

Qualification: CIPD Diploma in Applied Human Resources

Module Name: 5CDPP

Developing Professional Practice in Human Resources

Word Count: 2000

Student Name: Chloe Tickle

Student Number: 1909409

CIPD Membership Number: 52076810

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 January 2020

Contents

Activity 1	3
Introduction	3
Reference List	4
Appendix	4
Activity 2 – Report	5
Executive Summary	5
Introduction (Terms of Reference)	5
Literature Review	5
Research Methodology	5
Findings/Discussion	6
Conclusion	9
Recommendations	9
Limitations	10
Reference List	10
Activity 3 – work-based evidence	11
Activity 4	13
Executive Summary	13
Introduction (Terms of Reference)	13
Literature Review	14
Findings/Discussion	14
Conclusion	16
Reference List	16
Activity 5	18
Development plan	20
Planned outcome	20

Candidate name: Chloe Tickle				CIPD Membership/registration No.:		
Qualification title: 5CDPP				Unique Learner No. (ULN):1909409		
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	1.1, 1.2 & 1.3	EN1. Apprenticeship learning agreement	EN1		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2 & 1.3	EN2. Contract	EN2		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2 & 1.3	EN3. Induction questionnaire	EN3		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2 & 3.3	EN4 Witness Testimony – Simon Clarke	EN4		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2 & 3.3	EN5 Witness Testimony – Jo Swift	EN5		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2 & 3.3	EN6 Evidence of staffing spreadsheet to highlight staffing work patterns and trends.	EN6		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2 & 3.3	Power Point	EN7		
5CDPP	Developing Professional Practice in Human Resources	4.1 & 4.2	Communication Effectiveness Questionnaire	EN8		
5CDPP	Developing Professional Practice in Human Resources	4.1 & 4.2	Thomas/Kilman Conflict Mode Instrument	EN9		
5CDPP	Developing Professional Practice in Human Resources	4.1 & 4.2	Learning Styles Questionnaire	EN10		
5CDPP	Developing Professional Practice in Human Resources	4.1 & 4.2	Belbin Team Type Questionnaire	EN11		
5CDPP	Developing Professional Practice in Human Resources	4.1 & 4.2	Belbin Team Role Summary Descriptions	EN12		
5CDPP	Developing Professional Practice in Human Resources	4.1 & 4.2	Communication Style Questionnaire	EN13		
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.			Date:	13 January 2020
Signature:	C Tickle			

Activity 1

Assessment Criteria: 1.1, 1.2 & 1.3

Introduction

For unit 5CDPP, Developing Professional Practice in Human Resources, we are required to identify and discuss the key components of our HR Development program. I will do this through analysis of the key components of the programme, and reinforce these components with key sources of information that students will rely on in order to complete this course successfully, such as the course handbook and timetable etc.

The CIPD Level 5 course is provided by University of Wales Trinity Saint David, in conjunction with Coleg Sir Gar. The course consists of 16 separate modules totaling 90 credits which must be completed within 2 years, with the final submission date of May 2021 in order to graduate in July 2021. The CIPD recommend students conduct a minimum of 450 hours guided learning hours which will also be supplemented with additional classroom sessions and self-directed study outside of the classroom in the students' own time. Further information on this element of the course can be found within the 'Managing Your Learning' Document and the course handbook.

Prior to commencing the course, we are issued with an apprenticeship learning agreement **(EN1)**, and a contract between the placement employer (my employer), and B-WBL. **(EN2)**

20 separate workshops will be held in order to cover each module with dates of each available within the course timetable. These workshops will be held at the Coleg Sir Gar Pibwrlwyd Campus in Carmarthen and will be hosted by different facilitators, depending on the units to be covered and the facilitators area of expertise.

Upon commencement of the course at the first classroom session, students are asked to complete an induction questionnaire, where we are asked to gather information regarding the course such as times and dates of classroom sessions, how to submit assignments, which core textbooks are required, lecturers names and more specific evidence relating to the qualification such as number of units, length of course and level of qualification etc. **(EN3)**

In-between classroom session students will be required to undertake self-directed study, which will include reading the two core textbooks and accessing information on Moodle. Students will also be able to submit work on Moodle by using the 'Turnitin' link. One draft submission is allowed per module in order to ensure that students plagiarism score is low.

Students are also provided with a college induction booklet, which provides a range of information to students such as details on how a work based learning programme works, information on relevant policies and procedures at Coleg Sir Gar, such as the appeals process, code of conduct etc., and information on absence and attendance, accident reporting, fire procedures etc. There is also information contained within the booklet relating to student's wellbeing and safeguarding and anti-bullying policies.

Once enrolled on the course, it is compulsory for all students to enroll with the CIPD as a student. This also enables students to gain access to a wide range of CIPD online resources. Professional membership of the CIPD also looks more credible and professional to employers, or prospective employers, and once the course has been completed it will allow students to gain Associate Professional Membership, which will enable us to use the designation AssocCIPD.

As a student HR professional, we are also bound by codes of practice. There are two separate codes which we must always comply with and these include the colleges own code of conduct, as well as the CIPD Code of Professional Conduct.

The university's code of conduct states that it wishes students to behave in a way that is conducive to supporting a safe, inclusive and supportive environment where students are able to work to their full potential. It also provides further information on how students are to behave, and the consequences of unsatisfactory behavior.

By becoming a member of the CIPD, you are committing to abiding by a set of 'obligations' as set out in the 'The CIPD Code of Professional Conduct' (CIPD, 2019). There are several different categories which the 'obligations' include such as Ethical Standards and Integrity, Representative of the Profession, Professional Competence and Behaviour and Stewardship. These obligations are applicable no matter the level of membership and concerns regarding potential breaches of the code by professionals is taken extremely seriously. These codes ensure professionalism and high standards within the HR &L&D profession.

Finally, it is important that students are aware of the resources available to them whilst studying the HAHRM course. There is a wide variety of information available from different areas such as on Moodle, where all of our course information can be found and includes lecture slides, reading lists, additional reading and supplements. All students also have access to the library where books can be taken out free of charge, as well as journals and research papers. Students are also able to use the library computers and withdraw books from other college libraries.

For any IT concerns, students are able to contact the IT helpdesk, and for any other concerns' students are able to contact student services. Students have access to their own personal student email account where they are able to contact their lecturers directly and where their feedback and submission outcomes will be posted to.

Reference List

CIPD (2019) *Code of Professional Conduct*. [Online] Available at: <https://www.cipd.co.uk/about/what-we-do/professional-standards/code>. [Accessed on 18 December 2019].

Appendix

Activity 2 – Report

Assessment Criteria: 2.1 & 2.2

Executive Summary

Complete at the end.

Introduction (Terms of Reference)

Throughout this activity, I will be referring to the 2013 profession map in order to explore how the professional areas and bands that form the profession map define the HR profession, and why the behaviors identified within the map are essential to being a competent HR professional.

Aims

- To research the CIPD Human Resource Profession Map (HRPM) and understand how it influences and defines the HR profession.

Objectives

- To evaluate how the CIPD Human Resource Profession Map professional areas and bands define the HR profession, and;
-
- To explain why the behaviours highlighted within the CIPD HR profession map are essential to being an effective HR professional.

Literature Review

To compile this report, I used the CIPD HRPM, as well as reviewing the CIPD matrix of personality types. I also referred to other sources of information within textbooks and articles.

Whilst reviewing this literature I paid attention to the concept of Continuous Professional Development (CPD) and how these ideas and concepts relate to the CIPD HRPM.

This research will contribute to my overall knowledge of the HR profession. It has also enabled me to review and understand the importance of CPD within the HR profession.

Research Methodology

Methods used for research were purely qualitative. Research came from reliable sources, such as the CIPD website and from CIPD textbooks and all had recently been written or updated. In order to research this topic, I used a variety of different articles written by the CIPD, as well as information in recognized CIPD textbooks.

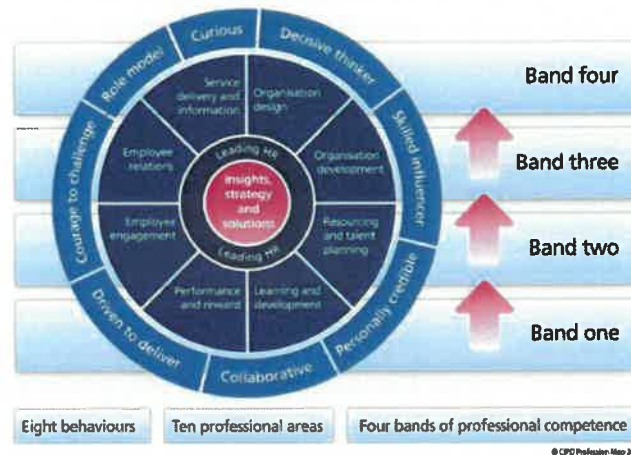
This research did not involve respondents or participants and as a result there were no ethical considerations.

There is no numerical data as such, however all information will be reviewed from reliable sources and taken into consideration when compiling the report, ensuring that evidence is used to underpin theory wherever possible.

Findings/Discussion

The CIPD profession map was first launched in 2013 to assist with the development and guidance of HR careers, aiming to set professional standards. It was later updated as the HR profession developed over recent years which saw new professionalisms emerge. The '2013 profession map' remains the basis for the development of CIPD qualifications and Continuous Professional Development (CPD).

Appendix A



(CIPD, 2013).

The HR profession map (HRPM) gives a robust overview of the HR profession and its expectations of professionals at every stage of their career. The HRPM covers the 10 professional specialisms and 4 bands of competence achievable by HR professionals, and incorporates the 8 desired behaviors of a HR professional within the map. The HRPM can be used by organisations to successfully structure HR departments and to highlight areas for organisational development. Individuals can plan their career development and develop capabilities to ensure success within their chosen career pathway.

Professional Specialisms

The 10 professional specialisms can be seen on Appendix A and cover all areas of HR Professionalisms from a generalist HR practitioner to a specialist HR practitioner. These specialisms also cover Learning and Development functions.

The two core areas of the HRPM are applicable to all professional specialisms regardless of competence or role. These core areas form the foundation of a solid HR career and are fundamental to all HR roles setting a 'professional competence' and understanding rather than a technical one (CIPD, 2019a).

The core of the profession map (Insights, strategies and solutions) aims to educate HR professionals by ensuring that they understand the importance of external factors such as changes in the economic climate, as well as social changes. Professionals will often be involved in collating and analyzing market data to understand economic risks.

Understanding the market that businesses operate in is vital to ensuring a robust HR strategy and to understand organizational change requirements. In conclusion the core of the profession map aims to support individuals to acquire the correct skills to be able to analyse market trends, changes and

opportunities or weaknesses to ensure effective HR policies, processes and procedures to support company development.

Leading HR is also at the core of the profession map and defines how professionals should contribute to value and performance within organisations. This is achieved by understanding the company's values and goals and aligning the HR strategy with these goals. Leading HR also covers the management of people within an organization, detailing the importance of addressing function at team and individual level to ensure continuous improvement and development. This can be seen through the use of supervision and appraisal, and performance management.

