

Title: Developing Professional Practice in HR

Name: Rhodri Packman

CIPD Membership Number: 4787112X

Date: 03/12/2018

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: Rhodri Packman



Date: 03/12/2018

Activity 1

Introduction

In undertaking the CIPD Diploma in Applied Human Resource it is vital to understand the key components of the programme. These include the support I have from my organisation, the workings of the apprenticeship scheme run by Coleg Sir Gar, the information provided by University of Wales Trinity St David on the specifics of the course and the guidelines as laid down by the CIPD. Without a strong knowledge in these areas I would be putting myself at a disadvantage and threatening the outcome of the qualification.

Evidence

Evidence 1 – Timetable

This highlights the work I need to undertake in order to become a professional HR practitioner. I know when I need to attend and when work is scheduled to be handed in, allowing me time to plan my workload.

Evidence 2 - How to Manage my learning

This is a CIPD document that gives hints and tips on how to study. It breaks down each unit and shows the range of learning and study requirements for each one.

Evidence 3 - CIPD Code of conduct

It is vital for all HR practitioners to read, understand and abide by the professional and moral CIPD code of conduct.

Evidence 4 - CIPD Programme of Study leaflet

This evidence gives a detailed overview of what is required during the CIPD qualification. It goes into detail about each topic area. Allowing me to plan ahead with my work and identify any areas that I feel I am weak in prior to that topic being covered.

Evidence 5 - University of Wales TSD Programme of study handbook.

As the CIPD course is run by the the University of Wales Trinity St Davids, this is the go-to booklet

containing all the advice and sources of information I will need during my time as a student.

Evidence 6 - Induction Questionnaire – Coleg Sir Gar

As this is a work-based learning apprenticeship I have a raft of information from Coleg Sir Gar (apprenticeship administrators). My contact there is very helpful and approachable.

Evidence 7 - Induction Questionnaire – Diploma in Applied HR course

This piece of evidence demonstrates my knowledge of the CIDP course, the university, who my tutor is and my apprenticeship co-ordinator. I have used the information repositories online (moodle) and have been told about the course details and the specifics of how, where and when the course will run.

Evidence 8 - Apprenticeship booklet

The apprenticeship booklet is a document that identifies my roles and responsibilities as an apprentice. It highlights the commitment I am making to the programme and the commitment of my employer.

Evidence 9 - Support mechanisms

There is lots of support available to me during my studies. I know I can turn to my colleagues at work and my line manager who has been through a CIDP qualification and understands what is involved. I also can use the support of the CIDP website and the forums, where I can discuss issues with other people studying the same qualification. I know I can use this resource too for detail advice, notes, reports etc on the latest HR topics.

As well as this I have my fellow students that I can talk to should I have any concerns. My tutor is very approachable so this is another avenue of support. I know I have two class reps who are there as a link between me and the university. At the university there is a range of technical, academic and well-being support; this includes counselling services where I know there is always someone to turn to. Evidence 9 shows a screenshot of the UWIC student services page.

EVIDENCE 1

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

EVIDENCE 2

CIPD Diploma in Applied Human Resources

Managing your Learning

The CIPD Diploma in Applied Human Resources is a 90 credit qualification with a Total Qualification Time (TQT) of 900 hours. The TQT is the number of hours it is estimated that a candidate will take to complete a qualification from start to finish and includes guided learning hours, self-study, preparation and assessment (CIPD, 2017).

Guided learning hours includes off and on the job learning.

Off-the-job learning is characterised by formal or planned taught sessions (workshops) delivered by qualified training staff plus specified activities in your learning plan;

On-the-job learning hours are those which enable the apprentice to demonstrate practical job-related skills and to practice and apply these in the context of the job. This type of learning will take place in the workplace and is also specified in your learning plan.

(Welsh Government, 2017)

Self-study (also referred to as self-directed learning in CIPD documentation) – this is additional reading/other learning as chosen by you, to expand your knowledge and enable you to complete the assessments. Reading lists are provided for each module to help you with this.

The table below shows how each module is structured in terms of credits, guided learning hours and self-directed learning.

