioritising training needs aligned to the Client's business objectives.
- b) Provision of bespoke training, one-to-one support or coaching for staff to meet identified training/ business needs, to include a minimum of 6 of the 12 days as set out in the agreement.
- c) Administration of L&D opportunities by PCC staff including liaising with PCNPA to promote development opportunities, booking staff on courses, organising training events and arranging coaching/mentoring opportunities.

5.3 Services not provided under the agreement:

- a) Support, advise, training, coaching, administration required outside of the 12 days as set out in the agreement.
- b) Additional services may be purchased on a pay as you use basis at an agreed rate as set out in Section 7.

6. Period of agreement

6.1 This agreement will be for a 3 year period commencing on 1st October 2017 and terminating on 30th September 2020. The charges for this service shall be reviewed annually on 1st April to reflect changes in costs (increases or reductions) and will take effect from the review date. As the agreement is 3 years in duration, it will run from 1st October 2017 to 30th September 2020. For the period 1st October 2017 to 30th March 2018 and 1st April 2020 to 30th September 2020 charges and number of days allocated as per service specification will be calculated on a pro rata basis.

7. Costs/Charges

7.1 The charge for this service is calculated using the unit cost for 2019/2020. which is the daily rate for CLD Adviser time (CLD budget divided by staff costs). The unit cost for

2017/2018 was **£258.29**. This cost has been adjusted in the year 2019/2020 to reflect our move towards full recovery cost. The unit cost per day has thus increased to £285 with an hourly rate of £39. This agreement stipulates 12 days of service provision.

7.2 The unit cost will be adjusted annually to reflect changes to PCC costs and the right is reserved to re-negotiate the unit cost quoted above.

7.3 Payment for the service will be made monthly and will be reviewed annually to reflect reasonable changes in the unit cost.

7.4 The Service Provider will meet any costs incurred by failure to provide the service as specified and will reimburse the Client accordingly.

7.5 Charges for additional services:

Additional services may be purchased on a pay as you use basis at the following agreed rates:

Service/s	Charge/s
CLD Adviser/administration time per day	Unit cost
CLD Adviser to deliver a one day bespoke training course for the Client	Unit cost
CLD Adviser to deliver half day bespoke training course for the Client	50% of the unit cost
CLD Adviser preparation time to develop a new bespoke course (half or one day) for the Client	Unit cost
PCNPA (the Client) staff infilling on PCC (the Service Provider) courses	Unit cost divided by number of course delegates
One hour coaching/mentoring session with a CLD Adviser	Unit cost divided by 7.4 hours (working day) = £39.00 per hour in 2019/2020

7.6 Charges for travel:

Travel expenses incurred by the Service Provider in relation to the delivery of this agreement will be charged at the current rate of 25p per mile. The mileage allowance is set by reference to the HM Revenue and Customs rules on AMAPs (Approved Mileage Allowance Payments). This may be subject to adjustment during the term of this agreement in response to changes in the HM Revenue and Customs rules.

8. Period of agreement

8.1 This agreement will be for a 3 year period commencing on 1st October 2017 and terminating on 30th September 2020. The charges for this service shall be reviewed annually on 1st April to reflect changes in costs (increases or reductions) and will take effect from the review date.

9. Termination of agreement

9.1 The agreement can be terminated by:

- a) Either party giving the other 3 months duration notice.
- b) The repeated failure by either party to perform to service specification and responsibilities.
- c) In the event of termination of the agreement any charges due will be payable up to the date of termination.

10. Management of staff

10.1 All personnel management responsibilities relating to PCC CLD staff shall be the sole responsibility of the Service Provider.

11. Information and record keeping

11.1 The Service Provider shall maintain proper records to ensure that the Client can verify service provision and monitor the service.

12. Confidentiality

12.1 Any information that the Service Provider obtains as a result of the implementation of this agreement shall be treated as strictly confidential between both parties.

13. Health and safety

13.1 The Service Provider and the Client shall comply with all the statutory regulations and enactments relating directly or indirectly to the provision of the service under this agreement with particular regard to the Health and Safety at Work Act 1974 and any other Acts, Regulations or Orders relating to health and safety.

14. Force majeure

14.1 Neither party shall be liable to the other for any non-performance or breach occurring as a result of industrial action, strikes, or stoppage or as result of any event beyond either party's control, such as fire, flood, riot, civil disturbance, commotion or any act of God.

15. Terms and conditions

15.1 The Service provider will be responsible for:

- a) Ensuring that the service specification is delivered in accordance with this agreement
- b) Monitoring the quality of the service being delivered
- c) Responding positively to any problems identified by the client
- d) Meeting any additional costs caused by the fault of the Service Provider.