Professional Competence

The four bands of competence within the map reflect the hierarchy of professionalism and detail the qualities, skills and knowledge that you require at each level as well as the required professional contribution. There are also details on how to transition from one band to the next which can support HR professionals to develop their career through continuous professional development. The CIPD operate an 'outputs based' CPD policy. The CIPD believe that the ability to reflect and learn from practical experiences is more beneficial than attending vast amounts of training etc., therefore making it possible to progress throughout the competencies with more experience (CIPD, 2020).

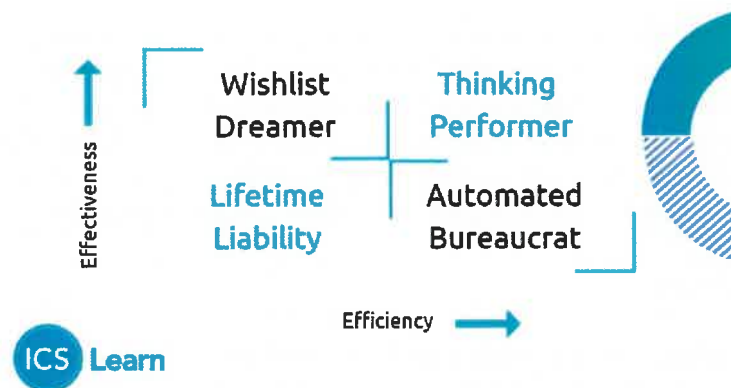
The bands of professional competence define the desired contribution by HR professionals at each stage of their HR career which are categorized into the following areas:

1. HR professional's relationship with stakeholders
 2. Focus of HR activities
 3. Time spent on different areas by HR professionals
 4. The contribution made to stakeholders
 5. How contribution and success can be quantified
- (CIPD, 2019b).

The four bands aim to provide a clear pathway for development ensuring that professionals become more competent as they progress. Gallagher (2013) describes competency as the ability to carry out a skill without direct supervision, and these bands provide guidance to ensure that professionals understand the competency required at each level.

Organisations often seek to appoint 'thinking performers' who are able to develop and progress quickly as they have the attitude and aptitude to succeed. The CIPD has designed a matrix (Appendix B) of personality types where individuals are categorized based on efficiency and effectiveness. Thinking performers can think on their feet and achieve their goals or targets in a timely and effective manner. Wish list dreamers also have the potential to produce a high quality of work, however they often fail to see a project through to the end and can lose momentum. To ensure progression through the competencies it is essential for professionals to become 'thinking performers'.

Appendix B



(Reilly, 2019).

Behaviours

The CIPD HRPM outlines 8 desired behaviours' within their profession map, and within these are also a range of contra-indicators within each behaviour which show how progression may be inhibited:

- Curious
- Decisiveness
- Skilled influencer
- Personally credible
- Ability to collaborate
- Driven to deliver outcomes
- Courage to challenge decisions and outcomes
- Role model

Curious

- Interested in forthcoming developments, open minded about changes and inquisitive to see how these changes will affect your own organization. Connections will develop in the wider HR community and a thorough understanding of the commercial and strategic direction of their own organization will develop.

Decisive

- Able to analyse and interpret data quickly and is able to include insights and knowledge to identify the best way to resolve a situation or make recommendations. For example, asking the key questions in complex situations such as disciplinarys etc. and paving the way for an appropriate outcome.

Skilled Influencer

- The ability to influence others to gain commitment and support to ensure that business activities and objectives are met. For example, during an acquisition or a merger, or throughout a period of change it would be vital to have a skilled influencer to lead the way to success. At its most

basic level professionals will try and establish how to influence effectively within an organization before being able to effectively influence stakeholders across a wide range of issues.

Personally Credible

- Someone that is able to bring value to an organization and their colleagues by combining their expertise from all areas and helping others to develop their skills. Less skilled professionals may pass on their own skills or expertise to others, and with experience may develop to act as a coach or mentor to other colleagues.

Ability to Collaborate

- Someone that can work effectively as part of a team and show sensitivity and respect to others ideas and perceptions. As progression is made a HR professional would be able to help create a positive workplace culture and build strategic relationships.

Driven to deliver outcomes

- Someone that is driven to deliver results and outcomes. This is essential within a HR setting in order to obtain the best results for an organization and to deliver their long-term strategies whilst inspiring others to do the same.

Courage to challenge decisions and outcomes

- The ability to speak up and challenge decisions or ideas that you do not agree with is important as a HR professional. As well as having the courage to challenge when met with resistance. For example, during change consultations or during disciplinary or grievance proceedings.

Role model

- It is important to lead by example at all times, remaining impartial and acting with integrity. It is important to have the ability to balance legal requirements as well as organizational and personal parameters.

Progression throughout the four bands of competence will see a HR professional develop their abilities at each behavior and will ensure the development of a progressive and successful HR career.

Conclusion

The CIPD has been successful in creating an inclusive picture of the HR profession by combining the professional areas, behaviors and bands of competence in a detailed and inclusive manner. The map can be successfully used for various means such as a tool to guide professional development as it clearly sets out the skills and expertise that they will need to possess to progress. It is also successful as a diagnostic tool for organisations' to review the capability and functionality of their own HR functions. For example, an organization may need to recruit a new HR Manager, and this map will help show the exact traits, and experiences the ideal candidate should possess.

Recommendations

The profession map is beneficial but would require regular updating in order to remain effective and to include new professionalisms as they emerge. HR Professionals should review their performance

annually against the profession map to ensure information is up to date, and to gauge their development.

Limitations

Whilst researching the HR profession map, I found that there was plenty of information on the CIPD website about this, however I could not find any information to quantify its success or how the information was obtained to create it. I also found it was limited in terms of sources, as the CIPD have created the profession map, other sources of information were not available (CIPD, 2020).

Reference List

CIPD (2020) *About CPD*. [Online] Available at: <https://www.cipd.co.uk/learn/cpd/about>. [Accessed on 8 January 2019].

CIPD (2013) *The 2013 Profession Map*. [Online] Available at: <https://www.cipd.co.uk/learn/profession-map/2013-profession-map>. [Accessed on 08 January 2019].

CIPD (2019) A *The core of the Profession Map*. [Online]. Available at: <https://www.cipd.co.uk/learn/profession-map/2013-profession-map/core-areas>. [Accessed on 29 December 2019].

CIPD (2019) B *Bands and transitions*. [Online] Available at: <https://www.cipd.co.uk/learn/profession-map/2013-profession-map/bands-transitions>. [Accessed on 29 December 2019].

BACZOR, L (2015) *How do you define professionalism in HR?* [Online] Available at: <https://www.cipd.co.uk/Community/blogs/b/research-blog/posts/how-do-you-define-professionalism-in-hr>. [Accessed on 08 January 2019].

REILLY, L (2019) *5 Traits of a Thinking Performer in your Business*. [Online] Available at: <https://www.icslearn.co.uk/blog/posts/2019/march/5-traits-of-a-thinking-performer-in-your-business/>. [Accessed on 08 January 2019].

GALLAGHER, K. (2013) *Skills development for business and management students*. 2nd ed. Oxford: Oxford University Press.

CIPD (2020) *Behaviours*. [Online] Available at: <https://www.cipd.co.uk/learn/profession-map/2013-profession-map/behaviours>. [Accessed on 10 January 2020].

Activity 3 – work-based evidence

Assessment criteria: 3.1, 3.2 & 3.3

Basic project management techniques include GANT charts, mind maps and even simpler tools such as calendars. Embarking on a project can be daunting, however ensuring that a process or cycle is followed enables projects to run smoothly and ensures that the desired outcome is met.

The project management lifecycle usually comprises of five stages such as initiation, planning, execution, monitoring and control and closure (Lucid chart, 2020).

As a HR manager I am often responsible for implementing and managing small and larger projects. For example, we recently acquired a new company which has resulted in a few ongoing projects running simultaneously. (EN4) My Director has provided me with a witness testimony to verify my involvement with change management processes and project leadership, as well as the companies Training Coordinator. (EN5).

I am currently responsible for advising on and directing contract consultations for 60 members of staff to provide staff with the opportunity to get a contract with fixed weekly hours. To ensure the success of this project, the five-stage project management cycle was taken into consideration. We are currently on the third stage (execution) with 40% of staff on contracts with set weekly ours to date. After carrying out an audit of the HR Function, it became apparent that it would need developing from scratch. However, my main concern was the 0-hour contracts which meant lack of stability for the company in terms of ensuring calls were covered, fluctuating staffing levels, and the inability to manage staff properly due to the nature of their contracts.

During the initiation phase a meeting was held to discuss this issue, and to discuss the best way to proceed.

As a result of this meeting there were several actions:

- A report would need to be run to establish average individual staff hours over the last 3 months, and a pattern of their days was required;
- All staff were collectively consulted with informally, then invited into separate consultation meetings to discuss their contracts were the company would put forward a proposal to them;
- I posted several messages and updates on Yammer to notify staff about the requirement as well as private messages inviting them in;
- I arranged for our HR administrator to hold weekly drop-in sessions to discuss any concerns that staff may have;
- I arranged to meet with the SMT once a week at an 'operations meeting' to discuss any issues and the current progress.

(EN6) provides evidence of the spreadsheet used to review staffing hours and patterns. This formed the basis for our consultations to ensure that we were purely formalising their current working patters in terms of hours and days worked. This also provides evidence of problem solving as prior to this spreadsheet we were unsure of how to establish employees working patterns fairly. Within the spreadsheet hours were reviewed over the last 3 months, and a 50% filter was put on to the days worked. This would flag up days in green that had been worked 50% or more of the time, and the

days that had been worked less than 50% of the time and did not reflect their normal working pattern were highlighted in red.

Consultations were held with staff, including a group consultation where I created a PP presentation **(EN7)** to discuss the changes, and the reasons for them. During this consultation I was required to influence and persuade staff to change their views and values to conform with our proposals and therefore adapt to a new organizational culture. I was also required to negotiate and persuade during consultation meetings with staff at an individual level by coming to an agreement through consultation and discussion with staff on their proposed contracts and hours. It was quite often difficult to establish a happy medium, and several consultations were often required with individuals before reaching an agreement. The minutes of these were logged on to a consultation note template which I created to ensure that sufficient evidence was kept of the consultations.

Throughout this whole process staff were communicated to on Yammer where they were offered consultation slots and any concerns were answered.

References

Lucid Chart (2020) *The Four Phases of the Project Management Life Cycle*. [Online]. Available at: <https://www.lucidchart.com/blog/the-4-phases-of-the-project-management-life-cycle>. [Accessed on 08 January 2020].

Activity 4

Assessment criteria: 4.1 & 4.2

Executive Summary

Organisational success depends on several internal and external factors, however more importantly it depends on the ability of an organisation to create effective teams to drive the organisation in the right direction, ultimately towards success. The creation of effective teams and the study of group dynamics as well as the political nature of an organisation are all important factors to acknowledge when studying the success of an organisation and an understanding of these concepts can place an organisation in a stronger position.