Module	Credits	Guided Learning Hours	Self-directed Learning
Using a Research Approach in Human Resources	4	20	20
Developing Professional Practice in Human Resources	8	40	40
Understanding the Contemporary HR Function	4	20	20
Understanding the Business Context of HR	4	20	20
Understanding Employment Law	6	30	30
Understanding the Management of Employment Relations	4	20	20
Understanding the Link between Individual and Organisational Performance	4	20	20

Code of Professional Conduct

As the professional body for HR and people development, the CIPD is the voice of a worldwide community of more than 145,000 members committed to championing better work and working lives. We set high standards of entry for membership and require all of our members to adhere to the standards and behaviours ('obligations') set out in this Code of Professional Conduct.

These obligations are grouped into headings of Professional Competence and Behaviour, Ethical Standards and Integrity, Representative of the Profession and Stewardship. They apply universally – at all stages of a CIPD member's career, regardless of size, sector or specialism, and your membership commits you to upholding and maintaining these. We take concerns regarding alleged breaches of the Code very seriously. In order to consider allegations of misconduct, Investigation and Conduct procedures apply and these are set out in the CIPD's Regulations available on the website.

1 Professional Competence and Behaviour

Members of the CIPD shall:

- 1.1 maintain professional knowledge and competence through continuing professional development, to ensure they provide a professional, up to date and insightful service
- 1.2 seek appropriate support if business needs require involvement in new areas of activity
- 1.3 accept responsibility for their own professional actions and decisions
- 1.4 apply professional high standards of relevance, accuracy and timeliness in the information and advice they provide to stakeholders.

2 Ethical Standards and Integrity

Members of the CIPD shall:

- 2.1 establish, maintain and develop business relationships based on confidence, trust and respect
- 2.2 exhibit and role model professional and personal integrity and honesty at all times
- 2.3 demonstrate and promote sensitivity for the customs, practices, culture and personal beliefs of others
- 2.4 champion employment and business practices that promote equality of opportunity, diversity and inclusion and support human rights and dignity
- 2.5 safeguard all confidential, commercially sensitive and personal data acquired as a result of business relationships and not use it for personal advantage or the benefit or detriment of third parties.

3 Representative of the profession

Members of the CIPD shall:

- 3.1 always act in a way which supports and upholds the reputation and values of the profession.
- 3.2 uphold their responsibilities as professional people towards the wider community
- 3.3 comply with prevailing laws and not encourage, assist or collude with others who may be engaged in unlawful conduct, taking action as appropriate.
- 3.4 exhibit personal leadership as a role model for maintaining the highest standards of ethical conduct
- 3.5 be mindful of the distinction between acting in a personal and professional capacity.

4 Stewardship

Members of the CIPD shall:

- 4.1 demonstrate and promote fair and reasonable standards in the treatment of people who are operating within their sphere of influence
- 4.2 challenge others if they suspect unlawful or unethical conduct or behaviour, taking action as appropriate
- 4.3 ensure that their professional judgement is not compromised nor could be perceived as being compromised because of bias, or the undue influence of others
- 4.4 promote appropriate people management and development practices to influence and enable the achievement of business objectives
- 4.5 ensure those working for them have the appropriate level of competence, supervision and support.

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



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

PROGRAMME OF STUDY HANDBOOK

CIPD Level 5 Diploma in Applied Human Resources

THE BUSINESS SCHOOL

2017-2018

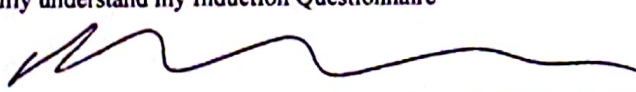


Induction Questionnaire



Learner Name: Rhodri Peckman

Please answer the following questions

What is the name of your Approved Training Provider?	COLLEGE SIR GARR
What is College's address and telephone number	Pibwrlwyd Campus Pibwrlwyd, Ceredigion SA31 2NH, 01554 748000
What are the maximum number of hours you will work in a week?	
What qualifications are you working towards as part of your Framework?	CIPD Level 5 in Applied HR.
Which college campus will you be attending? What day and time?	Various Pibwrlwyd and our SSD Ceredigion
What is your employer's name, address and contact number?	Chwerau Reg.
I know my Learning Style is	Arwel / Read Write
I know my Literacy Level is	LEVEL 3
I know my Numeracy Level is	LEVEL 2
I know my Digital Literacy Level is	LEVEL 3
What does Safeguarding mean to you?	
If you are sick and unable to work/attend college, what will you do?	Contact my Employer + Alison + Julie
If you are off sick for 7 days (including the weekend), what will you do?	
If you are off sick for 3 weeks or more, what will happen to your training?	
How many days paid holiday are you entitled to?	20 days.
What is the Minimum Wage I will be paid?	/
If you have an accident at work/college, what do you do?	Report the accident to supervisor + First Aiders
What protective clothing (PPE) will you need to wear?	NONE
How often will your Training Adviser carry out a review of your progress?	every 28 days
Who will you speak to if you have any concerns/problems/questions relating to your training and work placement?	Speak to ALISON WILLIAMS
I have completed and fully understand my Induction Questionnaire	
Learner Signature: 	Date: 19.9.18.