15.2 The Client will be responsible for:

- a) Promptly notifying the Service Provider of any deficiencies in service provision
- b) Meeting any additional costs caused by the fault of the client.

For further information please contact:

Victoria Hall
Learning and Development Adviser
victoria.hall@pembrokeshire.gov.uk
01437770029

Sue Swan
Learning and Development Manager
sue.swan@pembrokeshire.gov.uk
01437776410

Signed (Client).....Date.....

Print Name.....

Signed (Service Provider).....Date.....

Print Name.....

1

ACTIVITY 3

).

Roac

DOCUMENT 3b (3 pages)

From:

Sent:

To:

Subject:

Attachments:

'June Skilton'

Training programme

LNA questions & outcomes.docx

Hi June,

I hope you are well. I wish it would stop raining!

I have attached the information that 'came out' of the Learning Needs Analysis questionnaires that I received, and I have put together a programme for delivery.

If you have any questions or want to prioritise sessions in any other way please let me know.

Kind regards/Cofion,

Wendy

Wendy Harris
Corporate Learning and Development Advisor
Pembrokeshire County Council
Pembrokeshire Archive
Prendergast
SA61 2PE

Tel: 01437 776418

Email: wendy.harris@pembrokeshire.gov.uk

Wendy Harris
Cynghorydd Dysgu A Datblygu Corfforaethol
Cyngor Sir Penfro
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SA61 2PE

Ffôn: 01437 776418

E-bost: wendy.harris@pembrokeshire.gov.uk

Learning Needs Analysis for PCNPA Admin Staff

Final outcome scores from Individuals Needs Analysis:-

Customer Service	Ranking
Handling difficult people and situations	46
Assertiveness	41
Uncovering customer's needs through questioning and listening	43
Communicating for impact	45
Effective feedback skills	44
Effective time management	46
Team Work	Ranking
Understanding team dynamics	40
Connecting with the team around you	46
Supporting your team successfully	47
Networking	31
Minute taking made simple	42
Self-Awareness	Ranking
Dealing with change	51
Presentation skills	45
Personal resilience	48
Managing pressure and conflicting demands	39
Making change work for you	47
Stress awareness	46
Introduction to Mindfulness	46
Enhance performance using positive psychology	51
IT Skills	Ranking
Excel	48
Power point for presentations	33
Organisational	Ranking
Equality and diversity	40
Working in a constantly changing environment	43
Health and safety	41

Further suggestions requested;

Welsh Language Skills
Visual Merchandising
Excel

Highlighted in red – these were highlighted by a number of people and could easily be delivered using 'POD', Pembrokeshire County Council's E-Learning tool. There is a training session for each of these that we could provide 'guest' access to and could be undertaken on any computer/laptop/tablet at National Parks site.

The following is the proposed programme I have put together based on the scorings:-

Delivery date	Workshop	Venue
March 1st	Personal Resilience part 1	
May 3 rd	Personal Resilience part 2	
July 5 th	Teamwork or Handling Difficult People & Situations	
September 6 th	Dealing with Change	
November 1 st	Enhance Performance using Positive Psychology	

The above is not set in stone and I have grouped 'like' areas together.

Mindfulness hasn't been included at the moment and likewise individual 'further suggestions':- Welsh and visual merchandising were highlighted by one individual Katie Withington as development areas for her.

Excel was highlighted on a small number of returns. We may look to deliver a PCC generic course relating to this and there is potential for National Parks staff to be included.

I would also like to introduce a CPD template to them that they may wish to use to record their individual development.

It would be good to hold the training at different sites but I would need access to power point facilities, so I will leave this with you to decide. If you can update me on venues and times then I can organise an invite in readiness for March 1st.

ACTIVITY 3

DOCUMENT 3C (2 pages)

pembrokeshirecoast.org.uk>

To: Harris, Wendy
Subject: RE: Training programme

Thanks Wendy
Most topics scoring similarly!

Yes, if some topics can be easily picked up on POD that would be good. One of the things I'm supposed to be doing is trialling some courses on POD to see whether to add to the SLA but to be honest, I doubt I will get time for that, so if the admin group do some courses, we can get feedback from them.