Introduction (Terms of Reference)

The ability to work collaboratively is a vital skill for all HR professionals, who will often be required to work within different teams with different stakeholders throughout various organizational settings, many of whom with different agendas. Effective teamwork can benefit an organization by encouraging forward thinking, innovation and increasing productivity.

However, the ability to create a strong team depends on more than a shared goal, or shared values. The ability to create a strong team often lies in the dynamics of a team and how those individuals are able to work and communicate with one another. It can be said that a successful team is dynamic in nature, rather than consisting of a team an organisations strongest and most able employees. Business success can for the most part be attributes to the success of its teams, and the direction in which these teams are able to move an organization in. Alistair Shepherd, Founder and President of Saberr, discusses the importance of building strong teams within a CIPD podcast, and the ability for algorithms to accurately predict a successful mix of individuals to create a productive team. These algorithms use information provided by individuals answers to a series of questions to gauge their personalities and personal attributes (CIPD, 2014). When ascertaining the attributes of individuals to create a successful team Belbins team role model can also be used.

Aims:

- To explain the concept of group dynamics;
- Explain Political behavior in organisations and how it can impact on the achievement of organization objectives.

Objectives:

- To understand the concept of group dynamics and the reasons for successful or unsuccessful team dynamics;
- To understand the effect of successful team dynamics on an organization;
- To understand the nature of political behavior and its impact on the ability to achieve business objectives.

Literature Review

Over recent years the interest in the concept of group dynamics has increased with many studies being carried out to ascertain the impact of dynamics on the success of a team. For example one of the most influential areas of research on this subject was carried out by Dr Bruce Tuckman in 1965 when he created the model of team dynamics. This model emphasizes the 5 steps that a team will go through in order to achieve success. When looking at the dynamics of a team it is also important to understand the importance of a leader's influence over a team. Kolb's Learning Styles Model and Belbin's Team Role Theory connects with Tuckman's theory as it highlights the ability of different interpersonal qualities and the different skills that they can bring to the team to ensure success. Articles on political behavior by Harvard Business School were also reviewed which highlighted the concept of 'four metaphoric domains' in politics alongside case studies of political situations within national organisations.

Findings/Discussion

The concept of group dynamics.

Teams and groups are a common occurrence throughout every organisation, as the nature of an organisation is to achieve an end goal or objective. Teams are complex in nature, and will include a diverse mix of personalities, behaviours, values and life experience which all contribute to and have an effect on the 'dynamics' of a team.

Team dynamics can be described as the behavioral and psychological processes that a team go through. Cartwright and Zander describe team dynamics as the "nature of groups, the laws of their development, and their interrelations with individuals, other groups and large institutions" (KBManage, 2018). Successful group dynamics should essentially lead to improvement in organizational performance (Jackson and Carter, 2000).

There are several models of team dynamics, although one of the most influential was created by Dr Bruce Tuckman in 1965. Tuckman was under the belief that all groups will go through the same steps of developmental changes and highlighted five key stages of group development. These stages were called; forming, storming, norming, performing and adjourning, and provide a theory for successful team development and behavior. Tuckman believed that teams must go through the five stages called storming, forming, norming, performing and adjourning to be truly successful.

Throughout each of these stages, Tuckman believed that the team would gradually develop, becoming more mature and able as the formation of positive team relationships progresses. Tuckman explains the necessity for a more direct leadership style at the beginning, in contrast to the end of the cycle where a more detached leadership style is required as the team become more able and independent. This theory is also complemented by Kolb's Learning Styles and Experiential Model (BusinessBalls, 2019).

Kolb believed that there were four stages to the cycle of learning, these included concrete experience (the ability to feel), reflective observation (the ability to learn by watching), abstract conceptualisation (thinking about what is happening) and active experimentation (actively carrying out tasks or 'doing') (University of Florida, 2019). Kolb paid attention to the learners' internal

cognitive processes (McLeod, 2017), and believed that the resourcefulness of a team to translate experience into ability is paramount for the progression through Tuckman's 5 stages, as is the ability of the team to work in a cohesive and inclusive environment.

The ability of a team to work successfully is dependent on several factors, such as trust, communication and effective leadership. However, it is also heavily dependent on the successful cohesion of different personalities within a team, and their ability to collaborate successfully and to take on different roles.

Belbin's Team Role theory highlights 9 types of behavior and believes that all 9 types of behavior should be present within a team for it to be successful and that different individuals will possess several different types of personality traits. Belbin's theory works by understanding the objectives that need to be carried out, and then electing the most appropriate person based on their behavioral traits to complement the desired team objective. By utilizing Belbin's theory, successful teams can be created, and existing teams can become stronger. A case study on a residential care home has highlighted the importance of working as part of a cohesive team and of feeling like a valued contributor. The study discusses the importance of ensuring the workers have a 'group mentality' and how extensive training has enabled the different roles within the home to contribute to each other (Powley, 2012).

Individuals will often automatically take on specific roles based on their personality traits. Allcorn (1985) identified three different group roles: group task roles, group maintenance roles and self-orientated roles. This also complements Belbin's theory as the type of role that an individual may choose is largely down to their behavior traits. Interestingly a podcast by the CIPD also discusses the effect of birth order on individual behavioral traits. Alistair Shepherd discusses the pattern of birth order on personality and leadership types and explains how studies have shown that first born people have a stronger tendency to lead, whereas middle children may be effective communicators and collaborators (CIPD, 2014).

Political Behaviour in organisations and how it can impact on the achievement of organisation objectives.

Political behavior is prevalent within all organisations and can be positive or negative. However, the 'politics' of an organisation are usually referred to in a negative way, and although most people are familiar with the concept of 'organisational politics', it is often hard to explain what it really means. Organisational politics can be defined as the use of particular activities which are associated with influence tactics to improve the interests of an organisation.

To begin to understand organisational politics, it is important to map the 'political terrain' and to liken the skills of a manager as a politician. Throughout times of organizational change, the politics of an organisation are particularly prevalent and can act as a potential barrier to success. It is important to have a strategy for achieving the end objective as well as to map the political terrain.

In an article for Harvard Business Review, Jarret (2017) defines the four 'metaphoric domains' of politics. These include: the weeds, the rocks, the high ground, and the woods. Jarret refers to the weeds as the team dynamics that grow natural and require very little or no maintenance. However if left unsupervised, the weeds can become more prevalent, for example informal teams own politics can act as a barrier to achieving organizational objectives and can damage attempts at necessary change that is implemented in order to protect the long term financial interests or stability of a company. Negative political behavior can decrease productivity, change attitudes, cause stress and demotivate employees (Holbeche 2003).

The concept of politics is particularly interesting during periods of change management within a local care company after it's recent acquisition, where necessary change is thwarted by existing employees whose own personal interests are not aligned with business objectives. In this case it is important for directors to act as politicians and identify agents of change and review the mobilization of internal individuals. For example moving key players around to change the balance of power, or placing an individual with the right political intentions within a silo to increase own influence.

The power in 'the woods' can also have a negative impact on objectives being met. This area defines the potential implications of the usual hidden assumptions, norms and unspoken routines that are found within an organisation. The woods can pose as a problem as individuals can often use them to rationalize impermissible behavior or actions, which are usually in contravention to company policies. It is important here to ask questions to uncover unspoken norms to prevent them from acting as a hindrance. An example of this is evident in the management of 'Airbus' where its political nature prevented its integration and success.

Fortunately, not all politics are negative. Roffey Park Institute defines constructive politics as the ability of an organisation to align its own agendas with the agenda of others (McBrown, 2018).

The rocks relate to the authority within an organisation such as job title, expertise and access to resources. 'The rocks' of an organisation are those key players that work to keep an organisation steady throughout periods of change.

'The high ground' refers to guidelines and policies and the combination of authority with the organisation's systems to structure political activities. This combined with 'the rocks' of an organisation can act as a handrail to keep the organisation compliant.

Conclusion

The involvement of politics in organizational success and failure is apparent. Managed correctly, politics can support change management initiatives, and can assist an organisation to achieve its objectives. Unfortunately, politics are generally negative in nature and act more as a hindrance than as a catalyst for success due to the volume of work and skill that it takes to manage correctly, often relying on sources of organizational power to steer employees in the right direction. The question needs to be asked whether the absence of politics would better support objectives by allowing employees to accept decisions freely and to work more efficiently and effectively. In conclusion, politics will never be removed from organisations, however it is up to managers to act efficiently and effectively to drive change.

Reference List

KBManager (2018) *Group Dynamics*. [Online] Available at:

<https://www.kbmanage.com/concept/group-dynamics>. [Accessed on 11 January 2020].

CIPD (2014) *Building the best team* [podcast] 04 November 2014 Available at:

https://auth.cipd.co.uk/identity/connect/authorize?client_id=cipd.co.uk&redirect_uri=https%3a%2f%2fwww.cipd.co.uk&response_mode=form_post&response_type=id_token+token&scope=openid+cidp&state=OpenIdConnect.AuthenticationProperties%3d4KW47B2kUCLr3npdof3BEffG-

OFJzFxiIQM8hmqf3hC6hI5AbEmvJ7R5EfbunKD4IdPnciY3fNzdjsFyn1IsH0dcE6osallUxWX72pd9-m-TBQbwpCoWUso8I1rQYG5ZJScuPceSC3UTpKzJG_vwoLfCwLhjW9CdtEzU8B0uqGqCjAJaOByOz6WkTJjsiDiCF5FtwyVoa4rNvqh3vJJWtA&nonce=637144409865931705.MTI1YjAyOTUtMTY1Zi00NjYOLWE2MGlODgyN2I3ZDVIZDY5OWRmNjAwMzctMGMzYy00OTM4LWJkMWEtOGIwNDAXMjAaZDYy.
[Accessed on 12 January 2020].

BusinessBalls (2019) *Tuckman: forming, storming, norming and performing model*. [Online] Available at: <https://www.businessballs.com/team-management/tuckman-forming-storming-norming-performing-model/>. [Accessed on 12 January 2020].

McLeod (2017) *Kolb's Learning Styles and Experiential Learning Cycle*. [Online] Available at: <https://www.simplypsychology.org/learning-kolb.html>. [Accessed on 12 January 2020].

University of Florida (2019) *Kolb's Four Stages of Learning*. [Online] Available at: <http://citt.ufl.edu/tools/kolbs-four-stages-of-learning/>. [Accessed on 12 January 2020].

Jackson, N. and Carter, P. (2000) *Rethinking organizational behavior*. Harlow: FT/Prentice Hall.

Allcorn, S. (1985) *What makes a group tick. Personnel*. September. pp52-8

Powley, T. (2012) *Teamwork in Care Homes*. [Online] Available at: <https://www.belbin.com/media/1818/belbin-team-work-in-care-homes-cmm-april2012.pdf>. [Accessed on 12 January 2020].

McBrown, J. (2018) *8 overlooked but effective management skills*. [Online] Available at: <https://www.roffeypark.com/leadership-and-management/8-overlooked-but-effective-management-skills/>. [Accessed on 12 January 2020].

Jarret, M. (2017) *The Four Types of Organizational Politics*. [Online] Available at: <https://hbr.org/2017/04/the-4-types-of-organizational-politics>. [Accessed on 12 January 2020].

