

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice – Activity 1

Word Count: 667

Student Name: Sarah Chislett

Student Number: 1810599

CIPD Membership Number: 42778293

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: Sarah Chislett

Date: 27th November 2018

Activity 1

Introduction

In September 2018 I came across a post on LinkedIn from Julie Thomas who was a lecturer at Swansea Business School. Julie was promoting an apprenticeship for level 5 CIPD. The course was fully funded by the Welsh government and was to be held in Coleg Sirgar, it was a mixture of classroom time once per month and self-learn and study at home. Having worked within HR for 3 years this was something that I was keen to complete as it benefited my work and gave me a qualification in something that I was passionate about.

Having spoken to Julie to eliminate some of my concerns largely around the fact that I had not studied for 17 years I was grateful to accept the option of joining the CIPD course and soon met with Alison Williams the Training Advisor for Coleg Sirgar. Alison explained that you must be in full time work and receiving more than minimum wage to be eligible to complete this course. (Appendix 1)

Between Julie and Alison, they explained that the course was due to run for 2 years and was a 90-credit programme. There was an expectation that you attended college one day per month and adhered to the deadlines set. The course was promoted as self-directive and there may be times where Alison and Julie needed to attend the workplace to complete assessments as part of the programme.

University

Before I knew it, the time had come for my first day at uni, I was anxious as I didn't know what to expect but Julie and Alison made the process as painless as possible. On day 1 we completed our induction question (Appendix 2) this gave us as much info about the course as possible from college dates and times to class room training to how we can gain access to the internet, how many credits the course is worth to the tools we can use to develop through this course.

Alison provided us with a contract between my current workplace Webhelp and B.BWL explaining the terms and conditions of the apprenticeship (Appendix 3). Julie gave us a copy of our timetable explaining what the modules were for the full course and the deadlines in which we had to adhere too (Appendix 4)

During our day one on boarding we were given an apprenticeship college induction explaining the benefits of this course, the tests we would need to complete, the conduct policy for Coleg Sirgar, keeping you safe in college and work and importantly your wellbeing whilst completing this course (Appendix 5).

Having joined a CIPD course it was great to finally become a member of the CIPD (Appendix 6). The website offers so much help and advice to support you through your course. Julie also provided us with a learning leaflet describing all the benefits and topics we would complete over our two years (Appendix 7).

Once we were all up and running with our student ID the support that is available from Moodle, My days, student services and many more was great easily accessible and direct to your laptop(Appendix 8)The collage library is also available allowing you to order or pre order book, find out where the nearest library that stocks your book is and also to get it delivered to a library near you (Appendix 9).

Finally, I found the code of conduct and whilst it briefly explained what it was within the collage induction, I found it an interesting article to read and seeing how it differed from other codes of conduct that I had dealt with in the past (Appendix 10)

Conclusion

Having started this course very fearful of what I was letting myself in for, I firmly believe that between Alison, Julie the CIPD and its website all the information we have been given we have been given a great head start on our course. It has been clear and concise with lots of supporting evidence to ensure our future success is positive.

Appendices

Appendix 1 - Apprenticeship agreement

Appendix 2 - Induction Questionnaire

Appendix 3 - Contract

Appendix 4 - Timetable

Appendix 5 - Collage Induction

Appendix 6 - CIPD

Appendix 7 - Course information leaflet

Appendix 8 - My day/Student services

Appendix 9 - Library

Appendix 10 – Code of Conduct



Llywodraeth Cymru
Welsh Government

Apprenticeship Learning Agreement

To be completed by the provider

Agreement made on 10.9.18 (date Apprenticeship commences)

Llana Kemp. (the employer representative)

Nebnelp U.K. (the name of the company)

100 House, 114-116 St. Mary's Street, Cardiff (the address of the company) CF10 1DH

Simon Chislett JH305349B (the apprentice and N.I number) and

Coleg Sir Gar. (the delivering provider) and

B-wbi (the contracted provider) to study

Resources (specify skill, trade or occupation of the Apprenticeship) following the

5 Apprenticeship Framework* at current level 5, expected to progress

Expected final completion date is 25.9.2020. Hourly rate of pay at start of

being paid above minimum wage.

achieve a framework at a higher level, please state the level the learner started at
and the final level they expect to progress to i.e. Level 3, 4 or above (This ALA will cover the learner
and there is no need to complete another ALA once they progress)

All parties agree that

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

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

Date 10.9.18

Date 10.9.18

Date 10.9.18

Date _____

(if signed for the provider delivering the apprenticeship)

This Apprenticeship Learning Agreement complies with the requirements of the Apprenticeship, Skills
and Training Act 2015 (Section 32). It is a contract of service, not a contract of employment.

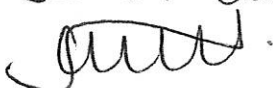
Induction Questionnaire

Diploma in Applied Human Resources

September 2018

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Monthly Coleg Sirgir 9.30-4.30pm
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year? Sept -7 July	26/9 12/12 06/03 17/10 16/01 03/04 14/11 13/02 01/05
4.	What is Moodle?	resource portal
5.	What is Eduroam?	CompuS witi
6.	What is Turnitin?	Tool to upload work
7.	Do you know when you are required to hand in work?	Yes
8.	What is the core text for this programme? Shyding	Human Resource management " " " people + organis
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 - Lecturer
11.	What is the name of the Training Adviser?	Alicia Williams
12.	What is the name of the Course Lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	yes
14.	Do you need to be a member of the CIPD?	Yes
15.	What support is available for study skills?	Student Services
16.	Do you know where the fire-exits and first aid points are for the building?	Yes
17.	How many credits is the programme?	90
18.	What is the length of the programme?	2 years
19.	Have you been given access to the student handbook and time-table?	Yes
20.	What academic level is this qualification?	Level 5 CIPD

Name: Sarah Cuslett

Signed: 

CIPD Membership Number (to be added when available): 42778293

Signature of Lecturer: 

Date: 17/10/18

CONTRACT BETWEEN PLACEMENT EMPLOYER AND B -WBL

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

Webhelp U.K - Luana Kemp. (Employer's Name)

in respect of work-based training for:

Sarah Chislett. (Learner's Name)

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

1. This contract shall take effect as from the date of exchange of signed copies of the Learning Agreement.
2. All financial arrangements and hours of work between the Approved Trainer, Employer and the Learner shall be detailed in writing.
3. It shall be the responsibility of the employer to pay the Learner an agreed wage as detailed in a contract of employment complying with the national minimum wage.

Coleg Sir Gâr will pay the Trainee a maximum training allowance of £ 30 / £ 50 per week (Delete as appropriate) *AN*.
4. It shall be the responsibility of the placement employer to take necessary steps for securing the health, safety and welfare and ensure equal opportunities for all learners participating in the elements of the learning programme provided by the placement employer to the extent and in the same manner as an employer is required to carry out under all current employment legislation for example, Health And Safety At Work Act 1974, and the Equality Act 2010. This is not an exhaustive list.
5. It shall be the responsibility of the placement employer to ensure that at all material times there are in force policies of insurance, that include public liability insurance and employer liability insurance in respect of all learners. Such policies shall afford at least an equivalent degree of cover to the policies maintained by the placement employer in respect of liability for accidents, damage, loss or injury caused by, or to, its own employees. It shall be the responsibility of the placement employer to ensure adequate supervision of learners.
6. Where a learner is injured, it shall be the duty of the placement employer to immediately notify Coleg Sir Gâr, Graig Campus, Sandy Road, Pwll, Llanelli, SA15 4DN Tel: 01554-748000, and enforcing authorities as appropriate.
7. It shall be the responsibility of the placement employer to carry out workplace training, which includes induction to the workplace, health and safety, equal opportunities and support towards the relevant qualification. The employer agrees to release the learner(s) for all the off the job training requirements.
8. It shall be the responsibility of the placement employer to sign the attendance records. (if applicable)
9. It shall be the responsibility of the placement employer to satisfy the criteria of the Welsh Governments Health and Safety checklist (VF1) and to supply the learner with the relevant personal protective equipment (PPE). (non employed status learners only)
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.
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:

[Signature]
PLACEMENT EMPLOYER

A. Williams
TRAINING ADVISER

Date: 10.9.18

Date: 10.9.18

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

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

Confidential

Timetable – CIPD Diploma in Applied Human Resources 2018-2020

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
19 th September 2018	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
26 th September 2018	Using a Research Approach in HR	5CIHR	BMPD5002	Part One - 22/10/18 Part Two – 11/2/19	Part One - Written response. Part Two - Research Report.
17 th October 2018	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	19/11/18 plus submission of updated Personal Development Plan on 18/5/20	Portfolio of Evidence
14 th November 2018	Understanding the Contemporary HR Function	5CMHR	BMPD5003	21/12/18	Slides and notes pages
12 th December 2018	Understanding the Business Context of HR	5CBIC	BMPD5001	28/1/19	Written report, analysis notes
16 th January 2019	AM: Understanding the Business Context of HR PM: Understanding Employment Law	5CELW			
13 th February 2019	Understanding Employment Law	5CELW	BMPD5004	11/3/19	Written answers to questions
6 th March 2019	Understanding the Management of Employment Relations	5KCER	BMPD5008	29/4/19	Written answers to questions
3 rd April 2019	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	10/6/19	Slides and notes pages
1 st May 2019	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	1/7/19	Portfolio of Evidence
5 th June 2019	Understanding Employee Engagement	5KEEG	BMPD5007	29/7/19	Briefing paper
3 rd July 2019	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	18/9/19	Portfolio of Evidence
18 th September 2019	Understanding the Management of Change	5KMOC	BMPD5010	4/11/19	Slides or screen shots with notes pages

16 th October 2019	Contributing to the Management of Change	5AMOC	BMPD5015	25/11/19	Portfolio of Evidence
13 th November 2019	Skills Workshop				
11 th December 2019	Understanding Coaching and Mentoring in the Organisation	5KDCM	BMPD5009	20/1/20	Briefing paper
15 th January 2020	Contributing to Coaching and Mentoring in the Organisation	5ADCM	BMPD5014	9/3/20	Portfolio of Evidence
12 th February 2020	Skills Workshop				
11 th March 2020	Understanding Resourcing and Talent Planning	5KRTP	BMPD5005	20/4/20	Written answers to questions
8 th April 2020	Contributing to Resourcing and Talent Planning in the Organisation	5ARTP	BMPD5011	27/5/2020	Portfolio of Evidence
13 th May 2020	Developing Professional Practice	5CDPP	BMPD5000	18/5/20	Personal Development Plan Update

APPRENTICESHIP

College Induction
2018-2019



Learner Name: Sarah Clusieit

Tutor Name: Julie Thomas

Course: CIPD Level 5

Date Induction booklet received: 19/09/18

Learner signature: 

Training adviser/assessor signature:



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.

This booklet to be given to the learner to complete and keep

CIPD

Championing better
work and working lives

Membership no: 42778293

Ms S Chislett
Employee Development
HRBP
Team
01273 8612 6200
s.chislett@cipd.co.uk

01273 8612 6200

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Welcome to your CIPD Student membership

Dear Ms Chislett

Congratulations on joining our worldwide community of over 140,000 HR and L&D practitioners, including over 17,000 CIPD student members. You'll find your new membership card attached to this letter. Why not share your new membership status: @CIPD #CIPDmember #CIPDstudent

Work smarter using your CIPD Student membership

You'll find tips and advice on making the most of your CIPD-Student membership in the enclosed booklet, or at cipd.co.uk/student-welcome

You will discover time-saving and effective ways to stay sharp, connect, inspire, innovate, lead, support, excel and continue your professional development.

We're here to support you

If you have any questions about your membership, please contact our customer service team
Monday to Friday 09:00-17:30 or +44 (0) 20 8612 6200 or membershipenquiry@cipd.co.uk

Yours sincerely

Vanessa Robinson

Vanessa Robinson

Director of Membership Services

CIPD
Championing better
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Student member

Mrs S Chislett

42778293

Annual renewal date 1 July 2019

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E cipd@cipd.co.uk W cipd.co.uk

President: Professor Sir Cary Cooper CBE Academic FCIPD
Chief Executive: Peter Cheese Chartered FCIPD
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Scotland (SC045154) and Ireland (20100827)
Incorporated by Royal Charter

UK54W/697893/385069/698/Cards

CIPD Level 5 Diploma in Applied Human Resources – Information Leaflet 2018/19

The **CIPD Level 5 Diploma in Applied HR**, is a Higher Apprenticeship qualification in HR Management. It is equivalent to the second year of a university degree in the UK.

The Higher Apprenticeship will enable apprentices to develop knowledge and skills in human resource management, while being employed and earning a salary. Employers will have a chance to expand their human resource function and better support their most valuable asset: their people.

The apprenticeship takes two years to complete with apprentices dividing their time between:

- undertaking their role
- being taught on-the-job (e.g. being trained by a manager)
- being taught off-the-job (e.g. attending UWTSD).

On successful completion of the CIPD's Level 5 Diploma in Applied Human Resources candidates will become Associate members of the CIPD. Associate membership is recognised as a professional level of membership and successful candidates are entitled to use the designation AssocCIPD after their name.

Programme of Study

The Level 5 Diploma in Applied Human Resources is a 90 credit qualification and includes 16 units – 5 Core units, 6 additional knowledge based units (Group A units) and 5 competence based units (Group B units). Group A and B units have been pre-selected by the University from a range of units offered for this qualification by the CIPD.

The units will be taught in the following order:

Year 1:

1. Using a Research Approach in Human Resources
2. Developing Professional Practice in Human Resources
3. Understanding the Contemporary Human Resources Function
4. Understanding the Business Context of Human Resources
5. Understanding Employment Law
6. Understanding the Management of Employment Relations
7. Understanding the Link between Individual and Organisational Performance
8. Contributing to improving Organisational Performance
9. Understanding Employee Engagement

Year 2:

10. Contributing to Employee Engagement in the Organisation
11. Understanding the Management of Change
12. Contributing to the Management of Change
13. Understanding Coaching and Mentoring in the Organisation
14. Contributing to Coaching and Mentoring in the Organisation
15. Understanding Resourcing and Talent Planning
16. Contributing to Resourcing and Talent Planning in the Organisation

Assessment:

Formative assessment is embedded throughout the course to encourage self- development, with summative assessment at the end of each unit as recommended by the CIPD. Details of the

assessment will be released by the unit tutor at the beginning of the unit delivery. The range of assessment methods utilised ensures that all the learning outcomes and assessment criteria are met in a way that enhances the student's learning experience. They should allow candidates to demonstrate a clear grasp of the concepts and their ability to link theory to practice and to communicate clearly in the HR field at the appropriate level. These include assignments, case studies, group and individual presentations, blogs, work-related activities and reports. Assessment of the group B units will be via portfolios of evidence gathered in the workplace.

Terms

The terms during the first year will be divided up as follows:

Induction	19 th September 2018
Term 1:	19/09/2018 – 21/12/2018
Term 2:	January to April 2019
Term 3:	April to June 2019

Weekly attendance on a Wednesday is required in the first year, with reduced requirements to attend in the second year whilst working on portfolios of evidence for the competency based units.

Location

This programme is delivered at the Coleg Sir Gar Pibwrlwyd Campus, Carmarthen. Future cohorts may be delivered in Swansea.

Entry Requirements

The Diploma is open to individuals employed in Human Resources, aged 18+. An interview will be held to determine the applicants' ability to study at level 5. Due to the academic elements of the course the preferred minimum entry qualification is 'A' levels (or equivalent) or an HNC/HND. However, those who hold the CIPD Certificate in Human Resource Practice (Foundation level)/ Certificate in Personnel Practice (CPP) or who have HR experience will also be considered.

Fees/Enrolment

This is a fully funded apprenticeship. Students will be enrolled with Coleg Sir Gar for the apprenticeship and separately with UWTSD for the Diploma. As a result students will have access to the facilities of both institutions.

CIPD membership and registration fee (paid directly to CIPD)

It is mandatory for students to become a member of the CIPD if studying for a CIPD qualification, but the membership arrangements are between the student and the CIPD. Your course tutor will provide assistance with this process once you have attended your course induction. The CIPD registration/joining fee is £40 for students. You must also pay a membership rate of £92 (annual) which can be administered directly on-line on the CIPD's website. *CIPD generally update their fees annually in June/July each year so please be aware that this pricing may change. Please refer to the following website for methods of payment.*

<https://www.cipd.co.uk/membership/become-member/fees>

Course Expenses

Course materials are made available from the course Moodle page accessed when you start the course. There are also a number of books signposted for reading at different times during the different modules studied, in the UWTSD library, but there is one core text recommended which can be used



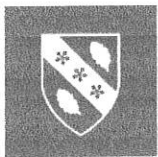
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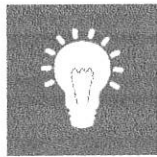
Get started at UWTSD

Induction Videos

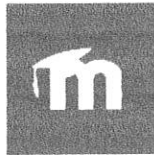
Welcome to UWTSD. We have prepared a series of videos to help you get started.



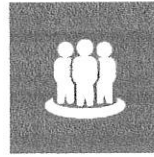
Welcome to UWTSD



Opportunities at UWTSD



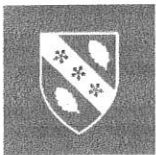
Introduction to Moodle



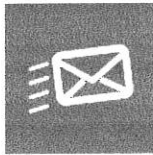
Student Services

Distance Learners

Studying at UWTSD as a distance learner? Check out our useful guides below



Induction for Distance
Learners



Email Forwarding



☰ Quick actions

Navigation ☰

English | Cymraeg

Help & Advice

Academic Support

From specialist library staff to support lecturers and your peers, there are plenty of people outside of your faculty to guide you through your studies at UWTSD.