Some of the suggested topics eg Welsh and visual merchandising are outside the admin project, so don't worry about them

Similarly, I didn't expect this project to pick up IT skills – we have a trainer we can get in for that, excel didn't come up on appraisals!!! So I will need to find out exactly what it is they need to learn, leave that with me

We have done an intro to mindfulness before, maybe 3 years or so ago, most of them will have been around for that anyway

Yes please to a CPD or learning log

I might ring you sometime about the proposed programme, I had thought maybe change early in programme but can see why you might do resilience first. Not sure what exactly will be the content of enhancing performance using positive psychology, just wondering whether there is a lot of person centred stuff, which is great, but would perhaps have liked to see more on the team. But will benefit from a chat with you!

June

From: Harris, Wendy [mailto:Wendy.Harris@pembrokeshire.gov.uk]
Sent: 29 January 2018 11:54
To: June Skilton
Subject: Training programme

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Hi June,

I hope you are well. I wish it would stop raining!

I have attached the information that 'came out' of the Learning Needs Analysis questionnaires that I received, and I have put together a programme for delivery.

If you have any questions or want to prioritise sessions in any other way please let me know.

Kind regards/Cofion,

Wendy

Wendy Harris
Corporate Learning and Development Advisor
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Pembrokeshire Archive
Prendergast
SA61 2PE

Tel: 01437 776418

Email: wendy.harris@pembrokeshire.gov.uk

Wendy Harris
Cynghorydd Dysgu A Datblygu Corfforaethol
Cyngor Sir Penfro
Archifdy Sir Benfro
Prendergast
SA61 2PE

Ffôn: 01437 776418

E-bost: wendy.harris@pembrokeshire.gov.uk

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Phone Number 01437 764551
Email enquiries@pembrokeshire.gov.uk

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For a copy in large print, easy-read, Braille, audio or an alternative language, please contact the person who sent this email.

Dim ond y sawl y mae'r ddogfen hon wedi'i chyfeirio atynt ddylai ei darllen, a'i defnyddio ganddynt ar gyfer ei dibenion bwriadedig; ac ni ddylid fel arall ei hatgynhyrchu, copio, lledaenu, datgelu, addasu, dosbarthu, cyhoeddi na'i rhoi ar waith chwaith. Os ydych chi wedi derbyn yr e-bost hwn trwy gangymeriad, byddwch cystal a rhoi gwybod i ni ar unwaith trwy ffonio 01437 764551 a'i ddileu oddi ar eich cyfrifiadur ar unwaith. Ni ddylid rhoi'r cyfeiriad e-bost i unrhyw drydydd parti na'i ddefnyddio ar gyfer unrhyw ddiben arall chwaith.

Gwefan Cyngor Sir Penfro - <http://www.sir-benfro.gov.uk>

ACTIVITY 3

R DOCUMENT 3c

From: Wendy Harris
Sent: 15 May 2017 15:24
To: 'heidib@pembrokeshirecoast.org.uk'; 'helenl@pembrokeshirecoast.org.uk';
'paulah@pembrokeshirecoast.org.uk'; 'samc@pembrokeshirecoast.org.uk';
'samw@pembrokeshirecoast.org.uk'; 'angelad@pembrokeshirecoast.org.uk';
'joannem@pembrokeshirecoast.org.uk'; 'jennifern@pembrokeshirecoast.org.uk';
'beve@pembrokeshirecoast.org.uk'; 'janetoto@pembrokeshirecoast.org.uk';
'paulinec@pembrokeshirecoast.org.uk'; 'sharront@pembrokeshirecoast.org.uk';
'katrinas@pembrokeshirecoast.org.uk'; 'katiew@pembrokeshirecoast.org.uk';
'tracyg@pembrokeshirecoast.org.uk'; 'lizr@pembrokeshirecoast.org.uk'
Subject: Training Programme - next workshop 3rd May
Attachments: Flyer.docx

Hello everyone,

I hope you had a good Easter.

I have attached the flier for the next workshop and look forward to seeing you all at Oriol y Parc on May 3rd.
I would be grateful if you could confirm your attendance.

Kind regards,

Wendy

Wendy Harris
Corporate Learning and Development Advisor
Pembrokeshire County Council
Pembrokeshire Archive
Prendergast
SA61 2PE

Tel: 01437 776418
Email: wendy.harris@pembrokeshire.gov.uk

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Cyngor Sir Penfro
Archifdy Sir Benfro
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E-bost: wendy.harris@pembrokeshire.gov.uk



Dealing with Difficult People & Situations

Thursday 3rd May

Oriel y Parc, St Davids

9.30am – 13.00pm (followed by lunch)



During the session, we will be looking at:

- How to effectively manage a difficult situation & conversation
- Assertive, passive & aggressive behaviour
 - How to become more assertive

Delivered by Wendy Harris, Pembrokeshire County Council



Parc Cenedlaethol Arfordir Penfro
Pembrokeshire Coast National Park

ACTIVITY 3

DOCUMENT 3e

To: 'June Skilton'
Subject: SLA

Hi June,

The recent introduction of GDPR means that we need to possibly revisit the SLA that we hold with yourselves. Are there any areas that you feel may need to be updated to reflect this? Likewise, I was wondering whether we should include any updates relating to the Welsh language standards and whether as an organisation PCNPA has a policy in place that we should adhere to?