Holbeche, L. (2003) *The politics of work*. [Online] Available at: <https://www.peoplemanagement.co.uk/long-reads/articles/politics-work>. [Accessed on 12 January 2020].

Activity 5

Assessment Criteria 5.1, 5.2 & 5.3

HR professionals are able to access a CIPD self-assessment tool on the CIPD website and monitor their abilities against two professional areas at level 2, one of which must be a core area, as well as two behaviours.

For the benefit of the self-assessment tool, the two professional areas that I chose were:

- Leading HR
- Employee Relations

The two behaviors that I chose were:

- Curious
- Driven to deliver

By completing this assessment and monitoring my knowledge and abilities against these key areas and behaviours, the CIPD are able to give me detailed feedback regarding my professional development needs. Evidence of these are detailed in the Development Plan.

Development plan

NAME:	Chloe Tickle	MEMBERSHIP NUMBER:	52076810
COVERING THE PERIOD FROM:	November 2019	TO:	November 2020

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

Planned outcome

By the end of this period I would like to be on my way towards successfully completing the CIPD Level 5 qualification and have gained lots of additional knowledge which I can implement throughout the course of my duties.

I would also like to have a better understanding of HR, employment law, changes in legislation and general work-related issues that are happening in the world around me, and the impact that these may have on HR requirements within my organisation.

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
Professional area band 2 (core) Leading HR Increase capability to deal with uncertainty,	Complete CIPD qualification Discuss KPI's with Director and Finance Director and learn how to monitor these and integrate in to projects.	Support from tutors and other learners. Resources from course. Online tools, books and resources. Discussions with senior management.	Successful completion of course The development of KPI's and using this data to monitor the success of ongoing projects.	Review Date: June 2020 Completion Date: May 2021

ambiguity and the intangibles; Develop a commercial mind by reviewing KPI's and integrating them into all projects					
Professional area band 2 Employee relations Communicate with and influence a wider circle of internal and external stakeholders Ensure the correct management of employee relations within the organisation	Take part in solicitor training and networking events Shadow ER professionals in meetings with external professionals such as trade union reps, councils etc. and communicate changes in legislation and its implication on policies.	Free up time from office to attend these events. Identify a professional to shadow.	Share one good practice point with group. Implement one good practice point in own workplace.	Review Date: June 2020 Completion: Ongoing	
Behaviour Curious	Weekly briefing of CIPD, Personnel Today and BBC Business websites	Allocated time to read websites every week	Take one article per month to review and make notes on workplace impact.	Review Date: June 2020 Completion Date: Ongoing	

Behaviour Driven to Deliver Display determination, drive and purpose in achieving organizational objectives and achieving the desired outcomes.	Share my learning with other peers; Display clear measures for all team projects Act as a role model when delivering leadership.	Discuss objectives with Directors and senior management to find out the objectives and get a clear idea of what is to be achieved.	Successful leadership and management of work projects and changes with successful outcomes.	Review Date: June 2020 Completion Date: Ongoing
--	--	--	---	--

My results on the core of the map suggest that I am 'emerging' or 'developing', and that I should assess myself against the level of 'Technician'. However, following the development plan above should ensure that my development progresses and that I am able to gain new skills and abilities.

References

CIPD (2019) *Student Assessment*. [Online] Available at: <https://mycpdmap.cipd.co.uk/results> [Accessed on 13 January 2020].



Llywodraeth Cymru
Welsh Government

Apprenticeship Learning Agreement

To be completed by the provider

This agreement made on 9-9-19 (date Apprenticeship commences)
between Sally Clarke. (the employer representative)
of Elliot's Hill Care Ltd. (the name of the company)
at Penffynon, Hawthorn Rise, Haverfordwest SA61 2BQ. (the address of the company)
and Chloe Tickle. JM 397085B. (the apprentice and N.I number) and
Coleg Sir Gâr. (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: Sally Clarke Date 9/9/19

The apprentice: Chloe Tickle Date 9-9-19

The provider: A. Huwans. 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.

The Provider/s agree/s to:

- Ensure all aspects of the programme are delivered in compliance with the framework requirements, the quality standards laid down by Estyn and all contractual, quality and financial requirements of the Welsh Government. This includes the qualifications and experience of those delivering the learning;
- Ensure that attention is paid to the integration of all aspects of the programme (NVQ/QCF Competence and Knowledge based qualifications, Essential Skills Wales and additional requirements) to ensure a development and coherent experience for an apprentice;
- Offer support, guidance and advice to the employer/apprentice and to keep both parties informed and involved in the progress review;
- Ensure that each apprentice has an individual learning plan, and that no change(s) to the individual learning plan, nor transfer of the apprentice to another provider, will take place without the prior consent of the apprentice.

The Welsh Government agrees to:

- Monitor the quality of the directly contracted provider's performance;
- Contribute such funding (including from the European Social Fund) to the directly contracted provider as the Welsh Government deems appropriate towards the cost and delivery of the framework;
- Promote all learning opportunities and programmes as non-discriminatory in respect of gender, race, religion, sexual orientation, age or disability (where disability is not a barrier to the training activity);
- Promote apprenticeships throughout Wales.

The Apprentice agrees to:

- Apply himself/herself to his/her learning and assessment by attending courses and other on or off the job learning events, being prepared for assessment, and actively participating in the planning and reviewing of their programme;
- Take responsibility for his/her own learning and development;
- Behave in a considerate and responsible manner, with due regard to his/her own and other's equality of opportunity and to the Health and Safety of others and self in his/her working and learning environment;

- Work for the employer to the best of his/her ability and in accordance with the employer's policies and procedures;
- Authorise his/her provider to apply for his/her apprentice completion certificate on his/her behalf;
- Any concerns the apprentice has about his/her learning should, in the first instance, be made to the provider delivering the apprenticeship. If resolution cannot be secured, concerns should then be referred to the provider contracted with the Welsh Government. In the rare event of a resolution still not being secured, the Welsh Government should be contacted.

The Employer agrees to:

- Actively promote the value of the apprenticeship within the organisation, and to ensure that other staff are fully aware of the needs of the apprentice;
- Employ and, as a minimum, pay the apprentice in accordance with National Minimum Wage requirements. Tips, gratuities, service charges and cover charges do not count towards minimum wage pay;
- Ensure the apprentice has a contract of employment;
- Undertake legal and contractual responsibilities for the Health and Safety of the apprentice;
- Ensure conformity with equal opportunities legislation and good practice;
- Ensure that sufficient time and resources are made available for the apprentice to fulfil their learning and assessment needs including to ensure that the apprentice attends work and training for at least sixteen hours per week, unless authorised absence has been granted;
- Actively contribute to the regular review of the apprentice's progress;
- Any concerns the employer has about the learning, should, in the first instance, be made to the provider delivering the apprenticeship. If resolution cannot be secured, concerns should then be referred to the provider contracted with the Welsh Government. In the rare event of a resolution still not being secured, the Welsh Government should be contacted.



EN2



colegsirgâr



colegceredigion



CONTRACT BETWEEN PLACEMENT EMPLOYER AND B -WBL



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

Elliot's Hill Care Ltd - Sally Clarke.

(Employer's Name)

in respect of work-based training for:

Chloe Tickle.

(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) AW.
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:

Sally Clarke
PLACEMENT EMPLOYER
A. Williams
TRAINING ADVISER

Date:

9/9/19

Date:

9.9.19

Mae'r Rhaglenni Prentisiaeth, Hyffordddeaeth 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

Induction QuestionnaireDiploma in Applied Human ResourcesSeptember 2019

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Distance learning + monthly on a wednesday - 9.30 - 4.30
2.	How many modules form part of the programme?	16 total
3.	When are the workshops this term?	Monthly - available on demand -
4.	What is Moodle?	online information study facility
5.	What is Eduroam?	wifi?
6.	What is Turnitin?	where assignments are submitted.
7.	Do you know when you are required to hand in work?	
8.	What are the core texts for this programme?	Cigod + zebra books!
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
11.	What is the name of the Training Adviser?	Julie Thomas
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 - student
15.	What support is available for study skills?	textbooks course lectures classroom session?
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 may 2021
19.	Have you been given access to the student handbook and time-table?	yes
20.	What academic level is this qualification?	level 5

Name: Chloe HumeSigned: Chloe Hume

CIPD Membership Number (to be added when available):

Signature of Lecturer:

Date:



Induction Questionnaire



Learner Name: chloe tickle

Please answer the following questions

What is the name of your Approved Training Provider?	WJTSO + Coleg Sirgâr
What is College's address and telephone number	Pibwrhyd Campus, Cwm5, SA31 2NH. 01554 748 000
What are the maximum number of hours you will work in a week?	32 per week
What qualifications are you working towards as part of your Framework?	CIPD Level 5
Which college campus will you be attending? What day and time?	Pibwrhyd Campus - Monday / Wednesday - 9.30-4.30
What is your employer's name, address and contact number?	Elwars Hill Care Ltd Lauron Rise Huest Pemb
I know my Learning Style is	Kinaesthetic
I know my Literacy Level is	3
I know my Numeracy Level is	3
I know my Digital Literacy Level is	3
What does Safeguarding mean to you?	Safety for pupils @ College
If you are sick and unable to work/attend college, what will you do?	Let someone know
If you are off sick for 7 days (including the weekend), what will you do?	catch up work from teacher.
If you are off sick for 3 weeks or more, what will happen to your training?	Temporary Suspension
How many days paid holiday are you entitled to?	0
What is the Minimum Wage I will be paid?	N/A
If you have an accident at work/college, what do you do?	Let relevant person know.
What protective clothing (PPE) will you need to wear?	N/A
How often will your Training Adviser carry out a review of your progress?	Every 61 days
Who will you speak to if you have any concerns/problems/questions relating to your training and work placement?	Julie Thomas / Aislin
I have completed and fully understand my Induction Questionnaire	
Learner Signature:	Date: 25.09.19

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.

Chloe Tickle

From: Simon Clarke
Sent: 13 January 2020 09:19
To: Chloe Tickle
Subject: FW: Developing Professional Practice - Witness Testimony

Follow Up Flag: Follow up
Flag Status: Flagged

To whom it may concern,

Chloe Tickle – Developing professional practice witness testimony

1. Application of basic project management techniques to work activities

As HR Manager Chloe has been tasked with the project of moving as many staff as possible from the current zero hour contracts onto fixed hours contracts. Chloe has developed a methodology and instigated a plan which is being delivered to a high standard. She has developed a clear process highlighting the critical path and has detailed the gates and decision points required to follow this as closely as possible. Importantly Chloe has defined what a successful outcome looks like so that the project can be assessed as it is being delivered.

2. Application of basic techniques for analysing and resolving problems.

Chloe is excellent at foreseeing issues and addressing them before they turn into problems. Although the project outcome is clear there is a gap between this and staff expectations and so Chloe has been using a number of change management techniques to identify issues, analyse and resolve them before they lead to bigger problems.