Make the most of the opportunity to enhance your academic skills. Find out more:



Study Skills



InfoSkills Sessions



PASS Scheme

Finance

Money can be a source of concern for many students, but there are lots of ways we can support you.

Find out about bursaries, scholarships, and other ways we can help.



Scholarships and Bursaries



Financial Advice



Student Finance

Student Support

Whether you have a disability, a mental health diagnosis, or just need to talk to somebody, the Student Services team can support you while you're a student at UWTSD.

Find out more about the help they can offer.



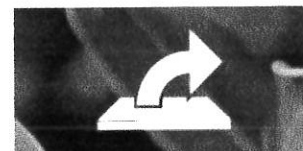
Learning Support



Mental Health Advisory Service



Counselling



External Support

Wellbeing

To ensure you get the best out of your time at UWTSD, it's crucial that you look after yourself. Find out how we can support your wellbeing and make the most of what student life has to offer.



GPs



Leisure



International

Travel

At UWTSD we encourage our staff and



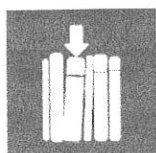
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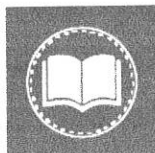
Library Resources

Books & Journals

Interested in taking out a book? Or maybe you want to browse the online journals. We have guides to help.



Find information for my assignments



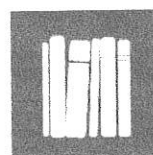
Request a book from another library



Manage my library account



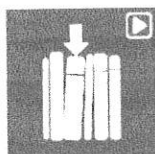
Receive alerts for books you're interested in



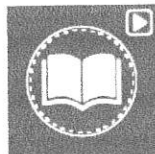
Save reading materials to my e-Shelf



Referencing Guides



Find Books and Journals



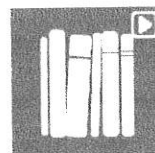
Request a book from another library



Manage my library account



Manage my e-shelf



Find the catalogue and online library

Using the Printers

There are printers available to use across our campuses. You can add print credit to your account by visiting any of our libraries.



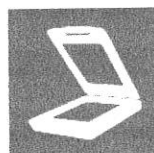
Add printing credit



Printing



Copying



Scanning

students to use sustainable modes of transport wherever possible. We believe in making our campuses more environmentally friendly and our communities greener. Find out how you can travel sustainably between campuses here.



Travel Info

Still not sure?

Get in touch: sed@uwtsd.ac.uk



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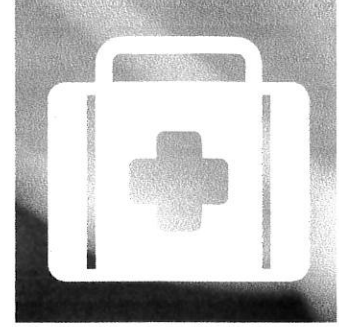
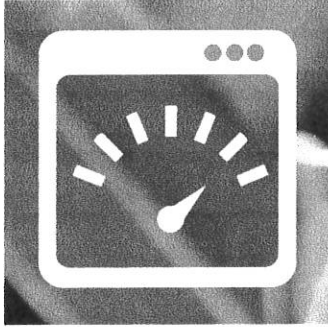
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Gwirio Statws y Gwasanaeth

Codi mater TG

Llety ac Atgyweiriadau

Iechyd a Diogelwch



Check Service Status

Raise an IT issue

Accommodation & Repairs

Health & Safety

Pryderon eraill? Ebostiwnch ar Adran Brofiad Myfyrwyr sed@uwtsd.ac.uk
Other concerns? Email the student experience department at sed@uwtsd.ac.uk

Borrowing, returning, renewing and reserving items

You will need your Coleg Sir Gâr ID card

You can renew online, in person, by phone or email, provided that the item is not required by someone else. You can reserve an item online using the catalogue, in person, by phone or email.

How many items can I borrow and how long can I borrow them for?

FE learners: 4 items for 2 weeks

HE learners: 8 items for 4 weeks

Fines are charged at:

FE learners: 10p per item per day

HE learners: 20p per item per day

Library information and services are easily available via our App!

Zap our App
<http://apps.southgloucester.ac.uk/>

Opening Hours

Ammanford

Monday
Tuesday, Wednesday and Thursday
Friday
08.45 - 17.00
08.45 - 19.00
08.45 - 16.30

Gelli Aur

Monday to Friday
(Closed daily 11.30 - 12.15)

Graig

Monday and Wednesday
Tuesday
Thursday
Friday
08.45 - 17.00
08.45 - 19.00
08.45 - 18.15
08.45 - 16.30

Pibwrlyd

Monday and Thursday
Tuesday and Wednesday
Friday
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08.45 - 17.00
08.45 - 16.30

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Code of Conduct

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Shoving

Formal Warning

Compulsory attendance at a
workshop/coaching session

Written Apology

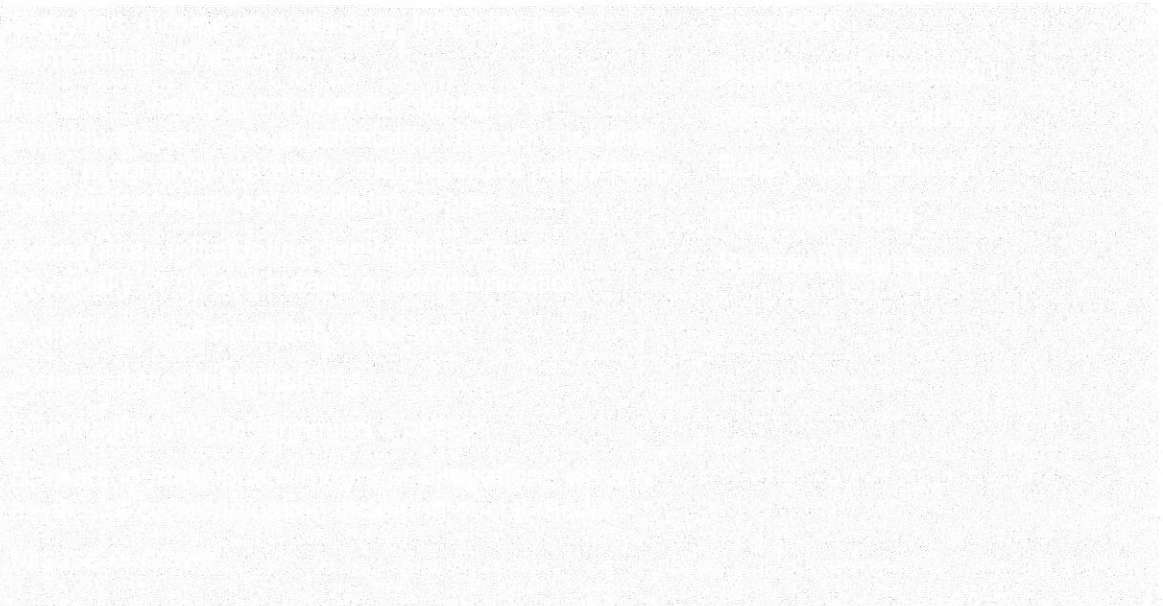
Behavioural contract

Restorative justice

Fine

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Use of inappropriate language

Repeatedly contacting another person (by phone, email, text or on social networking

sites) against the wishes of the other person

Formal Warning

Compulsory attendance at a workshop/coaching session

Written Apology

Restorative justice

Causing minor damage to University property or the property of students or employees of the University or visitors to the University

Formal Warning
Compulsory attendance at a workshop/coaching session
Written Apology
Fine

Misuse of University property (for example computers and laboratory equipment)

Formal Warning
Compulsory attendance at a workshop/coaching session
Written Apology
Fine
Behavioural Contract

Act/omission that did cause or could have caused a health and safety concern on University premises (for example, smoking cigarettes in non-designated areas, disabling smoke detectors)

Formal Warning
Compulsory attendance at a workshop/coaching session
Written Apology
Fine

Acts/omissions/statements intended to deceive the University	Expulsion
Disruption of the activities of the University (including academic, administrative, sporting and social) on University premises or elsewhere	Suspension/Exclusion
Disruption of the functions, duties or activities of any student or employee of the University or any authorised visitor to the University	Restrictions/Conditions
	Behavioural Contract

Improper interference with the activities of the University (including academic, administrative, sporting and social) on University premises or elsewhere

Improper interference with the functions, duties or activities of any student or employee of the University or any authorised visitor to the University

Formal Warning

Compulsory attendance at a workshop/coaching session

Written Apology

Behavioural Contract

Behaviour which has caused serious damage or could have caused serious damage to the reputation of the University or the University's relationship with the local community	Expulsion
	Suspension/Exclusion
	Restrictions/Conditions

Behaviour which has damaged or could have damaged the reputation of the University or the University's relationship with the local community

Formal Warning

Compulsory attendance at a workshop/coaching session

Written Apology

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice – Activity 2

Word Count: 1098

Student Name: Sarah Chislett

Student Number: 1810599

CIPD Membership Number: 42778293

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: Sarah Chislett

Date: 27th November 2018

Activity 2

Introduction

HR is said to not be one-dimensional, this is known as the “four concentric circles” of HR. Managing yourself, managing a team, managing stakeholders and Managing across organizations is a skill needed to be a HR Professional, without the ability to be a professional you will not be able to manage relationships or other individuals (Taylor and Woodhams P.76).