Mae'r Rhaglenni Prentisiaeth, Hyfforddolaeth 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.

EVIDENCE 7

Induction Questionnaire

Diploma in Applied Human Resources

September 2018

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Coleg Sir Gwal 17/09/2018 - 13/05/2020 MONTHLY 9.30 - 4.30
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	17/09/2018 - 12/12/2018 12/12/2018
4.	What is Moodle?	ONLINE STUDENT AREA
5.	What is Eduroam?	CAMPUS WI-FI
6.	What is Turnitin?	ONLINE SUBMISSION SYSTEM
7.	Do you know when you are required to hand in work?	YES
8.	What is the core text for this programme?	STUDYING HUMAN RESOURCE MANAGEMENT
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?	JANE THOMAS ALISON
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?	COLLEGE + UNIVERSITY SUPPORT 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 YEAR P/T
19.	Have you been given access to the student handbook and time-table?	YES
20.	What academic level is this qualification?	LEVEL 5

Name: RHODA PALKMAN

Signed:

CIPD Membership Number (to be added when available):

Signature of Lecturer: 

Date: 17/10/18

APPRENTICESHIP

College Induction
2018-2019



Learner Name: KHODRA RAKISMAN

Tutor Name: JULIE THOMAS / JASON WILLIAMS

Course: CIPD Level 5

Date Induction booklet received:

Learner signature:

Training adviser/assessor signature:



Mae'r Rhaglenni Prentisiaeth, Hyfforddelaeth a Thwf Swyddi Cymru, a arweilir 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



The University has a well-established, professional Counselling Service. All our Counsellors work in accordance with the Ethical Framework of the British Association for Counselling and Psychotherapy.

UWTSD was ranked #1 out of 45 institutions for 'Counselling' in the autumn 2016 Student Barometer.

There is a high level of confidentiality which is explained in the initial session, and which is outlined in the Service's Confidentiality Statement (</media/uwtsd-website/content-assets/documents/student-services/Confidentiality-Statement—June-2015.pdf>) and the companion document entitled the counselling service contract (</media/uwtsd-website/content-assets/documents/student-services/counselling-service-contract.pdf>).

The Counsellors endeavour to create a welcoming environment and to listen in a non-judgemental way to enable you to talk about your feelings and experiences. It is a collaborative process concentrating on what is important to you. Counselling goes at your pace and according to your needs.

On the Carmarthen and Lampeter campuses, counselling is available in both Welsh and English.

The Counsellors provide the following:

- Individual counselling sessions
- Presentations to new students and to new staff during induction
- Information on a variety of topics
- Delivery of staff development sessions as required
- Referral, as appropriate, to colleagues in the University and to external agencies
- A consultative role for staff
- Occasional sessions to student groups
- Mentoring and supervision as required

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Activity 3

Introduction

In order to carry out a work-project effectively and to be able to understand how to manage ourselves in a work environment the HR practitioner needs to be able to demonstrate a number of skills. These are:

- Time management
- Project Management
- Analytical and critical thinking
- Communication skills
- Managing difficult relationships
- Team working
- Influencing and negotiation

As these elements are needed for the HR practitioner to become a professional, each of these areas will be explored in more detail with practical evidence used to support the theory.

Time Management

The Time management tool that I regularly use in a work situation is Eisenhower's (Urgent/Important) Matrix. This enables me to focus on the work that needs to be done and easily filter out the less important things. Evidence 1 shows a use of the tool. This is important as I can dedicate time to the pressing issues such as meeting team/client deadlines.

I also make constant use of folders and flags in outlook. This enables me to prioritise emails and filter out less important emails. Evidence 2 highlights the use of flags and folders in my email system.