Regards/Cofion,

Wendy

Wendy Harris
Corporate Learning and Development Advisor
Pembrokeshire County Council
Pembrokeshire Archive
Prendergast
SA61 2PE

Tel: 01437 776418
Email: wendy.harris@pembrokeshire.gov.uk

Wendy Harris
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Archifdy Sir Benfro
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SA61 2PE

Ffôn: 01437 776418
E-bost: wendy.harris@pembrokeshire.gov.uk

The following link will take you to the Learning & Development page on the Intranet.



Language of Choice

When you respond to this email, please indicate by ticking one of the boxes below whether you would like to be communicated with in Welsh or English.

Dewis iaith

Roac

ACTIVITY 3
DOCUMENT 3F (2 pages)

From:

ast.org.uk>

Sent:

To:

Harris, Wendy

Subject:

RE: Admin programme

Thanks Wendy

I'm ok with how things are going so no need for catch up unless there's anything you need?

June

From: Harris, Wendy [mailto:Wendy.Harris@pembrokeshire.gov.uk]

Sent: 04 June 2018 15:11

To: June Skilton

Subject: RE: Admin programme

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June,

That is absolutely fine. I will attach the information from the workshops so far and send them in different emails so that you can keep them separate.

I hope this is ok? Would you like to have a face to face catch up?

The next workshop is around MBTI.

Kind regards,

Wendy

From: June Skilton <JuneS@pembrokeshirecoast.org.uk>

Sent: 01 June 2018 13:36

To: Harris, Wendy <Wendy.Harris@pembrokeshire.gov.uk>

Subject: Admin programme

Hi Wendy

Would you be able to pass me copies of the course content for each session of this programme, and any handouts? So that I have records of what was included.

Also, the learning log format that you are encouraging them to use? I am suggesting that I go through the learning log with Susanne to help her consolidate the learning.

thanks

June

Mae'r Awdurdod yn hapus i gyfathrebu yn Gymraeg neu yn Saesneg

The Authority is happy to communicate in Welsh or English

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Noder os gwelwch yn dda y gall cynnwys yr e-bost hwn orfod cael ei ddatgelu i'r cyhoedd o dan Deddf Rhyddid Gwybodaeth 2000 ac felly ni ellir gwarantu cyfrinachedd y neges hon nac unrhyw ateb.

Am ragor o wybodaeth am APCAP ymwelwch ?'n gwefan ar www.arfordirpenfro.org.uk

Ystyrier yr amgylchedd cyn argraffu'r e-bost hwn os gwelwch yn dda.

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ACTIVITY 3

DOCUMENT 3g (2 pages)

Document 3g - Document 3g (2 pages) s, Oriel y Parc

All positive & very relaxed – an enjoyable session

Nice outing!

Ideal way of refreshing skills

Thought provoking – even after 35 years of admin!

Good support session from co-workers

Able to discuss in a confidential setting

How could managers do better?

Acknowledging what is going on within the team and addressing small issues

Communication and understanding workload

Accept work life balance of part time workers

Effective communication

Recognise when personal stress may affect work

Stop placing all their work on us!

What would make you feel more valued?

Appreciation and acknowledgment of your work

Workload evaluation/job description update reflecting team member leaving

Positive/useful feedback

Recognise when an individual has a larger workload than others and share work

Being spoken to on equal footing. A person's superiority in work does not make them better than you.

Appreciation and acknowledgment of your work!

Wendy- easy going, friendly, relaxed

Good presentation

Good bunch of people

Comfortable

Set at the right level

Enjoyed exercise – (resourcefulness) questionnaire

Length of session good

Turned negative feelings, more positive

Self-awareness

Less anxious about next session

Small room – safe space

Liked confidentiality

Possibly too much cheese – mixed feelings about video

Clock on wall had wrong time - Change that clock!