The CIPD HR Profession Map consists of 10 professional area's and 8 behaviors. Each part of the HRP Map is designed to uniquely build a plan to guide you through your HR career. The map is split into 4 bands of professional competence to support with transitioning within your job role depending upon where you are within your career. The CIPD website (2018) has a useful tool to help support whilst building your own HRP Map.

HR Profession Map bands

Band 1 is situated towards people who may be within the early stages of their career, someone who may be completing a lot of administration or data related tasks supporting the HR function. Band 2 is someone who is completing an advisor HR related role, they would give advice and have a clear understanding of policies and procedures within a company. Band 3 is someone who is dealing with higher levels of HR within the business, a HR business partner, someone who's role is more of leader within a professional area. Band 4 is the final band which is aimed at leadership colleagues their role within the business would be ensuring that they lead the HR function and understand the business strategy and what requires from HR to deliver this. It is key that the HR team are seen as valued, someone who the business would need to rely on and not a sector they could manage without. People who fit into the bands are often referred to as business savvy within their environment to increase

their credibility within the team. The thinking performer is something that is promoted through the CIPD (Taylor and Woodhams, n.d.) this is a person who performs operationally and understands what they are doing. (P.71)

HR Profession Map Professional Areas

The HRP map was formed in 2013 and is proven to be a success with the professional development of students linked to the CIPD. The 2 CORE sections, (Insight and leading HR) are the principles of any HR role, gaining an insight into the company you work for ensuring that you are effective to support the business whilst allowing yourself to become a role model within your sector to maximise the potential for you and the teams that you may need to empower. Working within any role in HR the professional areas will be linked to the 2 core areas, at any stage in your HR career these will be key points to support you with your development and careers.

The 8 sections of the professional area are built to show how they link into being successful within HR. Organization design is someone who can have the ability to maximise impact with short and long-term timescales. Organizational development is a skill to identify and support individuals and business with capability skill gaps to ensure they deliver results effectively. Resource and talent planning are difficult tasks to master ensuring that the business has an effective amount of people in the right place at the right time. Learning and development play a key role to ensure they are building a culture where learning is part of the day to day role embedding capability and knowledge. Performance and reward to ensure employees are being recognized in a fair and consistent way ensuring the business is seen as a high achieving organization. Employee engagement is a tool used to strengthen the connection the employees have with an organization. Employee relations is a relationship between an organization and how employees are managed ensuring it is done ethically and appropriately. Service delivery is the final professional area which allows a business to be

focused on customer service ensuring that its effective and cost efficient. The 8 areas mentioned above are all areas which will be connected to more senior roles within HR.

HR Professional Map Behaviors

All 8 behaviors are adjoined across all of the 4 bands of professional competence. The importance of holding and developing these 8 behaviors whilst working in HR will assist you throughout your career. Decisive thinking, being able to analyze information promptly and effectively regardless of whether the data is basic or complex. Being curious is something that any employer will look for in a candidate to be future fit, thinking outside of the box and being interested about what is going on inside and outside of the business is something that is very popular with current employers. Gaining commitment from Stakeholders is not something that is easily done and to become a skilled influencer takes time and patience that will require building relationships with key member of the business. To add value to a business and become personally credible is a challenge within any business, becoming an expert and gaining confidence in the business is a favorable way of being credible. HR often requires the ability to work collaboratively with other departments and teams within a business. Working with different levels throughout a business to ensure the success of the business needs. Whilst managing through HR change can sometimes be one of the most challenging aspects to be driven and to deliver, you need to be determined and resourceful to gain results. To be able to have the courage to challenge at any work level is something that requires strength especially when it is alongside change which very often comes with resistance. A good role model is someone who continuously leads by examples shows great integrity and is politically and ethically correct, something which is deemed essential within the HR function. All 8 behaviors are required in being effective within HR, when considering the future and needs of the business to influencing stakeholders or being the reliable person in a situation which requires trust, support and integrity. The

role of HR is one that requires sound judgement and balance of all 8 behaviors to support, enable and guide the business to be efficient.

Conclusion

The new HRP Map has been aligned with future development of yourself and others, the continuing professional development which comes in many different forms which builds from the 2013 HRP Map. The new map has sections to support purpose, knowledge, values and behaviors and dependent upon your role there is also a specialist area for knowledge.

References

CIPD (2018) CIPD Profession Map - Available at <https://www.cipd.co.uk/cipd-hr-profession/cipd-hr-profession-map>

Taylor, S. and Woodhams, C. (n.d.). Studying human resource management.

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice – Activity 3

Word Count: 863

Student Name: Sarah Chislett

Student Number: 1810599

CIPD Membership Number: 42778293

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: Sarah Chislett

Date: 27th November 2018

Activity 3 – Project Management – Summer 2016

In June 2016 I was a people manager within a larger retailer. We hired over 330 Colleagues, 64 of which worked over night to replenish the store. It was on the 13th June 2016 when I had to put 64 colleagues into consultation to move them from Nights to days. The night workers were put into a 45-day consultation to try and retain them and find them a new position on days within the company.

Taylor and Woodhams (Taylor and Woodhams, n.d.) suggests that project management is split into 5 stages (pg79), Stage 1 is Initiation. Whilst managing this particular project the starting point for me was that during the 45 days I would remove myself off the day operation and put myself with another colleague onto nights to support the 64 effected colleagues. Out of the 64 colleagues we had 1 Senior Manager, 3 team Managers and 60 Night Colleagues. (See Pie Chart attached)

Our aim was to retain as many of the affected colleagues whether within our store or local stores. There was a clear approach with the resistance of this change management process, whilst the effected colleagues understood, they resisted the process as they were fearful of what was to come.

The 2nd stage in project management is planning and design, as a small group we had to plan what it would look like to brief, support and try to accommodate all 64 colleagues. Whilst dealing with emotional colleagues we had tight timescales to adhere too – ensuring trackers were updated daily and redundancy figures were requested in advance.

Stage 3 is the execution of the project which was probably the hardest part due to the emotion of all affected. We worked with the effected colleagues to understand what their availability would be to change their lives from nights to days taking into consideration their home lives and the effect this change would have. Completing the initial availability form was the first part of the process alongside an initial consultation meeting to understand potentially what their options were going to be and to arrange future meetings. (See availability form attached)

Behind the scenes, the workload continued with having to complete the redundancy tracker for all effected colleagues to ensure their final payments were successful and the figures were updated for all effected colleagues. (See attached Spreadsheet)

Once all vacancies were available, these were made visible for all effected colleagues to view and potentially apply for. The vacancies were available for all colleagues, but should one or more colleague apply, then a scoring criteria was used to select the successful candidate. (see scoring criteria attached)

Stage 4 is the monitoring and controlling section of the project management – this section was critical for the team as their needs were more important now more than ever. After the initial consultation, a 2nd consultation would be held where redundancy figures were given for the colleagues to discuss and an opportunity to ask any questions. During this time, I had

to factor in time to complete my day role whilst being available for colleagues going through the consultation programme. I devised a drop-in session where I would make myself available for one to one meetings for anyone who needed to see me or wanted to ask a nights to days question. The drop-in days would be on a one to one basis unless requested otherwise and would be available once a week, as this was a business change there were concerns across the whole business, not just by the colleagues affected. (See drop in form attached)

The final stage is completion so on the 45th day all colleagues had a final consultation where they were either given their chosen job or were dismissed through redundancy. All meetings were completed individually and the option of working their notice was given due to the fact that some people had found new positions outside of our business.