3. Application of different methods for influencing, persuading and negotiating with others.

In the course of the project Chloe has had to influence, persuade and negotiate with staff as they move from zero hour onto fixed term contracts. Chloe has been instrumental in communicating accurate and positive information to staff to influence their thinking. During numerous meetings Chloe has persuaded staff through facts and the dispelling of incorrect information and finally Chloe has had to negotiate specific outcomes such as the number of fixed term hours with staff as they migrate onto the new contracts.

Please don't hesitate to contact if further information is required.

Simon Clarke



From: Chloe Tickle <chloe.tickle@pemcare.co.uk>
Sent: 09 January 2020 14:45

To: Simon Clarke <simon.clarke@pemcare.co.uk>

Subject: Developing Professional Practice - Witness Testimony

Hi Simon

I am currently doing an assignment and a portfolio of evidence for the above unit. As part of this I need a witness testimony from a Manager/Director to confirm my competency.

The outcomes that I need to have covered are as follows:

- Apply basic project management techniques to work activities
- Apply basic techniques for analysing and resolving problems.
- Apply different methods for influencing and, persuading and negotiating with others.

I have used the ongoing contract consultations at Pembrokeshire Care as an example, so if you could refer to that, that would be great.

Thanks



Witness Testimony – Chloe Tickle

In 2019 we were required to register all our staff with Social Care Wales. This involved sorting staff into groups depending on length of service and qualifications. The staff were required to complete a registration form online and then be endorsed by the organisation.

Chloe organised a meeting of the senior management and HR teams to explain the project and the steps involved and drew up a process to be followed by the team to ensure that the project would be completed by the deadline. She allocated roles to each person.

Chloe designed a spreadsheet to show which route to registration was available for each staff member. This enabled us to analyse it and invite staff to register in the correct way.

Chloe used a range of methods to discuss the requirement for registration with staff, including one to one meetings, company intranet, email and team meetings.

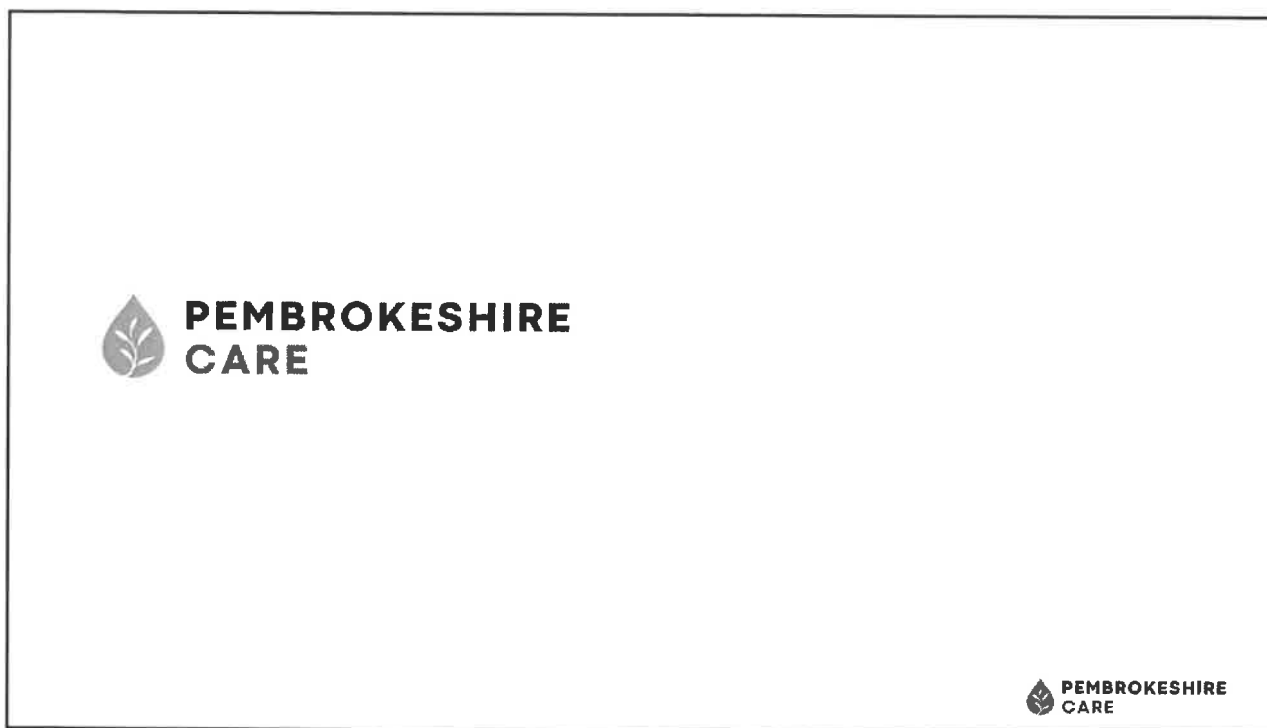
Jo Swift



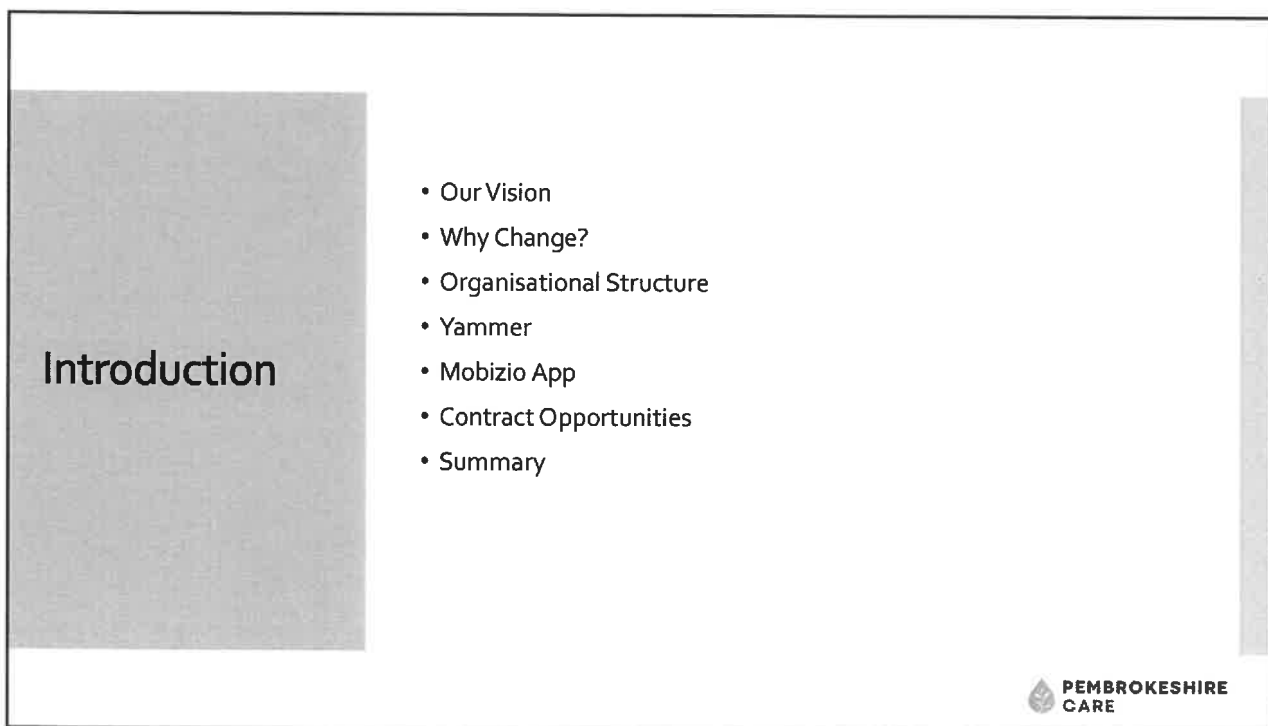
Training Coordinator
10/01/20

Ende

Mon				Mon				Tue				Wed			
M	L	T	E	M	L	T	E	M	L	T	E	M	L	T	E
0	0	0	68	0	0	0	68	0	0	0	6	0	0	6	0
43	44	30	26	42	46	30	26	42	46	30	26	42	46	30	26
55	43	31	53	24	7	0	0	24	7	0	0	56	26	23	23
33	17	20	22	44	0	37	42	44	0	37	42	55	9	23	23
48	46	0	0	73	48	7	14	73	48	7	14	78	68	7	7
39	20	12	5	46	19	30	34	46	19	30	34	40	8	5	5
50	28	19	30	28	22	27	41	28	22	27	41	43	24	40	40
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	11	9	32	39	8	11	47	39	8	11	47	66	32	7	7
35	21	15	9	30	17	22	20	30	17	22	20	18	17	17	17
16	10	0	0	0	0	0	0	0	0	0	0	6	4	8	8
4	0	0	41	63	61	52	16	63	61	52	16	0	2	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	11	2	3	4	11	2	3	4	21	3	5	5
0	0	0	0	5	4	0	4	5	4	0	4	4	0	0	0
38	55	0	0	8	5	0	15	8	5	0	15	35	22	2	2
59	4	62	68	69	55	49	74	69	55	49	74	5	4	0	0
75	53	2	71	54	40	20	70	54	40	20	70	4	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
68	77	38	6	67	83	38	70	67	83	38	70	64	67	30	30
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	3	3	4	4	4	8	7	4	4	8	7	4	4	3	3
0	0	0	0	8	0	0	0	8	0	0	0	1	0	0	0
37	8	0	47	8	5	0	0	8	5	0	0	37	36	5	5
40	20	20	35	56	10	10	72	56	10	10	72	59	17	35	35
29	26	26	17	34	18	28	23	34	18	28	23	10	10	9	9
8	9	9	15	15	19	23	43	15	19	23	43	7	5	18	18
4	23	26	23	5	36	38	31	5	36	38	31	4	50	36	36
70	16	52	57	78	35	27	31	78	35	27	31	83	31	51	51



1



2

Our Vision

1. Stop decline
2. Stabilise
3. Grow
 - Biggest Dom care provider in Pembrokeshire by 2022
 - Increase staff numbers by 50 to 75%
 - Start service in Carmarthenshire and Ceredigion by 2023



3

How to achieve vision?

Stop decline > Stabilise > Grow

- Become 'best in class' Dom Care provider by:
 - Establishing an effective organisational structure
 - Improving communications
 - Establishing supporting processes and procedures
 - Introducing best in market technology
 - Establishing an effective Human Resources support function



4

Why Change?

Honesty!