Project Management

I have supported a client with a new recruitment process. This involved working with them on developing new policies and procedures and assisting with the actual recruitment process. To this end we employed a Gantt Chart to map out the key stages involved in the project. Also this was a short-term project, the tool was invaluable to help us understand responsibilities, timescales and which components needed to be in place in order for another task to be started (Evidence number 3 – Gantt Chart).

Another tool that I use for juggling workloads and ensure that project milestones and outcomes are met are with the use of a spreadsheet (Evidence 4 - Spreadsheet with client milestones.)

Analytical and creative thinking

The ability to think analytically and critically is fundamental in the role of a HR practitioner. Critical thinking can come from evaluating a range of options and coming up with an informed opinion. One way of being critical in thought is to brainstorm a particular theory, idea or practice.

In my role advising business owners and managers we often brainstorm on issues such as values and beliefs and management structure and style. The latter was carried out recently with a fairly new management team where we discussed how to structure their marketing team and the role of the manager in that new team. Through this we discussed several options and critically evaluated each of the approaches and their relevance to the business. Evidence 5 shows such brainstorming in action.

Communication skills

All those working in HR need to communicate effectively. The key to communication is tailoring the message to the audience. In a one-to-one situation especially understanding your own personality/communication type is key to self-reflection and suppressing our natural instincts (to provide too much detail, to give too little detail etc.). To this end I completed a Bolton and Bolton Questionnaire which shows I am Amiable/Expressive. From this I know my own communication style weaknesses and strengths and can apply this to my communication. See Evidence 6, a completed Bolton and Bolton questionnaire.

I have also completed a communication style questionnaire which has given me insights into my attentiveness and listening skills. This has made me aware of a number of areas in which I need to improve. Evidence 7. A completed communication style questionnaire.

Managing Difficult Relationships

When working in a team environment we often come across personalities that clash with ours, people we dislike or having to deal with people we perceive as having different agendas to our own. In a work scenario, working with different departments can be difficult; other teams have different priorities to my own, have different needs and don't see things from the same perspective. This can also happen when working with clients. In order to become a professional in the HR arena we must learn to separate personal disagreements from work relationships. The HR professional must be

emotionally intelligent and communicate in a consistent manner. To this end I used an Emotional Intelligence (EI) tool to help determine my EI levels. This helps me see my strengths and weaknesses and can help when I find myself in a difficult environment such as trying to persuade other teams for more resources or indeed turning down requests from other individuals and teams for my time, where it is inappropriate for me to help out; something I am not good at.

Evidence 8 – Mindtools questionnaire to determine Emotional Intelligence.

Team Working

As has been alluded to working in teams is crucial to for the success of all HR professionals. Different teams and different members within the same team often have personal agendas or requirements. Where discussions take place over things such as resourcing people from one team to help out with the marketing at an event run by a different team, disagreement can arise. The problem needs to be highlighted and solutions need to be brainstormed and worked through to come up with a satisfactory outcome.

A starting point is for the HR practitioner to identify their role within the team. To this end I have carried out a Belbin team type questionnaire. I am resources investigator and a team player. Knowing my roles and understanding my strengths, and the strengths and weaknesses of other, I am in a better position to provide more effective communication between myself, colleagues and managers.

Evidence 9 – Belbin questionnaire

Influencing and Negotiation

To bring about change the HR professional needs to influence people in order for them to bring about a change in their own behaviours and attitudes. As Yemm (2008) suggests effective influencers have attributes including friendliness, vision, bargaining skills and the ability to build alliances. A starting point must be with using a tool such as the Thomas Kilman model. This model highlights the options open to an individual when handling a conflict situation. Without self-awareness no HR professional can ever hope to influence peers, clients and decision makers.

I have undertaken a review of my own personal style for handling conflict. This is shown in Evidence 10 – Thomas Kilman Model of managing differences. I come out as having a high compromising and avoiding style, which presents me with a number of opportunities to make changes and to be better

In a negotiation situation such as pressing for better access to team resources, making myself less available for things outside of the scope of my job description.

In addition to this the Bolton and Bolton communication styles shows ways in which the different quadrants can adapt their communication style to ensure that information is put across in a suitable way; leading to Influence. Evidence 11 – Bolton and Bolton ways of communicating to other styles.