Out of the 64 effected colleagues we retained 4 colleagues into secure long-term roles, 5 people were put on a trial to see if the new job would work alongside their change of life style and 55 colleagues left the business through redundancy. (See graph attached)

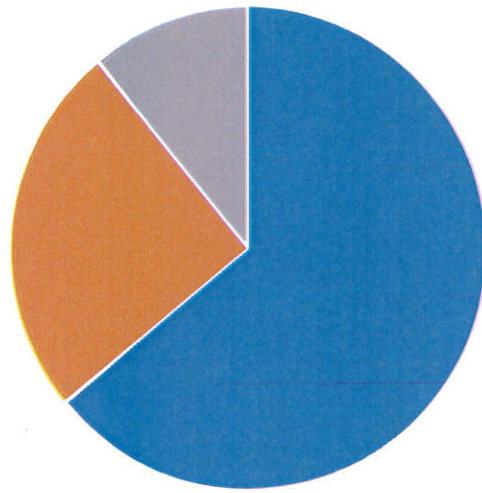
Having to manage change whilst managing emotions is probably one of the most difficult things to complete. Change is very often deemed as a negative part of a job role but having embraced the nights to day change within our company we understood the impacts of the colleagues and the business and completed the transition smoothly, focusing on colleagues and their needs whilst delivering for the business. Consultations often have tight time scales and need to be accurate as there is normally a financial implication involved.

The project management task was one of the toughest tasks I have had to undertake. I was the main person managing this task with the support of a fellow lead manager Ross O'keefe (witness statement attached). Having supported 64 colleagues through this project management and at the end of the process for all of them to leave feeling seen, heard and valued made me realise that I had completed this task to the best of my ability.

References

Taylor, S. and Woodhams, C. (n.d.). Studying human resource management.

64 Effected Colleagues



■ Colleagues ■ Team Managers ■ Senior Managers

Availability Form

Name

Department

Minimum Hours to work

Maximum Hours to work

Minimum Days to work

Maximum Days to work

Department Choice 1

Department Choice 2

Department Choice 3

Store 1

Store 2

Store 3

Signed

Date

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>	<u>Sunday</u>
<u>0600-</u> <u>0900</u>							
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Additional Comments

All marks start with a maximum score of 3 for each issue remove one mark (Length of service not included and to be used as a final say if anyone is scoring the same mark)

Scoring Criteria

<u>Name</u>	
<u>Department</u>	
<u>Job Applied for</u>	
<u>Length of service</u>	
<u>Trained in role applied for</u>	
<u>Absence Record</u>	
<u>Conduct Record</u>	

Check Completed by

Dated

Drop In sessions

Hi,

As you are aware, I am currently supporting colleagues through a business change, If there is anything you need to see me for or would like to ask any questions regarding the pending changes please book a slot.

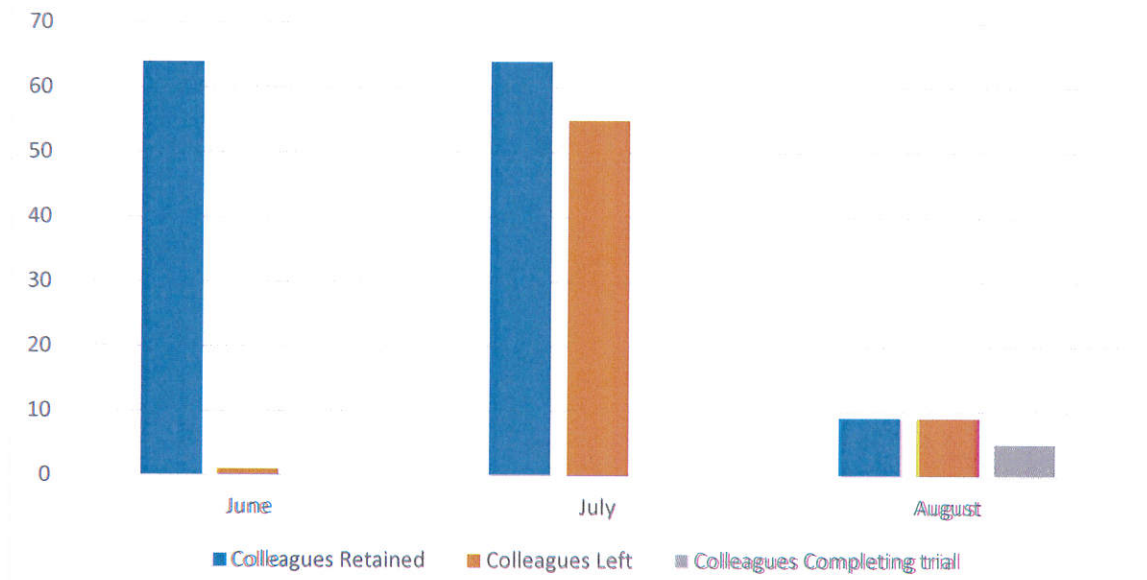
Should you need to contact me and cannot make one of the slots please email me and I will arrange to meet you.

Sarah.chislett@uktele.com.

NAME	TIME	DATE
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	21.00	
	22.00	
	23.00	
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	01.00	
	02.00	
	03.00	
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NAME	TIME	DATE
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Effected Colleagues Options



Name	Department	Start of Consultation	End of Consultation
1			
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Final Communication sent off

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

"During the summer of 2016 I worked alongside Sarah Chislett to deliver a large-scale and complex business transformation project that sought to overhaul replenishment operations within a Tesco Extra store in the Newport Borough. The project required the removal of overnight replenishment teams, an absorption of routines into the day time hours and a large scale training and recruitment plan. The project lasted approximately 12 weeks from inception to delivery.

Sarah led the consultation meetings with affected staff with a fine balance of pragmatism and sensitivity. She was clear in all communications with those who now faced repatriation into alternative vacancies (at reduced rates of pay) or potential redundancies, navigating both the requirements of the business (i.e. to drive profitability through operational efficiencies) and the personal needs of the colleagues. She developed a plan that allowed for multiple consultation meetings for colleagues (who wanted to discuss their options) comfortably within the timeframes of the project, encompassing also engagement sessions with unaffected staff and strategy meetings with Line Managers who needed to cultivate department specific plans to land the change with their own people.

I was impressed by Sarah's commitment to the project and to the affected populations, making personal time sacrifices to ensure a high standard of delivery. Individual concerns, issues with the process and localised obstacles (i.e. problems relating to the complexities of the store versus the project brief) were collated, answered or negotiated in a timely manner and the key milestones were made clear for all colleagues so as to eliminate any confusion as to 'why' the change was taking place. All queries over remuneration packages and offers of redundancy payments were broken down and explained with a clear commitment to transparency and Sarah liaised with stores in the surrounding catchment area to make visible any and all viable vacancies to ensure every possible avenue was explored to lessen the impact on existing teams.

At the end of the project, only a small population elected to fill alternative vacancies but those that chose to end their employment did so knowing that they had been treated with compassion and empathy; that every aspect of the change itself had been clearly explained and that all of their needs had been individually addressed. As soon as the project went live, Sarah immediately turned her focus to navigating the emotions and capability of the teams who remained to ensure they each had a support plan in place to make the project a success.

From a personal standpoint, I felt empowered by Sarah's focus throughout and found her management style and people focus to be extremely inclusive and open-minded."

Ross O'keefe
Lead Manager Tesco Risca

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice – Activity 4

Word Count: 965

Student Name: Sarah Chislett

Student Number: 1810599

CIPD Membership Number: 42778293

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: Sarah Chislett

Date: 30th November 2018

Activity 4

Introduction

Working within a team environment is something that can sometimes be a challenge. Whilst some parts of your role will require us to work in silo there will be elements of your role where you're going to have to be part of a team. Your role within the team will sometimes involve influence especially if there are groups with differing opinions within your teams. Within HR a lot of your influencing will be towards stakeholders getting them to think differently about a situation to get the desired outcome. Huczynski and Buchanan (2010) state that there are many ways that teams can be made up of, Advice, Project, Action and production teams. Bruce Truckman (1965) however had a different model which has been built into 4 stages Forming - the introduction stage where people will look for guidance and may not communicate much, Storming – this is when people start to find their feet and the politeness of the group changes to show true emotions, Norming – after the emotions when things begin to calm back down and return to normal and Performing – this describes the feeling when a task is completed hopefully successfully during this time the team should be engaged and feel a sense of accomplishment. Belbin (1981) describes 9 key roles however that doesn't mean that there must be 9 roles as some individuals can take on more than just one role, teams can be of any size dependant on the size of an organisation. Teams are build-up of people who have something in common or potentially a desired goal.

Team working and Political Behaviour

To work effectively within a group of people it may help to understand them better. The 4 colours of personality documents show us how different people react differently as this is their preferred learning style. Whilst this is something, I did a long time ago I recently re sat the test with my team

and was interesting to see how they worked and their learning styles, so that I can adapt my approach when having an influencing conversation with different stakeholders.

Yemm argues to be an effective influencer you should be able to display vision, friendliness, empowerment, knowledge and be able to have a bargaining skill (2008). When I completed the project management task as described in Activity 3, I feel that I needed to use all the skills Yemm (2008) describes to get the desired outcome. Influencing and negotiating is a key part of the HR role especially when dealing with group of individuals who may have a different opinion to yours.