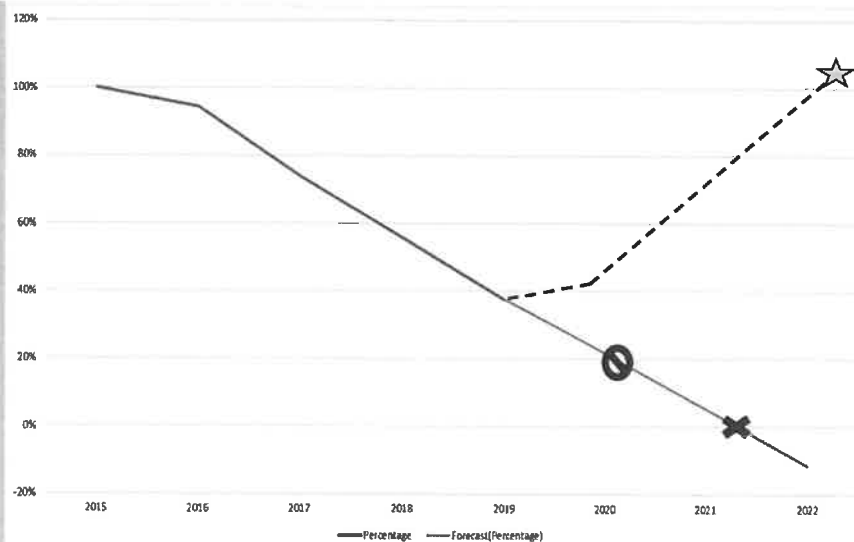
- Company was in decline and on course for failure
- Staff deserve better working conditions/patterns/environment
- Clients deserve better
- Council/CIW – reaching 'concern' level
- Contractual – Next council framework, will be required to use mobile check in and check out

Not changing what and how we do things is not an option

All achievable and has been done before

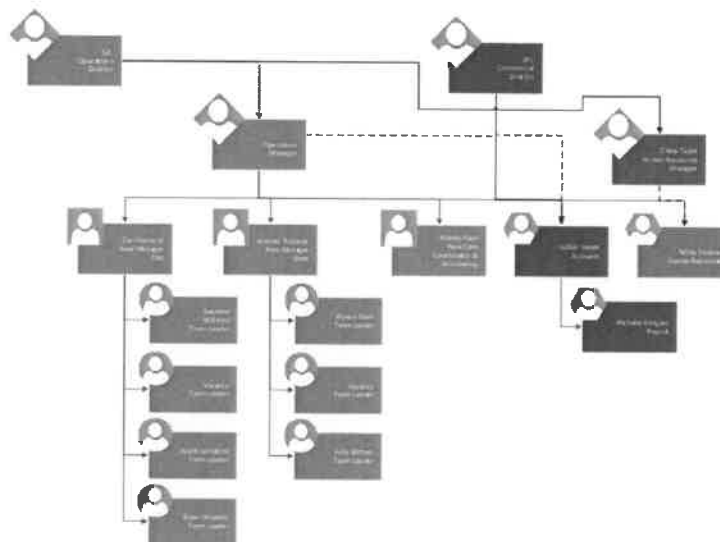
5

Why Change?



6

An effective Org structure



7

Yammer

Effective Communication

- Benefits
 - Team communication
 - Productivity
 - Knowledge sharing
 - Employee engagement
 - An area for staff to ask questions or air concerns.
- No urgency to answer messages or to check for updates
- Allows centralisation of all messages, single point of information
- Internal vacancy advertisements
- Important notifications
- Correct Yammer groups to be used e.g. Carers to use specific team groups that have been created, or personal questions to be sent as private messages to recipient.

8

Mobizio App (Care Planner)

Client Care

- Best in class technology
- Easier to use and more accurate
- Carer rota and calls will be accessible on the app and will be up to date and accurate
- Forms will be accessible on the app and once submitted for client are automatically sent to appropriate person i.e. area manager
- You will receive training and a 'how to guide' on the app;
- Reduces time spent writing out reports;
- Safe & secure – password protected.



9

Mobizio App (Care Planner)

Client Care

- The app is essential to the everyday running of the business and will be a requirement in all domiciliary care settings after next year
- Full training will be given and a 'how to guide', 1:1 training can also be given
- Max data usage calculated at 200mb of data per month if used 10 hrs a day 5 days a week. 10Mb of data = 10 min scrolling facebook
- Based on 1Gb @ £5.40 (uk average cost) * 20% = 1.08 = £1.08 a month = 27p per week
- If deemed an issue will look at a financial top up relating to a relative proportion of usage mentioned above
- In the event that phones are lost or broken a small bank of phones will be available.



10

People Planner

Rota

- Increase efficiency
 - An overview of the whole company
 - Easier to allocate TBA's
 - Easier to establish the working patterns of the whole company
 - Ability to understand the capacity of our staff
- More consistency with working hours, we are able to take in to account the availability of all staff
- Fairer working hours for all
- The ability to take on more care packages and to understand if we have the man-power to staff additional calls
- TL will have an input in to the rotas as will be the 'client experts' and have knowledge of what does and does not work

11

People Planner

Rota

Area	Team	Availability Hours	Hrs required to deliver	Full Time equivalent	Part Time equivalent
East	Milford Haven	370	402	10	23
East	Pembroke	99.5	92.5	3	6
East	Narberth	178.5	192.5	5	11
East	Tenby	61.5	61.3	2	4
West	Haverfordwest 1	466.5	414	12	29
West	Haverfordwest 2	347	331.5	9	22
West	Fishguard	127	116.5	3	8
Total hours:		1650	1610.25	44	103.125
		Including Holiday & Sickness		Shortfall Hrs	FTE Equiv
East	Milford Haven	370	451.9	81.9	2.2
East	Pembroke	99.5	104.0	4.5	0.1
East	Narberth	178.5	216.4	37.9	1.0
East	Tenby	61.5	68.9	7.4	0.2
West	Haverfordwest 1	466.5	465.4	-1.1	0.0
West	Haverfordwest 2	347	372.7	25.7	0.7
West	Fishguard	127	131.0	4.0	0.1
Total hours:		1650	1810.3	160.3	4.3

12

Carer Role

A selection of client forms

Form	Form
Private Agreement	Financial Transaction Sheet
Weekly Task Time Table	Customer Review Form
Medication Change Request	Eating and Drinking Risk Assessment
Medication Risk Assessment	Environment Risk Assessment
Moving and Handling Risk Assessment	Customer Consent Form
Health Risk Assessment	Customer Needs Assessment
Incident Form	Customer Profile Form
Key Contacts Form	Additional Notes Form
Lone Working Risk Assessment	COSHH Risk Assessment
External Activities Risk Assessment	Customer Care Plan

13

Contract Opportunities (Support Workers)

- We will be updating contracts of employment as the old ones are out of date and do not reflect current working practices.
- We are not proposing to make any significant changes to your contract of employment.
- New legislation being implemented next year (The Good Work Plan) requires us as your employer to state the days of the week you are required to work or if those hours are variable how that is determined.
- We are therefore required by law to update your current contracts and to implement new ones.

14

Contract Opportunities (Support Workers) – Consultations

- Discussions will be held with staff to confirm the fixed hours of work you would like us to include in the contract (availability), this should reflect current working patterns.
- Example, you state that you are not free to work on Saturdays but on reflection of your last 6 months hours of work you have worked frequent Saturdays. Any request to no longer work Saturdays would have to be done by way of a formal flexible working request.
- Example, you say you are available Monday – Sunday it does not mean we will rota you to work 7 days a week. However, if we have hours to fill on a Monday and all other staff have said that they cannot work a Monday it enables us to know that you have availability.
- If we are unable to establish working patterns directly in consultation with you, we will have to establish those patterns by reviewing your previous rotas and include those details in your new contract of employment.



15

Contract Opportunities (Support Workers) – Consultations

- Once we have information regarding hours of work then new contracts of employment will be issued which you will be required to sign and return
- Hours can be worked above these contracted hours but no less
- Staff mobility is a requirement, if hours cannot be allocated within your usual area they will be allocated to you elsewhere (in rare occasions or in the event of a loss of contract etc.)



16

Contracts – The Benefits

- Security
- Formalise working patterns
- Holiday pay accrued even in the event of absences
- Guaranteed Hours!!

17

Summary

- Stop decline
- Stabilise
- Grow
- To do this we need to change
- Change is difficult but essentially no avoiding it

18

COMMUNICATION EFFECTIVENESS QUESTIONNAIRE

1. I maintain good eye contact and give people my full attention

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

2. I smile warmly at people when they appear to want to talk to me

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

3. I let people finish what they are saying without interrupting

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

4. I show genuine interest when people are talking to me

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

5. I encourage people to speak their minds openly and share concerns

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

6. I appear in the right frame of mind for all important discussions

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

7. My body language is conducive to attentive listening

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

8. I listen enthusiastically and positively

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

9. I do not trivialise the ideas or views expressed by other people

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

10. I am calm and patient in conversation and discussion

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

11. I am well prepared for meetings

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

12. I avoid making the other person feel as if they are being interrogated

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

13. I communicate feelings as well as ideas and facts

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

14. I speak up when I am confused or unsure

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

15. I summarise what I have heard to make sure I have understood clearly

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

16. I give people time, attention and encouragement so they can get the message across

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

17. I communicate clearly when giving information and instruction

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

18. I openly demonstrate that I appreciate feedback from other people

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

19. I do not insult or demean the other party when offering critical comments

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

20. I am able to get complicated ideas across clearly

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

21. I deliver my communication at a pace and way that is comfortable for others

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

22. I demonstrate that I am helpful and genuine in conversations

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

23. My written communications are clear and concise

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

24. I keep everyone informed where appropriate

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

Please provide any further details on what I do well:

You are an excellent communicator, always ready to listen, never judgemental or critical. You are able to give feedback in a way that ensures the recipient remains positive even when the criticism is negative.

Please provide any further details on what I could do better:

Maintain eye contact a little bit more to ensure the person knows you are listening.

Thank you for your time

HOW DO I MANAGE DIFFERENCES?

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

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

1. ☒ A There are times when I let others take responsibility for solving the problem.
B Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
2. ☒ A I try to find a compromise solution.
B I attempt to deal with all of his and my concerns.
3. ☒ A I am usually firm in pursuing my goals.
B I might try to soothe the other's feelings and preserve our relationship.
4. ☒ A I try to find a compromise solution.
B I sometimes sacrifice my own wishes for the wishes of the other person.
5. ☒ A I consistently seek the other's help in working out a solution.
B I try to do what is necessary to avoid useless tensions.
6. A I try to avoid creating unpleasantness for myself.
☒ B I try to win my position.
7. ☒ A I try to postpone the issue until I have had some time to think it over.
B I give up some points in exchange for others.
8. ☒ A I am usually firm in pursuing my goals.
B I attempt to get all concerns and issues immediately out in the open.
9. ~~☒~~ A I feel that the differences are not always worth worrying about.
☒ B I make some effort to get my way.
10. ☒ A I am firm in pursuing my goals.
B I try to find a compromise solution.
11. ☒ A I attempt to get all concerns and issues immediately out in the open.
B I might try to soothe the other's feelings and preserve our relationship.
12. ☒ A I sometimes avoid taking positions which could create controversy.
~~☒~~ B I will let him have some of his positions if he lets me have some of mine.
13. A I propose a middle ground.
☒ B I press to get my points made.