References

- CIPD. The HR Profession – <http://www.cipd.co.uk/cipd-hr-profession/hr-profession/>
- Mindtools. EI questionnaire. <https://www.mindtools.com/pages/article/ei-quiz.htm>
- Shon, D. (1983) *The reflective Practitioner: how professionals think in action*. New York: Basic Books.
- Taylor, S. & Woodhams, C. (2016). *Studying Human Resource Management*, 2nd edn, CIPD: London.
- Watson, G. and Reissner, S. C. (2014) *Developing Skills for business leadership*. London: CIPD
- Yemm, G. (2008) Influencing others – a key skill for all. *Management Services*. Summer vol.52, no.2 pp21-24.

List of Evidence

Evidence 1 – Eisenhower's Matrix

Evidence 2 – Use of email flags and folders

Evidence 3 – Gantt Chart

Evidence 4 – Client Spreadsheet

Evidence 5 – Brainstorming in action

Evidence 6 – Bolton and Bolton Questionnaire

Evidence 7 – Communication Style Questionnaire

Evidence 8 – Mindtools EI Questionnaire

Evidence 9 – Belbin Questionnaire results

Evidence 10 – Thomas Kilman Model

Evidence 11 – Bolton and Bolton communicating to other styles

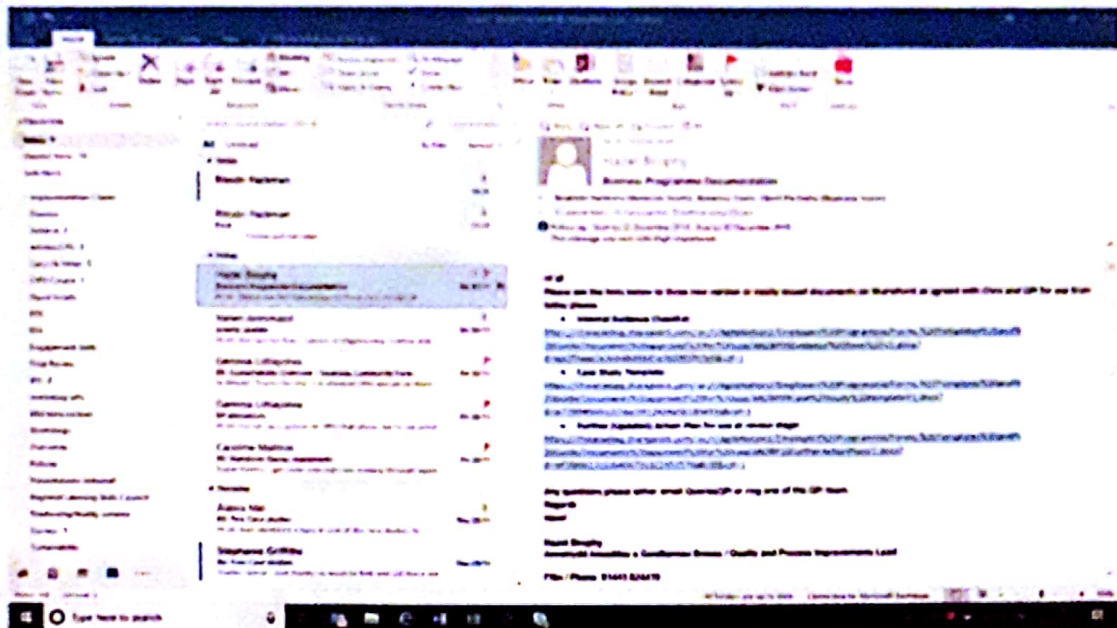
Evidence 1 – Eisenhower's (Urgent/Important) Matrix

	Urgent	Not urgent
Important	DO IT RIGHT AWAY • Crises • Pressing problems • Firefighting • Deadline driven projects	PLAN TO DO IT ASAP • Prevention • Relationship building activities • Recognising new opportunities • Planning
Not important	DELEGATE • Interruptions • Some emails • Meetings • Social media	DUMP OR POSTPONE • Pleasant activities • Trivial issues • Chatting • Procrastinating