As mentioned earlier that Bruce Truckman states that there are 4 stages to building a team, and in the article when four worlds collide (Talan Miller) links different notions to show how they all link back to needing leadership to be an effective team. When looking into this article it shows how certain leadership styles link to Truckman's 4 stages. Forming, would need to create directional leadership. When we completed the project management in activity 3, as part of a team with over 70 people and they were all relying upon us to guide them through a process which showed such uncertainty for them. Storming would require coaching leadership, this was probably the most difficult part of the process as it was the emotional part of the process for everyone. When dealing with a situation that means you need to influence and coach someone it is key to remember that everyone is different, and we need to learn to adapt to everyone's needs. Norming is a form of supportive leadership, it is important to understand that for some people the process is simple and for others its complex. Treating everyone personally will allow you to get the best out of all individuals. Performing requires a delegating leadership, this allows us to empower everyone to decide and allows them to be part of the wider team.

Whilst ideally the theories above and the situational leadership would allow us to be effective as team players, there is sometimes something that prevents us from being a functional team. This is known as Political behaviour; Political behaviour is when someone's influence or options are used to try and influence or change an individual. Politics within a team is probably quite normal but we

need to use it as a positive for the team we are working with (Jarrett 2017). In Roy Horn (2009) Business skills handbook there is a section in the book that talks about team politics. This states that every individual is part of a team and those who are not part of the team are either Allies, opponents, bedfellows, fence sitters or adversaries. In my opinion HR managers can sometimes sit in the allies and fence sitters' categories (p.120). Political behaviour with teams can be a controversial subject, however Chris Rodgers informal coalitions discusses how he feels that to be effective at change you must act politically, by engaging with the political team members to add value and gaining perspective through every day conversations.

Conclusion

As a HR manager, to have an effective team there are many things you need to consider, such as communication with each other and the wider audience, collaborative working, influence and negotiating and being fully aware of political behaviour, how to manage it and how to avoid being a part of it.

Effective teams may not all be formulated using the same skill sets and may have different outcomes depending upon their views and behaviours, however it is important to understand why teams may fail and the importance of having different types of teams, as no team will work exactly the same way. Just because someone did it a certain way once doesn't mean it can't be improved or changed.

References

HUCZYNSKI, A. A. and BUCHANAN, D. A. (2010) Organizational behaviour. 7th ed. London: FT/Prentice Hall.

Horn, Roy (2009) The business skills handbook.

YEMM, G (2008) Influencing others – a key skill for all, Management Services. Summer. Vol 52, No 2.

Tallen Miller, (May 2014) When four worlds collide.

Jarrett, m. (2018) The 4 Types of Organizational Politics. [online] Harvard Business Review.

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice – Activity 5

Word Count: 763

Student Name: Sarah Chislett

Student Number: 1810599

CIPD Membership Number: 42778293

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: Sarah Chislett

Date: 28th November 2018

Activity 5

Introduction

Having viewed the CIPD HRP Map I was grateful to finally have a tool that could help guide and support me through my HR career (CIPD). Having worked in a HR environment where PDP'S was a continuing task was probably something that I did but never truly understood. The CDP of the HRP Map has given me a true insight into how you can clearly gain support and advice on who you truly are and what can shape your career.

What make me tick

Looking at the HRP Map and deciding what areas to choose was probably the first time in my HR career that I decided what my own strengths and weaknesses were, without having someone give me feedback and me taking action on the back of it. I chose leading HR as my first core section, to allow me to get a better understanding of what it takes to be part of a big organisation. Whilst I have always been passionate about HR, I gave it all my focus to ensure I was being the best that I could whilst doing what I loved. This left very little time for anything else especially time to look at the business as a whole. I have a keen interest in understanding more about the business ensuring that as a HR professional I am bringing my seat to the table with the business helping to shape, guide and co deliver the business strategy.

Secondly, I chose Employee Engagement as a professional area, I chose this not because I feel weak within this area, but I am a true believer that to retain good people you have to look after good employees. Having worked in large groups for over a decade I feel I have a good indicator as to what people want out of a job, however a recent change in my career has led me to understand that no two organisations are the same and being relatively new with my current employer I feel that I can have a positive impact with myself and my company if I focus on employee engagement. I want my employees to feel, engaged, empowered and to know that from a business perspective they are valued.

Thirdly, I chose curious as a behaviour, I chose curious as I felt as though I spent a lot of my time training and coaching people to be better at their jobs and I don't take enough time to be curious about my role and what potentially could benefit me and make my job better. I have chosen to be curious and learn more about learning and developing as a department. All skills I have within training and development of myself and others is all self-taught and whilst I feel that I am effective as a trainer and I get the best out of people in a training environment, I am sure there is more to learn and I am curious to find out.

Finally, I chose Role model as my last behaviour, I chose this as I think I am a good role model but doing this course has taught me that I have much more to give. I help, support and empower colleagues on a daily basis however, I didn't have a straight Path in HR I felt that I had no one to guide me and this often led to my own self training. I would like to develop a programme to support and coach people who have a genuine interest into HR and advise them on best routes and how I can enable them to take the first step onto the HR career path. I will definitely be incorporating the HRP Map into this process.

Conclusion

Having completed my CPD I have formulated a PDP which allows me to work on my 4 key areas. The areas have been chosen, and the subjects have been selected. I firmly believe this will stretch me and make me a stronger HR professional. The HRP Map guided me with choices to select and to emphasise the areas I am keen to develop. Having completed my CPD on the 2013 HRP Map I am going to continue with this as I feel it has given me structure to improve my skillset, however having reviewed the new 2018 CIPD HRP Map I am keen to complete a new one to compare and find the best options for my development.

I have also completed various learning skill sets which show off my learning style, how well I actively listen and if I communicate effectively.

Appendices

Appendix 1 – PDP

Appendix 2 – My CPD

Appendix 3 – My Learning Style

Appendix 4 – Am I an active listener

Appendix 5 – Effective Communication.

References

CIPD (2018) CIPD Profession Map - Available at <https://www.cipd.co.uk/cipd-hr-profession/cipd-hr-profession-map>

Development Area	How am I going to Achieve this?	How will I know when I have been successful?
Leading HR – To become an all-rounder within the HR function in my team, and to gain a better understanding of all areas of the business.	- Research what other roles there are within the HR sector and understand which ones could link to my role and would be beneficial to gain insight from by May 2019. - Gain experience from other colleagues within the HR sector to understand more about their roles and the impact they have on the business by May 2019. - Gain feedback from my peers to see if they see a difference with my ability and confidence for how I have grown within my role. - Attend the next business conference to gain a better understanding of the business strategy April 2019.	- I will have a better understanding of other roles within the HR function and how the roles interlink to create a fully function HR sector. - I will feel more confident with understanding other areas of the business and feel confident with my contribution.
Employee Engagement – To implement an honest culture based on creating a safe environment using feedback for a better work place.	- Pro-actively investigate retention and see what improvements can be made to improve the workplace experience from January 2019. - Actively ask employees what they would like to see done different and what would make them retain in their current job role through Monthly forum. - Review retention monthly to see how the figures have changes based on the activities that have taken place that month.	- Consciously Retention will be a key focus point. - Employees will feel values and empowered as they are contributing to the company. - Retention will decrease over coming months.
Curious – Find a sector within my HR function that doesn't directly report to my role, gaining a better understanding and taking me out of my comfort zone.	- Gain a better understanding of the learning and development role within my company and how their role can link in with the HR sector February 2019. - Research what good looks like within training and how we can create effective learning for different learners. I will look for a CIPD event linked to training. - Gain feedback on my training styles and understand how I can implement my new training knowledge. - To attend a seminar regarding L&D by summer 2019.	- Build my knowledge in a department which I don't necessarily know a lot about. - Gain a better understanding of the business from the training provided. - I will off attended a CIPD Conference and fed back my learnings - Become confident in delivering training to all different types of learners.
Role Model – Find a way to coach and deliver a section of the HR function to colleagues interested in progressing through a HR role in an innovative way.	- Find a selection of employees who wish to develop within HR and understand their current knowledge of the HR role Summer 2019. - Create a simple but effective training session to give a better understand of the roles, responsibilities and behaviours required to become a HR manager Summer 2019. - Deliver the training session which will be interactive and feature a teach back to check understanding of the employees who are learning all about the HR role Summer 2019.	- Begin to develop HR as a career within our company. - Put focus on supporting other individuals with a keen interest in gaining a career with HR. - The chance to create a project and see if through from beginning to end.