Activity 4

Name: Wendy Roach

CIPD Membership Number: 55521124

Date: 8th January 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: Wendy Roach

Date: 8th January 2020

Understanding the Concept of Team Dynamics and Political Behaviour in Organisations and the Impact on the Achievement of Organisational Objectives

Executive summary

This report was undertaken to consider the benefits of understanding team dynamics and the impact of political behaviour on the achievement of organisational objectives. Its findings highlight the importance of 'teams' understanding, how an effective team is formed along with the role that each individual has within the team. It also identifies the impact of any political agenda.

Introduction

This report looks at two theories associated to team working. Working as part of a team is primarily a practical experience and each team will work according to its own conditions.

Aim - to consider the concept of group dynamics from a Human Resource perspective. Alongside this what political behaviour in organisations can look like and how it can impact the success or failure of organisational objectives.

Objectives -
to identify skills and characteristics of team dynamics
to explain the impact of political behaviour in an organisation
to identify the impact of political behaviour on organisational objectives

HR professionals will usually work as part of a team potentially with different specialisms depending on the size of the organisation. In Pembrokeshire County Council the HR team consists of a number of different functions including payroll, generalist, recruitment and learning & development. Each have different tasks but all with the same agenda to provide an effective HR function to support the organisation.

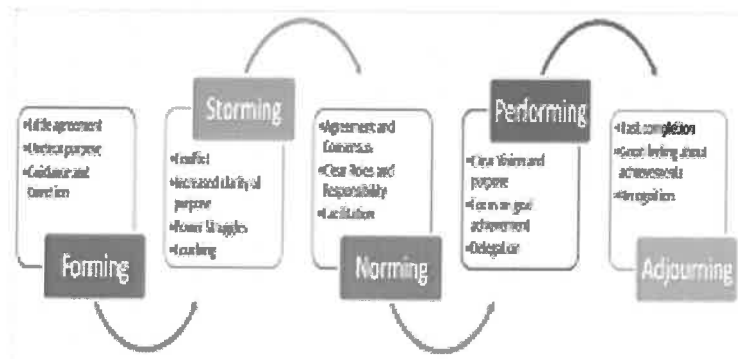
Each function will overlap with another function. The HR role also stretches outside of its own function and the HR professional can be part of more than one team.

Team dynamics play an important role and a HR professional must possess the skills to be an effective team member and an awareness of the importance of these in teams within an organisation.

Typical team skills are:-

- Organising & planning
- Decision making
- Problem solving
- Communication
- Influencing
- Feedback
- Leadership
- Conflict resolution

Bruce Tuckman(1965) introduced a team development model that has since been developed further to include adjourning/mourning and is still recognised :-



Model discovered by Susan Brookman Pinterest

The model looks at the development of a team and the process that it goes through before becoming truly effective. There is no time frame for each stage and the process can start again if any dynamic is changed i.e. losing a member of the team or a new one joining.

Examples of such behaviour can be witnessed on the television show 'I'm A Celebrity Get Me Out Of Here', where a group of strangers come together to form a team.

Likewise, Dr Meredith Belbin undertook team research using a business game. The outcome is now profoundly recognised in Management and Leadership training. Belbin believes that the roles we take, and the way in which we each behave and interact as part of a team is fundamental to its performance and development. The understanding of this theory is beneficial but **does** need to be acted upon. The following diagram highlights the identified team roles. An individual can complete a questionnaire to discover their role and no one team role is more important than the other. In small teams an individual can take on more than one role.

The diagram below provides an overview of the Belbin roles, strengths and weaknesses. The value of understanding this model and our own 'role' and the role of others in the team means I can seek to adapt accordingly and identify if a team is lacking or 'top heavy' in one

role type e.g. lots of 'plants' and no 'team workers' can result in lots of ideas but no outcomes.

	Team role	Strengths	Allowable weaknesses
Action oriented roles	 Shaper	- Challenging, dynamic, thrives on pressure - The drive and courage to overcome obstacles	- Prone to provocation - Offends people's feelings
	 Implementer (company worker)	- Disciplined, reliable, conservative and efficient - Turns ideas into practical actions	- Somewhat inflexible - Slow to respond to new possibilities
	 Completer finisher	- Painstaking, conscientious, anxious - Searches out errors and omissions - Delivers on time	- Inclined to worry unduly - Reluctant to delegate
People oriented roles	 Co-ordinator (Chairman)	- Mature, confident, a good chairperson - Clarifies goals, promotes decision-making, delegates well	- Can often be seen as manipulative - Offloads personal work
	 Teamworker	- Co-operative, mild, perceptive and diplomatic - Listens, builds, averts friction	Indecisive in crunch situations
	 Resource investigator	- Extrovert, enthusiastic, communicative - Explores opportunities - Develops contacts	- Over-optimistic - Loses interest once initial enthusiasm has passed
Cerebral roles	 Plant	- Creative, imaginative, unorthodox - Solves difficult problems	- Ignores incidentals - Too pre-occupied to communicate effectively
	 Monitor evaluator	- Sober, strategic and discerning - Sees all options - Judges accurately	Lacks drive and ability to inspire others
	 Specialist	- Single-minded, self-starting, dedicated - Provides knowledge and skills in rare supply	- Contributes only on a narrow front - Dwells on technicalities