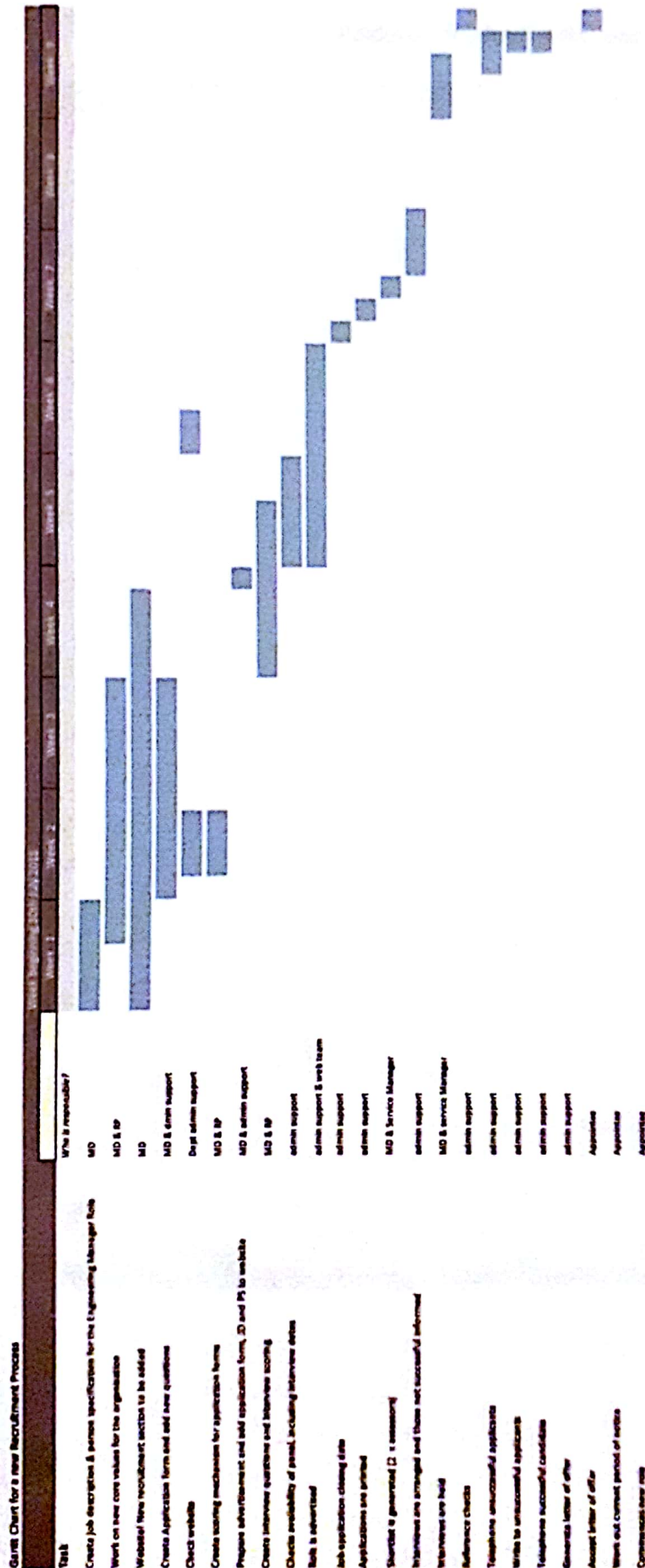
WEEK BEGINNING 12 NOV 18.

	Urgent	Not urgent
Important	• CASE STUDY document! • Write Comm presentation • Golden mean document • Report into P.M for near Butler. • Claim outputs	• Email response to GL+DS. 14/18 • Print handouts • Timesheets • Update CRM
Not important	• Emails re social activities • Skype SCF postpone • Filing of old project ifo.	• Cancel Skype meeting with S.C.F.2 • Lunch out / none to 'dex!

Evidence 2 – Use of Flags and Folders



EVIDENCE 4.



DEMOCRATIC.

- ENGAGED STAFF
- LONGER DECISION MAKING
- CREATIVITY. / PROBLEM SOLVING

AUTOCRATIC.

- DE-MOTIVATED STAFF
- QUICK DECISIONS.

COACHING.

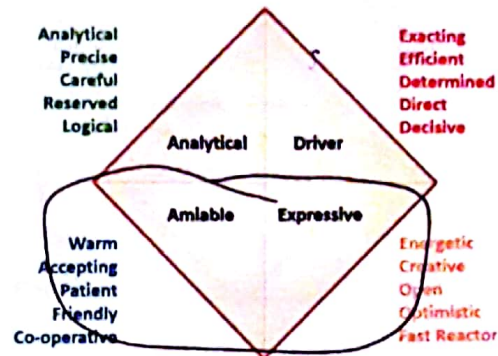
- IMPROVE PERFORMANCE
- TIME CONSUMING.
- STAFF FEEL INVESTED.

VISIONARY.