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PROFESSIONAL

2 of 2 Core Areas

2 of 8 Professional Areas

2 of 8 HR Behaviours

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STUDENT ASSESSMENT
Your assessment results



Leading HR

[Summary](#) [Development actions](#) [Reading & Research](#) [Courses & Events](#)

- Make sure you are an active part of the budget development process for projects you're involved in. Spend time with the finance team to build a good relationship with them, and demonstrate your commercial thinking through fully demonstrating a return on investment for all your projects.
- Seek out a mentor in the organisation who works in a different area to you. Spend time with them to discuss your development plan, and ask for feedback and coaching from them to support you.
- Take opportunities to coach members of the HR function outside of your direct team. Seek out relevant managers from within your organisation who could mentor and coach HR team members.

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Be social...

STUDENT ASSESSMENT

Your assessment results



Leading HR

- [Summary](#)
- [Development actions](#)
- [Reading & Research](#)
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- For each people plan/ project you're working on, develop objectives and measures which can be evaluated at the end - consider both financial metrics to demonstrate return on investment, as well as people and business metrics. Set out a project plan with key dates, milestones where you need to check in and get sign off with key stakeholders, and resources.
- Towards the end of each financial year, ask to be involved with the development of next year's HR budget. Share your insights into the people priorities that your team needs to focus on for the next 12 months, and have ready some costed plans to support those budgets. Take responsibility for one or more budgetary areas for the for the HR team.

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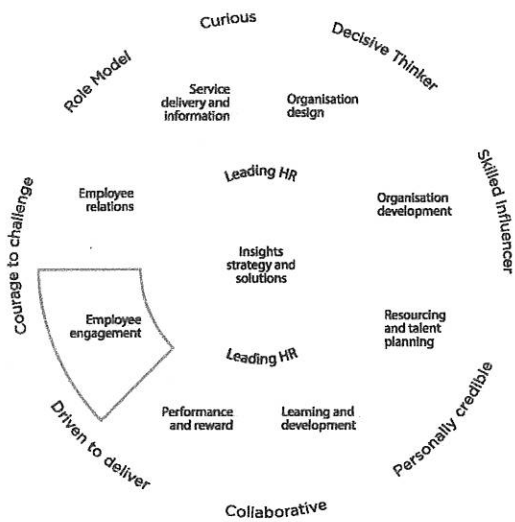
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How did you do?

Be social...

STUDENT ASSESSMENT

Your assessment results



Employee engagement

[Summary](#)

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- Work with your HR team to develop reports that demonstrate the connection between employee engagement performance data (such as retention, absenteeism, productivity) with organisational performance as measured by sales, customer service etc. Ensure the analysis is discussed and fed into organisation-wide people plans.
- Partner with senior managers from the outset to secure their ownership and involvement in reviewing engagement results for their area of responsibility, and deciding on appropriate interventions or actions to improve employee engagement.
- Design and deliver employee engagement solutions for your organisation.

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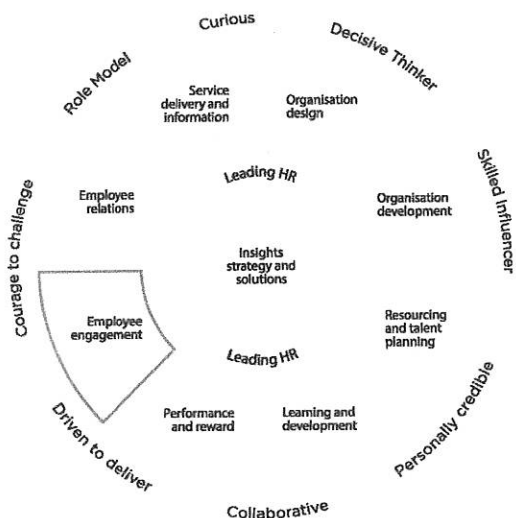
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How did you do?
Be social...

STUDENT ASSESSMENT

Your assessment results



Employee engagement

Summary

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your organisation.

- Identify an area of concern or declining trend from employee engagement results and advise senior managers on a range of interventions to tackle this, highlighting the relative costs and benefits of each.
- Compare your engagement metrics and trends with those in similar organisations or in the same sector. Consider what lessons you can learn from your benchmarking.
- Become the most networked member of your HR team. Develop your organisational radar and keep your 'finger on the pulse' to bring insights and feedback to your HR colleagues.

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STUDENT ASSESSMENT

Your assessment results



How did you do?
Be social...

Curious

[Summary](#)

[Development actions](#)

[Reading & Research](#)

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- Proactively research a topic of interest within your area of specialism which is relevant to an upcoming project, or an HR priority for this year. Use your increased knowledge and understanding to improve the HR service offered in your organisation.
- Broaden your regular sources of feedback and ideas. Include colleagues who may be on the periphery and also those who you believe may take the opposite point of view.
- Consider setting-up a 'test and learn' process to trial a new HR idea or innovation.
- Volunteer to act as HR representative on a wider organisation working group or project to broaden your knowledge and experience of collaborating

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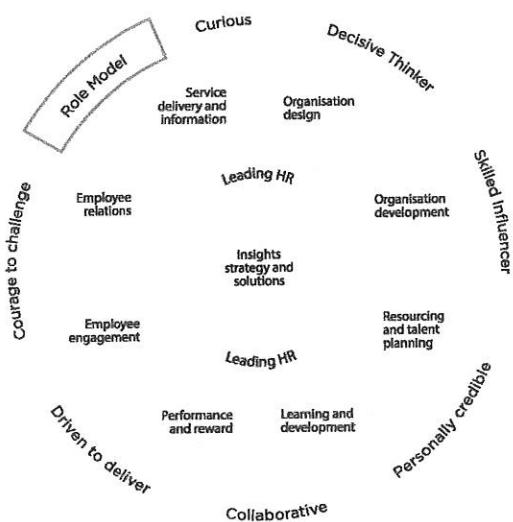
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STUDENT ASSESSMENT

Your assessment results

**Role Model****Summary****Development actions****Reading & Research****Courses & Events**

- Look for an opportunity to mentor a new employee. Spend time helping them to understand the organisation's standards, and expectations - share your own experiences of how you've changed your own thinking and behaviour to work in line with the business' values and standards.
- Proactively initiate discussion and debate around the organisation's values. Use 'dilemmas' as a way of encouraging employees to consider the values at a personal level and recognise the inherent tension and areas of 'grey' that can exist within them.
- Seek feedback from your manager and colleagues on your judgement and the decisions you make. Think about decisions you have made in the past.

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Be social...



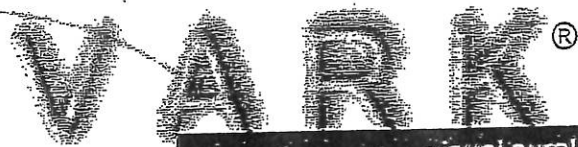
visual aural read/write kinesthetic

The VARK Questionnaire (Version 7.1)

How Do I Learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it.
Please circle more than one if a single answer does not match your perception.
Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:
 - a. go with her.
 - b. tell her the directions.
 - c. write down the directions.
 - d. draw, or give her a map.
2. You are not sure whether a word should be spelled 'dependent' or 'dependant'. You would:
 - a. see the words in your mind and choose by the way they look.
 - b. think about how each word sounds and choose one.
 - c. find it online or in a dictionary.
 - d. write both words on paper and choose one.
3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
 - a. describe some of the highlights.
 - b. use a map or website to show them the places.
 - c. give them a copy of the printed itinerary.
 - d. phone, text or email them.
4. You are going to cook something as a special treat for your family. You would:
 - a. cook something you know without the need for instructions.
 - b. ask friends for suggestions.
 - c. look through the cookbook for ideas from the pictures.
 - d. use a cookbook where you know there is a good recipe.
5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:
 - a. talk about, or arrange a talk for them about parks or wildlife reserves.
 - b. show them internet pictures, photographs or picture books.
 - c. take them to a park or wildlife reserve and walk with them.
 - d. give them a book or pamphlets about the parks or wildlife reserves.
6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
 - a. Trying or testing it.
 - b. Reading the details about its features.
 - c. It is a modern design and looks good.
 - d. The salesperson telling me about its features.
7. Remember a time when you learned how to do something new. Try to avoid choosing a physical skill, eg. riding a bike. You learned best by:
 - a. watching a demonstration.
 - b. listening to somebody explaining it and asking questions.
 - c. diagrams and charts - visual clues.
 - d. written instructions - e.g. a manual or textbook.



visual aural read/write kinesthetic

The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers

e.g. If you answered b and c for question 3, circle V and R in the question 3 row.