I work within the Learning & Development area of the HR function. We have recently gone through a period of change with two new members joining the team. As an L&D team we are familiar with the Belbin and Tuckman theories. In order to support 'us' through these changes we undertook a team awareness event. This included completing a Myers Briggs Type Indicator questionnaire and a Belbin questionnaire.

This helped us all to understand how we can effectively communicate with each other and the strengths/weaknesses in roles that we might possess. An understanding of the Tuckman theory also diluted the anxiety that some team members were feeling.

Political behaviour within an organisation also contributes to the performance both within the team and the organisation as whole. The following quote from Brandon, R., & Seldman, M. (2004) '*Organisational politics are informal, unofficial, and sometimes behind-the-scenes efforts to sell ideas, influence an organisation, increase power, or achieve other targeted objectives*' simply explains this.

Position, control and influence can produce a negative outcome and upset the equilibrium within a team and organisation and need to be managed. Huczynski and Buchanan (2010) highlight this, political and personal agendas can disrupt a team. I need to understand the impact of political behaviour, remain impartial and maintain the balance.

Conclusions

As a HR professional I need to consider how an effective is created as described by Tuckman, if a team has awareness that this process naturally takes place then it becomes easier to understand and the impact is reduced. I can then offer appropriate support. Likewise understanding the mix of roles that help a team function effectively as highlighted

by Belbin uncover what might be missing in a team. Equally, the ability to navigate the political environment and identify political agendas is paramount both as part of my immediate team but also the wider organisational team.

Recommendations

In this environment of continuous economic instability and continuous change, it would benefit those teams that have identified that they are dysfunctional in some way. I worked in a team that struggled to achieve performance targets. Completing the Belbin questionnaire identified that we were a dominant amount of us were co-ordinators however we lacked plants and team workers, which meant the we spent a considerable amount of time 'arguing' about decisions that we all wanted to be in charge of but failed to 'do' things or come up with ideas.

References

Mindtools. (2019) *Forming, Storming, Norming and Performing. Understanding the Stages of Team Formation*. [website] Available at https://www.mindtools.com/pages/article/newLDR_86.htm (Accessed: 10th January 2020)

Mindtools. (2019) *Forming, Storming, Norming and Performing. Understanding the Stages of Team Formation*. [video] Available at https://www.mindtools.com/pages/article/newLDR_86.htm (Accessed: 10th January 2020)

Pinterest (2020) *Model pin discovered by Susan Brookman* [internet] https://www.google.com/search?q=bruce+tuckman+model+pdf&safe=strict&rlz=1C1GCEUenGB819GB819&source=lnms&tbn=isch&sa=X&ved=2ahUKEwibud6BsYjnAhV0SEEAHet8DZcQ_A (Accessed 16th January 2020)

Brandon, R and Seldman, M (2004) *Survival of the Savvy*. New York: Free Press

Huczynski, A.A. and Buchanan, D. (2010) *Organisational behaviour*. 7th ed. London: FT/Prentice Hall

Activity 5

Attached documents:-

Doc 5a- CIPD assessment and recommended development action for both of the following areas:-

Doc 5b- Development plan

Leading HR (Core)

Within the organisation that I work the most obvious role to progress to would be that of Senior Learning and Organisational Advisor. This is my Line Managers post, managing a team of seven people. The role manages the function of employee development within PCC. This includes internal and external development interventions both accredited and non-accredited. These must align to the organisations needs and priorities. Thus I have chosen this as my core professional area to assess.

Learning & Development

I have chosen Learning & Development for two of the development areas because it is the specialist field within which I work. PCC have a HR function dedicated to the learning and development of their employees.

Reflecting on the HRP Map and the self-assessment that I undertook:-

- I would agree with the areas highlighted as competent. Both of the above areas identify strengths that link to the learning development function HR. I would have been disappointed if these had been low competency. The feedback that I have received has always been very positive and the outcomes I have been measured on in this function are delivered or exceeded delivery.
- In the core area I have chosen a task that will support my generalist HR knowledge and develop my PCC organisational understanding. I will have to become familiar with HR policies and procedures that I would not normally be involved with along with external HSE recommendations and tools.