Thomas/Kilman Conflict Mode Instrument

14. A I tell him my ideas and ask him for his.
B I try to show him the logic and benefits of my position.
15. A I might try and soothe the other's feelings and preserve our relationship.
B I try to do what is necessary to avoid tensions.
16. A I try not to hurt the other's feelings.
B I try to convince the other person of the merits of my position.
17. A I am usually firm in pursuing my goals.
B I try to do what is necessary to avoid useless tensions.
18. A If it makes the other person happy, I might let him maintain his views.
B I will let him have some of his positions if he lets me have some of mine.
19. A I attempt to get all concerns and issues immediately out in the open.
B I try to postpone the issue until I have had time to think it over.
20. A I attempt to immediately work through our differences.
B I try to find a fair combination of gains and losses for both of us.
21. A In approaching negotiations, I try to be considerate of the other person's wishes.
B I always lean toward a direct discussion of the problem.
22. A I try to find a position that is intermediate between his and mine.
B I assert my wishes.
23. A I am very often concerned with satisfying all our wishes.
B There are times when I let others take responsibility for solving the problem.
24. A If the other's position seems very important to him, I would try to meet his wishes.
B I try to get him to settle for a compromise solution.
25. A I try to show him the logic and benefits of my position.
B In approaching negotiations, I try to be considerate of the other person's wishes.
26. A I propose a middle ground.
B I am nearly always concerned with satisfying all our wishes.
27. A I sometimes avoid taking positions which could create controversy.
B If it makes the other person happy, I might let him maintain his views.
28. A I am usually firm in pursuing my goals.
B I usually seek the other's help in working out a solution.
29. A I propose a middle ground.
B I feel that the differences are not always worth worrying about.
30. A I try not to hurt the other's feelings.
B I always share the problem with the other person so that we can work it out.

Source: Kenneth Thomas & Ralph Kilman (1976).

Your scores on the 5 styles for handling conflict

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

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

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

Source: Kenneth Thomas & Ralph Kilman (1976).

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

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

FOLLOW-UP

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

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

A. Competing

Uses:

- When quick, decisive action is vital, e.g. emergencies
- On important issues where unpopular courses of action need implementing, e.g. cost cutting, enforcing unpopular rules, discipline
- On issues vital to company welfare when you know you're right
- To protect yourself against people who take advantage of non-competitive behaviour

If you scored High:

- Perhaps people have learned that it's unwise to disagree with you, or have given up trying to influence you. This closes you off from information.
- Are subordinates afraid to admit ignorance and uncertainties? In competitive climates we fight for influence and respect. This means acting more certain and confident than one feels. People are less able to ask for information and opinion – they are less able to learn.

If you scored Low:

- Do you often feel powerless in situations? Are you unaware of the power you do have, unskilled in its use, or uncomfortable with the idea of using it? This may hinder your effectiveness by restricting your influence.
- Do you have trouble taking a firm stand, even when you see the need? Sometimes concerns for others' feelings or anxieties about using power cause us to vacillate. Postponing may mean delay and adding to suffering and/or resentment of others.

B. Cooperating

Uses:

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

If you scored High:

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

If you scored Low:

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

C. Compromising

Uses:

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

If you scored High:

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

If you scored Low:

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

D. Avoiding

Uses:

- When an issue is trivial, of only passing importance, or when other more important issues are pressing
- When you perceive no chance of satisfying your concerns, e.g. when you have low power or you are frustrated by something which would be very difficult to change (national policies, someone's personality, etc.)
- When the potential damage of confronting a conflict outweighs the benefits of its resolution
- To let people cool down – to reduce tensions to a productive level and to regain perspective and composure
- When gathering more information outweighs the advantages of an immediate decision
- When others can resolve the conflict more effectively
- When the issue seems tangential or symptomatic of another more basic issue.

If you scored High:

- Does your coordination suffer because people have trouble getting inputs on issues?
- Does it often appear that people are “walking on eggshells?” (Sometimes a dysfunctional amount of energy can be devoted to caution and the avoiding of issues, indicating that issues need to be faced and resolved.)
- Are decisions on important issues made by default?

If you scored Low:

- Do you find yourself hurting peoples' feelings or stirring up hostilities? (You may need to exercise more discretion in confronting issues or more tact in framing issues in non-threatening ways. Tact is partially the art of avoiding potentially disruptive aspects of an issue.)
- Do you often feel harried or overwhelmed by a number of issues? (You may need to devote more time to setting priorities – deciding which issues are relatively unimportant and perhaps delegating them to others.)

E. Accommodating

Uses:

- When you realise that you are wrong – to allow a better position to be heard, to learn from others, and to show that you are reasonable.
- When the issue is much more important to the other person than to yourself – to satisfy the needs of others, and as a goodwill gesture to help maintain a cooperative relationship.
- To build up social credits for later issues which are important to you?
- When continued competition would only damage your cause when you are outmatched and losing.
- When preserving harmony and avoiding disruption are especially important.
- To aid in the managerial development of subordinates by allowing them to experiment and learn from their own mistakes.

If you scored High:

- Do you feel that your own ideas and concerns are not getting the attention they deserve?
- (Deferring too much to the concerns of others can deprive you of influence, respect, and recognition. It also deprives the organisation of your potential contributions.)
- Is discipline lax?
- (Although discipline for its own sake may be of little value, there are often rules, procedures, and assignments whose implementation is crucial for you or the organisation.)

If you scored Low:

- Do you have trouble building goodwill with others? (Accommodating on minor issues which are important to others are gestures of goodwill.)
- Do others often seem to regard you as unreasonable?
- Do you have trouble admitting it when you are wrong?
- Do you recognise legitimate exceptions to rules?
- Do you know when to give up?

LEARNING STYLES QUESTIONNAIRE**(Honey & Mumford - revised 1986)**

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences - so that you are in a better position to select learning experiences that suit your style.

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it (/). If you disagree more than you agree put a cross by it (x). Be sure to mark each item with either a tick or cross.

1. I have strong beliefs about what is right and wrong, good and bad. ✓
2. I often act without considering the possible consequences. X
3. I tend to solve problems using a step-by-step approach. ✓
4. I believe that formal procedures and policies restrict people. X
5. I have a reputation for saying what I think, simply and directly. ✓
6. I often find that actions based on feelings are as sound as those based on careful thought and analysis. X
7. I like the sort of work where I have time for thorough preparation and implementation. ✓
8. I regularly question people about their basic assumptions. X
9. What matters most is whether something works in practice. ✓
10. I actively seek out new experiences. ✓
11. When I hear about a new idea or approach I immediately start working out how to apply it in practice ✓
12. I am keen on self discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc. ✓
13. I take pride in doing a thorough job. ✓
14. I get on best with logical, analytical people and less well with spontaneous, 'irrational' people. ✓

15. I take care over the interpretation of data available to me and avoid jumping to conclusions. ✓
16. I like to reach a decision carefully after weighing up many alternatives. ✓
17. I'm attracted more to novel, unusual ideas than to practical ones. ✗
18. I don't like disorganised things and prefer to fit things into a coherent pattern. ✓
19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done. ✓
20. I like to relate my actions to a general principal. ✓
21. In discussions I like to get straight to the point. ✓
22. I tend to have distant, rather formal relationships with people at work. ✗
23. I thrive on the challenge of tackling something new and different. ✓
24. I enjoy fun-loving, spontaneous people. ✓
25. I pay meticulous attention to detail before coming to a conclusion. ✓
26. I find it difficult to produce ideas on impulse. ✓
27. I believe in coming to the point immediately. ✓
28. I am careful not to jump to conclusions too quickly. ✗
29. I prefer to have as many sources of information as possible - the more data to think over the better. ✗
30. Flippant people who don't take things seriously enough usually irritate me. ✓
31. I listen to other people's points of view before putting my own forward. ✓
32. I tend to be open about how I'm feeling. ✓
33. In discussions I enjoy watching the manoeuvrings of the other participants. ✓
34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance. ✗

35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc. ✓
36. It worries me if I have to rush out a piece of work to meet a tight deadline. ✓
37. I tend to judge people's ideas on their practical merits. ✓
38. Quiet, thoughtful people tend to make me feel uneasy. ✓
39. I often get irritated by people who want to rush things. ✗ ✓
40. It is more important to enjoy the present moment than to think about the past or future. ✗
41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition. ✓
42. I tend to be a perfectionist. ✓
43. In discussions I usually produce lots of spontaneous ideas. ✗
44. In meetings I put forward practical, realistic ideas. ✓
45. More often than not, rules are there to be broken. ✗
46. I prefer to stand back from a situation and consider all the perspectives. ✓
47. I can often see inconsistencies and weaknesses in other people's arguments. ✓
48. On balance I talk more than I listen. ✗
49. I can often see better, more practical ways to get things done. ✓
50. I think written reports should be short and to the point. ✓
51. I believe that rational, logical thinking should win the day. ✓
52. I tend to discuss specific things with people rather than engaging in social discussion. ✓
53. I like people who approach things realistically rather than theoretically. ✓
54. In discussions I get impatient with irrelevancies and digressions. ✓

55. If I have a report to write I tend to produce lots of drafts before settling on the final version. ✓
56. I am keen to try things out to see if they work in practice. ✓
57. I am keen to reach answers via logical approach. ✓
58. I enjoy being the one that talks a lot. ✗
59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations. ✓
60. I like to ponder many alternatives before making up my mind. ✓
61. In discussions with people I often find I am the most dispassionate and objective. ✓
62. In discussions I am more likely to adopt a 'low profile' than to take the lead and do most of the talking. ✓
63. I like to be able to relate current actions to a longer term bigger picture. ✓
64. When things go wrong I am happy to shrug it off and 'put it down to experience'. ✗
65. I tend to reject wild, spontaneous ideas as being impractical. ✓
66. It's best to think carefully before taking action. ✓
67. On balance I do the listening rather than the talking. ✓
68. I tend to be tough on people who find it difficult to adopt a logical approach. ✓
69. Most times I believe the end justifies the means. ✗
70. I do not mind hurting people's feelings so long as the job gets done. ✓
71. I find the formality of having specific objectives and plans stifling. ✗
72. I am usually one of the people who puts life into a party. ✗
73. I do whatever is expedient to get the job done. ✓
74. I quickly get bored with methodical, detailed work. ✗

- 75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events. ✓
- 76. I am always interested to find out what people think. ✓
- 77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc. ✓
- 78. I steer clear of subjective or ambiguous topics. ✗
- 79. I enjoy the drama and excitement of a crisis situation. ✓
- 80. People often find me insensitive to their feelings. ✓

(Honey and Mumford 1986)

LEARNING STYLES QUESTIONNAIRE - SCORING

(Honey & Mumford 1986)

You score one point for each item you ticked. There are no points for items you crossed. Simply indicate on the lists below which items were ticked.

	2 ✓	7 ✓	1 ✓	5 ✓
	4 ✓	13 ✓	3 ✓	9 ✓
	6 ✓	15 ✓	8 ✓	11 ✓
	10 ✓	16 ✓	12 ✓	19 ✓
	17 ✓	25 ✓	14 ✓	21 ✓
	23 ✓	28 ✓	18 ✓	27 ✓
	24 ✓	29 ✓	20 ✓	35 ✓
	32 ✓	31 ✓	22 ✓	37 ✓
	34 ✓	33 ✓	26 ✓	44 ✓
	38 ✓	36 ✓	30 ✓	49 ✓
	40 ✓	39 ✓	42 ✓	50 ✓
	43 ✓	41 ✓	47 ✓	53 ✓
	45 ✓	46 ✓	51 ✓	54 ✓
	48 ✓	52 ✓	57 ✓	56 ✓
	58 ✓	55 ✓	61 ✓	59 ✓
	64 ✓	60 ✓	63 ✓	65 ✓
	71 ✓	62 ✓	68 ✓	69 ✓
	72 ✓	66 ✓	75 ✓	70 ✓
	74 ✓	67 ✓	77 ✓	73 ✓
	79 ✓	76 ✓	78	80 ✓
TOTAL	6	18	17	19
	Activist	Reflector	Theorist	Pragmatist

Ring your scores on this chart and join up.