Question	a category	b category	c category	d category
3	K	V	R	A

Scoring Chart

Question	a category	b category	c category	d category
1	K	A	R	V
2	V	A	R	K
3	K	V	R	A
4	K	A	V	R
5	A	V	K	R
6	K	R	V	A
7	K	A	V	R
8	R	K	A	V
9	R	A	K	V
10	K	V	R	A
11	V	R	A	K
12	A	R	V	K
13	K	A	R	V
14	K	R	A	V
15	K	A	R	V
16	V	A	R	K

Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of Vs circled =

3

Total number of As circled =

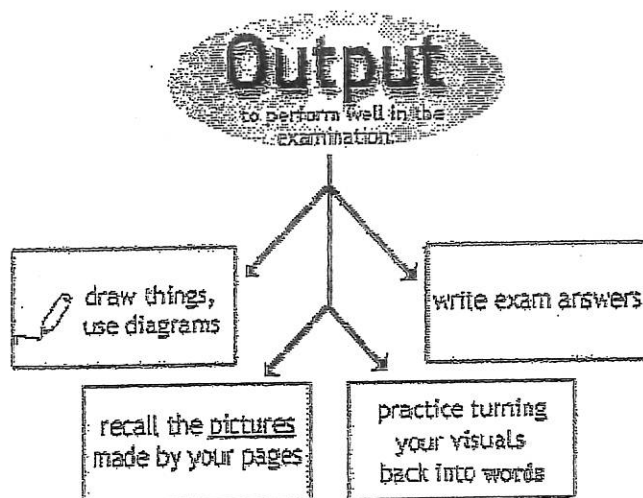
5

Total number of Rs circled =

6

Total number of Ks circled =

2



You want the whole picture so you are probably holistic rather than reductionist in your approach. You are often swayed by the way something looks. You are interested in color and layout and design and you know where you are in your environment. You are probably going to draw something.



English



a guide to learning styles

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Read/Write Study Strategies

If you have a strong preference for learning by Reading and Writing (R & W) learning you should use some, or all, of the following:

INTAKE

To take in the information:

- lists
- headings
- dictionaries
- glossaries
- definitions
- handouts
- textbooks
- readings - library
- notes (often verbatim)
- teachers who use words well and have lots of information in sentences and notes
- essays
- manuals (computing, technical and laboratory)

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Write out the words again and again.
- Read your notes (silently) again and again.
- Rewrite the ideas and principles into other words.
- Organize any diagrams, graphs ... into statements, e.g. "The trend is..."
- Turn reactions, actions, diagrams, charts and flows into words.
- Imagine your lists arranged in multiple choice questions and distinguish each from each.

OUTPUT

To perform well in any test, assignment or examination:

- Write exam answers.
- Practice with multiple choice questions.
- Write paragraphs, beginnings and endings.
- Write your information into lists (a, b, c, d or 1, 2, 3, 4).
- Arrange your words into hierarchies and points.

*You like this page because the emphasis is on words and lists.
You believe the meanings are within the words, so any talk is OK but this handout is better.
You are heading for the library.*



English

a guide to learning styles

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If you have multiple preferences you are in the majority, as approximately 60% of any population fits that category.

Multiple preferences are interesting and varied. For example you may have two strong preferences Visual and Aural (VA) or Read/write and Kinesthetic (RK), or you may have three strong preferences such as VAR or ARK. Some people have no standout scores. Their scores are almost even for all four modes. For example one person had scores of V=6, A=6, R=6, and K=6. She said that she adapted to the mode being used or requested for her learning. If the teacher, trainer or supervisor preferred a written mode she switched into Read/write for her responses and for her learning.

So multiple preferences give you choices of two or three or four modes to use for your learning and for your interaction with others. Positive reactions mean that those with multimodal preferences choose to match or align their mode to the significant others around them. But, some people have admitted that if they want to be annoying they may stay in a mode different from the person with whom they are working. For example they may ask for written evidence in an argument, knowing that the other person much prefers to use only oral information.

You will need to read two or three or four lists of strategies provided in the VARK Helpsheets. If you have two almost equal preferences please read the study strategies that apply to both preferences. If you have three preferences read the three lists that apply and similarly for those with four. There is obviously no *Multimodal* helpsheet. One interesting piece of information that people with multimodal preferences have told us, is that it is often necessary for them to use more than one strategy for learning and communicating. They feel insecure with only one. Alternatively those with a single preference often "get it" by using the set of strategies that align with that single preference.

We are also noticing some differences among those who are multimodal and who have chosen fewer than 25 options and those who have chosen more than 30. Those who have chosen fewer than 25 of the options in the questionnaire prefer to see their highest score as their main preference - almost like a single preference and they use each preference mode singly to suit each situation. Those who have a total VARK score larger than 30 tend to use their preferences in combination needing all their preferred modes to get a good understanding. To read more about Multimodality you can download an article written by Neil Fleming here: [Multimodality](#)

Active Listening

How well do you listen?

Think about your 1-2-1 interactions in University and in your personal life. For each item, indicate how frequently you practice a particular behaviour. Place a tick in the appropriate column.

	Almost Always	Sometimes	Rarely
1. I maintain eye contact with the person talking to me.	✓		
2. I allow others to finish expressing their thoughts without interrupting.	✓		
3. I refrain from engaging in other activities while someone is talking to me.	✓		
4. I paraphrase what the other person has said to ensure my understanding of his/her message.		✓	
5. I concentrate and focus on the other person's message even if I'm not interested.	✓		
6. I refrain from forming a disagreement in my head while the other person is speaking.	✓		
7. I ask open-ended questions to clarify my understanding of the other person's message.		✓	
8. I refrain from thinking of other things or day-dreaming while the other person is talking.	✓		
9. I use nonverbal cues such as head nodding to encourage the speaker to continue.	✓		
10. I "tune out" sounds and other external distractions when listening to someone speak.		✓	
11. I take notes, when necessary, to help me remember key points from the conversation.		✓	
12. I do not overreact to emotionally charged words.			✓
13. I listen to the other person's main message.	✓		
14. I pay attention to the other person's nonverbal cues that may contradict his/her message.	✓		
15. I concentrate on the other person's message, not on his or her appearance or mannerisms.	✓		

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others.

- We listen to obtain information.
- We listen to understand.
- We listen for enjoyment.

- We listen to learn.

Given all this listening we do, you would think we'd be good at it!

In fact most of us are not, and research suggests that we remember between 25 percent and 50 percent of what we hear. That means that when you talk to your boss, colleagues, customers or spouse for 10 minutes, they pay attention to less than half of the conversation. This is dismal!

Turn it around and it reveals that when you are receiving directions or being presented with information, you aren't hearing the whole message either. You hope the important parts are captured in your 25-50 percent, but what if they're not?

Clearly, listening is a skill that we can all benefit from improving. By becoming a better listener, you will improve your productivity, as well as your ability to influence, persuade and negotiate. What's more, you'll avoid conflict and misunderstandings. All of these are necessary for workplace success!

About Active Listening

The way to become a better listener is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent.

In order to do this you must pay attention to the other person very carefully.

You cannot allow yourself to become distracted by whatever else may be going on around you, or by forming counter arguments that you'll make when the other person stops speaking. Nor can you allow yourself to get bored, and lose focus on what the other person is saying. All of these contribute to a lack of listening and understanding.

If you're finding it particularly difficult to concentrate on what someone is saying, try repeating their words mentally as they say them – this will reinforce their message and help you stay focused.

To enhance your listening skills, you need to let the other person know that you are listening to what he or she is saying. To understand the importance of this, ask yourself if you've ever been engaged in a conversation when you wondered if the other person was listening to what you were saying. You wonder if your message is getting across, or if it's even worthwhile continuing to speak. It feels like talking to a brick wall and it's something you want to avoid.

Acknowledgement can be something as simple as a nod of the head or a simple "uh huh." You aren't necessarily agreeing with the person, you are simply indicating that you are listening. Using body language and other signs to acknowledge you are listening also reminds you to pay attention and not let your mind wander.

You should also try to respond to the speaker in a way that will both encourage him or her to continue speaking, so that you can get the information if you need. While nodding and "uh huhing" says you're interested, an occasional question or comment to recap what has been said communicates that you understand the message as well.

Becoming an Active Listener

There are five key elements of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they say.

1. Pay Attention

Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.

- Look at the speaker directly.
- Put aside distracting thoughts.
- Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors. For example, side conversations.
- "Listen" to the speaker's body language.

2. Show That You're Listening

Use your own body language and gestures to convey your attention.

- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes and uh huh.

3. Provide Feedback

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

- Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.

- Ask questions to clarify certain points. "What do you mean when you say?" "Is this what you mean?"
- Summarize the speaker's comments periodically.

If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is XXX; is that what you meant?"

4. Defer Judgment

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish each point before asking questions.
- Don't interrupt with counter arguments.

5. Respond Appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person in a way that you think he or she would want to be treated.

Key Points

It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening habits are as bad as many people's are, then there's a lot of habit-breaking to do!

Be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviours and concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message. If you don't, then you'll find that what someone says to you and what you hear can be amazingly different!

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:

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

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Thank you for your time