In order to develop to Band 3 of the Profession Map, I have chosen development tasks that can align to these behaviour areas. One of these tasks is the procurement of an external provider for a Senior Leadership programme. Not only will it meet the Learning and Development area for development but also allow me to move towards the descriptors highlighted in Band 3 e.g. *2.6.3 Build professional capability and business insight through targeted talent and development programmes in line with organisational needs. 2.18.3 Ensure people plans and services are delivered at best value cost. Understanding the functional and business realities, providing insights and linkages, flexible and innovative solutions, risk analyses.*

Activity 5

Doc 5a- CIPD assessment and recommended development action

Leading HR (Core)

Leading HR is about maximising the contribution that HR makes in your organisation by supporting, developing and leading others across the business, and by acting as a role model. At your level you typically need to approach HR with a commercial mindset, advising and supporting business managers on people-related issues. When it comes to the people strategy you'll develop budgets, objectives, milestones and metrics to support the successful delivery of integrated people plans. You'll know how to engage and motivate others, and you'll build the capability of the HR team to keep them at the leading edge. You'll also build your own expertise by regularly seeking out and acting on feedback.

How prepared am I?

What you've told us indicates that your knowledge and skills in this core area are developing. This usually applies to someone who has a solid base in HR, but is still developing their experience of leading teams and projects which deliver sustained organisation performance at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Leading HR, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop in this area at your current level, we think these recommendations will be of particular benefit to you in building the skills and experience you'll need to excel in HR.

What's it like Leading HR at a more senior level?

In order to be able to work at the next level up within the HR profession, you typically need to demonstrate strong people management and leadership capability, bringing a commercial mindset to both HR and the business. You'll translate the people strategy into operating and financial plans, ensuring that people services are delivered at best value. As an HR leader, you'll continually seek out and act on feedback, building the professional, technical and commercial capability of the HR team.

What are my strengths and gaps for my current level?

Where I am competent

- Proactively seeking and acting on feedback to develop as an HR professional
- Assessing the capability of the HR team to deliver professional HR practice, in line with the organisation's needs
- Building high performing teams using good people practices
- Ensuring that HR delivery plans are fully integrated into the HR strategy
- Approaches to engaging and motivating individuals from different backgrounds
- Ways to assess the capability of a team against the organisation's requirements
- Approaches to managing and evaluating team performance

My Gaps

- Demonstrating a commercial mindset in own approach to HR
- Confidently advising employees and managers on HR and people-related issues

- Developing objectives, milestones and metrics (eg, service level agreements, Key Performance Indicators) for HR plans
- Supporting the development and monitoring of HR budgets
- Interpreting budgets and other financial and non-financial data to draw conclusions

Development Actions

- Champion the use of metrics and measures in the organisation. Demonstrate a commercial mindset by ensuring that measures and KPIs are integrated into all people plans and projects, and that all projects are appropriately costed in terms of budget and resources, clearly showing a return on investment.
- Become an expert in your field by putting time aside to develop your knowledge and expertise in your organisation's policies and procedures, as well as relevant law and practice. Spend time with the business to ensure your advice is relevant and appropriate to your organisation's culture.
- Seek out a mentor in the organisation who works in a different area to you. Spend time with them to discuss your development plan, and ask for feedback and coaching from them to support you.
- Take opportunities to coach members of the HR function outside of your direct team. Seek out relevant managers from within your organisation who could mentor and coach HR team members to provide a broader perspective.
- For each people plan / project you're working on, develop objectives and measures which can be evaluated at the end - consider both financial metrics to demonstrate return on investment, as well as people and business metrics. Set out a project plan with key dates, milestones where you need to check in and get sign off with key stakeholders, and resources.
- Towards the end of each financial year, ask to be involved with the development of next year's HR budget. Share your insights into the people priorities that your team needs to focus on for the next 12 months, and have ready some costed plans to support those budgets. Take responsibility for one or more budgetary areas for the HR team.
- Take the lead on overseeing people planning for your department to ensure they are not only integrated into the overall people strategy, but that they are integrated with each other.
- Research the latest thinking on motivation and engagement from the CIPD website. How could you adapt the approaches further to benefit your team?
- Share your approach to managing and evaluating team performance with your peers across the organisation. Can you develop a consistent approach across HR which demonstrates the impact of HR on the business?
- Spend time with the finance team to understand how to read and use budget sheets, P&L sheets and other financial information which is regularly shared in the organisation (don't limit yourself to HR financial data - consider data around the organisation's performance as well).