Activist	Reflector	Theorist	Pragmatist	
20	20	20	20	Very strong preference
19			19	
18		19		
17	19			
16		18	18	
15				
14		17	17	
13	18	16		Strong preference
12	17	15	16	
	16			
11	15	14	15	Moderate preference
10	14	13	14	
9	13	12	13	
8	12	11	12	
7				Low preference
6	11	10	11	
5	10	9	10	
4	9	8	9	
3	8	7	8	Very low preference
	7	6	7	
2	6	5	6	
	5	4	5	
1	4	3	4	
	3	2	3	
0	2	1	2	
	1	0	1	
	0		0	

LEARNING STYLES - GENERAL DESCRIPTIONS

Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once'. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.

Reflectors

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. 'If it's logical it's good'. Questions they frequently ask are: 'Does it make sense?' 'How does this fit with that?' 'What are the basic assumptions?' They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is: 'There is always a better way' and 'If it *works* it's good'.

° *Honey and Mumford 1986*

Belbin team type questionnaire

The Belbin questionnaire seeks to identify your preferred role in a team. It is based on the work of Dr Meredith Belbin, whose research into team performance concluded that the most effective teams have a good mix of different personality types.

How to complete the questionnaire

On the following pages are a series of statements divided into seven sections. For each section, distribute a total of ten points among the statements which you think best describe your own behaviour. See the example below:

When involved in a project with other people:

A	I have an aptitude for influencing people without pressurising them	
B	I am generally effective in preventing careless mistakes and omissions from spoiling the success of an operation	1
C	I like to press for action to make sure that the meeting does not waste time or lose sight of the main objective	3
D	I can be counted on to contribute something original	2
E	I try to maintain my sense of professionalism	
F	I am quick to see possibilities in new ideas and developments	
G	I believe my capacity for judgement can help to bring about the right decisions	1
H	I can be relied upon to bring an organised approach to the demands of the job	
I	I am always ready to back a good suggestion in the common interest	3

Your points may be distributed among several sentences as in the example above. In extreme cases they may be spread among all sentences or ten points may be given to a single sentence.

At the end, there are further instructions on how to tally your score.

Section 1

What I believe I can contribute to a team

A	I think I can quickly see and take advantage of new opportunities	
B	I can work well with a very wide range of people	
C	My specialist knowledge and experience is usually my major asset	3
D	My ability rests on being able to draw people out whenever I detect they have something of value to contribute to group objectives	
E	I can be relied upon to finish any task I undertake	3
F	I am prepared to be blunt and outspoken in the cause of making things happen	3
G	I can usually tell whether a plan or idea will fit a particular situation	1
H	I can offer a reasoned and unbiased case for alternative sources of action	
I	Producing ideas is one of my natural assets	

Section 2

If I have a possible shortcoming in teamwork, it could be that:

A	I am not at ease unless meetings are well structured and controlled and generally well conducted	S
B	I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing	
C	I have a tendency to talk a lot once the group gets on to a new topic	
D	My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues	S
E	I am sometimes seen as forceful and authoritarian when dealing with important issues	
F	I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere	
G	I am apt to get caught up in ideas that occur to me and so lose track of what is happening	
H	I am reluctant to contribute unless that subject deals with an area I know well	
I	I am reluctant to express my opinions or proposal or plans that are incomplete or are insufficiently detailed	

Section 3

When involved in a project with other people:

A	I have an aptitude for influencing people without pressurising them	1
B	I am generally effective in preventing careless mistakes and omissions from spoiling the success of an operation	1
C	I like to press for action to make sure that the meeting does not waste time or lose sight of the main objective	2
D	I can be counted on to contribute something original	
E	I try to maintain my sense of professionalism	
F	I am quick to see possibilities in new ideas and developments	
G	I believe my capacity for judgement can help to bring about the right decisions	
H	I can be relied upon to bring an organised approach to the demands of the job	6
I	I am always ready to back a good suggestion in the common interest	

Section 4

My characteristic approach to the group is that:

A	I contribute when I know what I'm talking about	
B	I am not reluctant to challenge the view of others or hold a minority view myself	2
C	I can usually find a line of argument to refute unsound propositions	2
D	I think I have a talent for making things work once a plan has to be put into operation	
E	I prefer to avoid the obvious and to open up lines that have not been explored	
F	I bring a touch of perfectionism to any job I undertake	5
G	I am likely to be the one to make contacts outside the group or the firm	
H	While I am interested in all views I have no hesitation in making up my mind once a decision has to be made	1
I	I maintain a quiet interest in getting to know colleagues better	

Section 5

I gain satisfaction in a job because:

A	I enjoy analysing situations and weighing up all the possible choices	
B	I feel that I am using my special qualifications and training to advantage	3
C	I like to feel I am fostering good working relationships	
D	I can have a strong influence on decisions	
E	I have a chance of meeting new people with different ideas	
F	I can get people to agree on priorities and objectives	
G	I feel in my element where I give a task my full attention	
H	I can find an opportunity to stretch my imagination	
I	I am interested in finding practical solutions to problems	7

Section 6

If I am suddenly given a difficult task with limited time and unfamiliar people:

A	I would feel like devising a solution of my own and then trying to sell it to the group	5
B	I would be ready to work with the person who showed the most positive approach	2
C	I would find some way of reducing the size of the task by establishing what different individuals might best contribute	3
D	My natural sense of urgency would help to ensure that we did not fall behind schedule	
E	I like to read up as much as I conveniently can on the subject	
F	In spite of conflicting pressure I would press ahead with whatever needed to be done	
G	I would take the lead if I felt the group was making no progress	
H	I would open up discussions with a view to stimulating new thoughts and getting something moving	
I	I believe I would keep cool and maintain my capacity to think straight	

Section 7

With reference to the problems to which I am subject to in working in groups:

A	I am apt to show my impatience with those who are obstructing progress	
B	Some people criticise me for being too analytical	
C	My desire to check that we get the important details right are not always welcome	2
D	I am inclined to feel I am wasting my time and would do better on my own	2
E	I find it difficult to get started unless the goals are clear	2
F	I am sometimes poor at putting across complex points that occur to me	
G	I am conscious of demanding from others the things I cannot do myself	
H	I hesitate to express my personal views in front of difficult or powerful people	
I	I tend to show boredom unless I am actively engaged with stimulating people	4

Now read on, for details of how to tally your score.

Scoring

The table below is used to compile your Belbin scores.

Transfer your scores from each section to the appropriate boxes below.

Then add up your totals for each team role.

Once you have established your total scores, note down below:

- Your primary team role (the one with the most points)
- Your secondary team role

Roles	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Totals
Completer Finisher	E 3	I	B 1	F 5	G	D	C 2	11
Implementer	G 1	A 5	H 6	D	I 7	F	E 2	(21)
Monitor Evaluator	H	D 5	G	C 2	A	I	B	7
Specialist	C 3	H	E	A	B 3	E	D 2	8
Co-ordinator	D	B	A 1	H 1	F	C 3	G	5
Team worker	B	F	I	I	C	B 2	H	2
Resource Investigator	A	C	F	G	E	H	I 4	4
Shaper	F 3	E	C 2	B 2	D	G	A	7
Plant	I	G	D	E	H	A 5	F	5

Using the team type information

Now that you are more aware of your preferred style of working you can choose how to use the information.

Playing to your strengths

Whatever your preferred team type, see it as a strength.

Seek out tasks or projects requiring your skills.

Look for opportunities to work in teams that need your team-type to achieve the right balance.

Become more flexible

Remember the team type questionnaire shows your preferred style, this does not mean it needs to be your only style!

Think about your second, third, fourth choices - would you like to work more on these areas?

If you work in a team that does not have the right balance, could you think about taking on another team type role?

See other people's team type as a strength and think about how you could work more effectively together

Seek out tasks and projects to develop strengths in other areas (often we prefer doing things we are good at)

Using the information with others

You now have information about your team type, and may wish to think about using the questionnaire within your own team

Explain what it's all about – it's not a test, it's about individual preferences

Agree how you will all be able to use the information

Share your own team type – go first

Use the information to try out new ways of working together

A word of warning

Don't become a self-fulfilling prophecy. The questionnaire shows only your preferred style, it does not mean that you cannot operate in the other areas, only that given the choice you will adopt your preference.

Belbin® Team Role Summary Descriptions



Resource Investigator

Contribution: Outgoing, enthusiastic. Explores opportunities and develops contacts.

Allowable Weaknesses: Might be over-optimistic, and can lose interest once the initial enthusiasm has passed.



Teamworker

Contribution: Co-operative, perceptive and diplomatic. Listens and averts friction.

Allowable Weaknesses: Can be indecisive in crunch situations and tends to avoid confrontation.



Co-ordinator

Contribution: Mature, confident, identifies talent. Clarifies goals. Delegates effectively.

Allowable Weaknesses: Can be seen as manipulative and might offload their own share of the work.



Plant

Contribution: Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.

Allowable Weaknesses: Might ignore incidentals, and may be too pre-occupied to communicate effectively.



Monitor Evaluator

Contribution: Sober, strategic and discerning. Sees all options and judges accurately.

Allowable Weaknesses: Sometimes lacks the drive and ability to inspire others and can be overly critical.



Specialist

Contribution: Single-minded, self-starting and dedicated. They provide specialist knowledge and skills.

Allowable Weaknesses: Can only contribute on a narrow front and tends to dwell on the technicalities.



Shaper

Contribution: Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.

Allowable Weaknesses: Can be prone to provocation, and may sometimes offend people's feelings.



Implementer

Contribution: Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done.

Allowable Weaknesses: Can be a bit inflexible and slow to respond to new possibilities.



Completer Finisher

Contribution: Painsstaking, conscientious, anxious. Searches out errors. Polishes and perfects.

Allowable Weaknesses: Can be inclined to worry unduly, and reluctant to delegate.

For more information:

+44 (0)1223 264975 | www.belbin.com

© BELBIN® 2016. 'BELBIN' is a registered trademark of BELBIN ASSOCIATES, UK.

BELBIN®

Communication Style Questionnaire

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

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

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

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

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

Self-Assessment: Results

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

Then total each column downwards.

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

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

Q1 4	Q3 1	Q4 1	Q2 1
Q5 4	Q6 3	Q7 4	Q8 2
Q10 4	Q11 1	Q9 1	Q12 4
Q14 4	Q15 1	Q16 1	Q13 1
Q18 4	Q17 1	Q19 1	Q20 4
Total 20	Total 7	Total 8	Total 12
Assertive	Passive	Passive Aggressive	Aggressive