Learning & Development

When you work in Learning and Development you're creating a learning culture, ensuring that learning opportunities are both relevant and effective, to increase the capability and knowledge of people and of the organisation as a whole. At your level you typically need to advise, coach and motivate managers on the importance of learning at work. You'll lead the design of learning programmes and facilitate or deliver content at learning events. You'll manage learning programmes, support career management processes, and evaluate the success of learning initiatives that are in place.

How prepared am I?

What you've told us indicates that your knowledge and skills in this area are developing. This would be typical of someone with a solid base in HR, with limited exposure to Learning and Development at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Learning and Development, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop at your current level, we think these recommendations will be of particular benefit to you in building the skills and experience you'll need to excel at your level.

What's it like working within Learning and Development at a more senior level?

In order to be able to work at the next level up within Learning and Development, you typically need to think about the future needs of the business and the people capability required. You'll work with senior managers to create L&D strategies that address key gaps in capability, and you'll lead the design of major programmes that form part of those strategies. You'll work on the development of current and potential leaders to help meet future business needs, and will build a learning culture by advocating the organisation's Learning and Development agenda.

What are my strengths and gaps for my current level?

Where I am competent

- Working with managers to assess individual / team capability, and its impact on individual / team performance
- Designing learning programmes and initiatives, working with colleagues or third party suppliers as required
- Facilitating and delivering learning interventions for employees, managers and business leaders
- Approaches, tools and thinking in the learning and development market
- Training needs analysis for individuals and teams
- Adult learning theories
- Tools and techniques to show the business benefits of learning interventions (eg, Return on Investment analysis)

My Gaps

- Managing third party suppliers in terms of quality and performance

Development Actions

- Design and deliver a number of aligned interventions to upskill line managers in identifying learning needs at individual and team level, and effective 'on the-job' development opportunities. The interventions could include learning workshops co-delivered with senior managers, coaching, online toolkits and templates.
- Design and implement systems and processes to quality assure learning and development, gain formal accreditation and monitor compliance with regulatory frameworks relevant to your organisation's sector.
- Design quality and performance measures and criteria to manage third party suppliers effectively. Research best practice on the procurement and management of external suppliers.

- Apply new insights gained from neuroscience and cognitive studies (including brain plasticity, deep practice, memory and recall, social motivation and the impact of age on learning). Apply these when designing a new learning programme (or reviewing an existing programme).
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Development plan

NAME:	Wendy Roach	MEMBERSHIP NUMBER:	55521124
COVERING THE PERIOD FROM:	13 th January 2020	TO:	31 st March 2020

Planned outcome

This plan will align to my quarterly performance reviews with my Line Manager. Progress can be monitored and supported.

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
Core – Leading HR Become an expert in your field by putting time aside to develop your knowledge and expertise in your organisation's policies and procedures, as well as relevant law and practice. Spend time with the business to ensure your advice is relevant and appropriate to your organisation's culture	Having discussed this with my LM, she has suggested that I get involved in a HR stress audit that is taking place in one of the teams within PCC as a result of both bullying reports and high level absenteeism. As a L&D Advisor I would normally become involved with development interventions identified in the audit.	I have met the HR Advisor who is working with this Directorate and I will work with her on the audit from the very beginning. She will act as my mentor. Tasks :- Review HSE audit tools Shadow meeting with Senior Leader of this Directorate and Team Managers	To fully complete the stress audit with the HR Advisor. To receive feedback from the HR Advisor.	Audit completion has been set for 29 th February 2020. Ongoing monthly 1-2-1 with my LM will include this as part of my review.

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Learning & Development Design and deliver a number of aligned interventions to upskill line managers in identifying learning needs at individual and team level, and effective 'on the-job' development opportunities. The interventions could include learning workshops co-delivered with senior managers, coaching, online toolkits and templates	As part of my current project with the L&M programme, I will design an online webinar that can form part of the 2020 programme.	Adapt a piece of my L&M face to face material suitable for webinar use.	A completed webinar ready for pilot.	Review current f2f material – 01/02/2020 Develop a webinar script – 15/02/2020
Learning & Development Research best practice on the procurement and management of external suppliers.	As part of the new culture changes my LM wants to procure an external deliverer for a Senior Leadership programme. My initial task will be to meet with procurement and research the Sell to Wales website which we are mandated to use to procure external suppliers.	Introduction to Procurement Officer from LM. Access as a buyer to the Sell to Wales website	Feedback to my LM with relevant documentation.	Review with my LM at next 1-2-1 05/02/2020