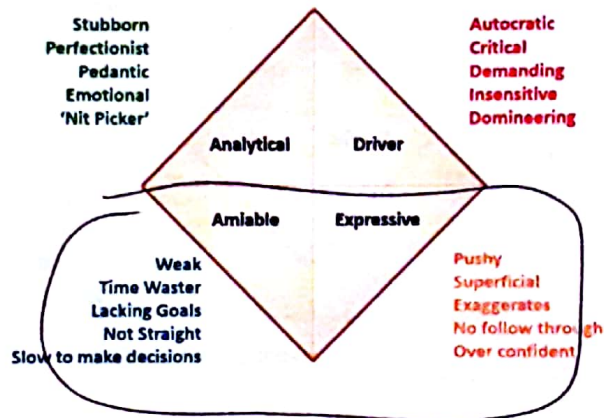
- * INSPIRE, MOTIVATE
- * REMEMBER DAY TO DAY

Evidence 5 - Bolton and Bolton Questionnaire

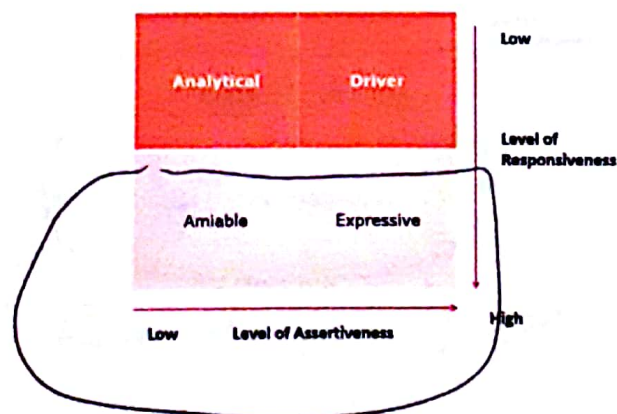
How you might see yourself



How others may see you.....



Bolton and Bolton - There is no right or wrong style!



Notes:

A middle / Expressive

EVIDENCE 7.

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
			☒	

Evidence 8 – Emotional Intelligence Questionnaire

How Emotionally Intelligent Are You?

Instructions
Evaluate each statement as you actually are, rather than as you think you should be. When you're finished, click "Calculate My Total," and use the table that follows to think about next steps.

15 Statements to Answer	Not at All	Rarely	Sometimes	Often	Very Often
1 I can recognize my emotions as I experience them.	☐	☐	☐	☒	☐
2 I lose my temper when I feel frustrated.	☐	☐	☒	☐	☐
3 People have told me that I'm a great listener.	☐	☐	☐	☐	☒
4 I allow time to calm myself down when I feel anxious or upset.	☐	☒	☐	☐	☐
5 I enjoy organizing groups.	☐	☐	☒	☐	☐
6 I find it hard to focus on something over the long term.	☐	☒	☐	☐	☐
7 I find it difficult to move on when I feel frustrated or unhappy.	☐	☒	☐	☐	☐
8 I know my strengths and weaknesses.	☐	☐	☒	☐	☐
9 I avoid conflict and negotiations.	☐	☐	☐	☒	☐
10 I feel that I don't enjoy my work.	☐	☒	☐	☐	☐
11 I ask people for feedback on what I do well and	☐	☐	☐	☐	☐

Get Mind Tools FREE for You and Your Colleagues
(just get your hands to pay!)

Includes training resources customized to your organization's values

Find Out More

Evidence 9 – Belbin team Roles Outcome

The screenshot displays the Belbin website's 'Team Roles' section. The header includes the Belbin logo and navigation links for Teams, Individuals, Training, and Team Roles. A contact number +44 (0)1223 260975 is visible. The main content area features three columns, each representing a team role with a corresponding icon and color-coded header.

Resource Investigator	Teamworker	Contributor
Have their individual talents to bring ideas to bring back to the team Strengths: Greeting, enthusiastic, explores opportunities and develops contacts Allovable weaknesses: Might be over-optimistic, tend to lose interest once the initial enthusiasm has passed Don't be surprised to find that: They might forget to follow up on a task	Helps the team to get along, their capacity to detect the work they can do to improve it on behalf of the team Strengths: Co-operative, perceptive and diplomatic, listens and seeks feedback Allovable weaknesses: Can be overactive in crucial situations and tends to avoid confrontation Don't be surprised to find that: They might be reluctant to make unpopular decisions	Focused in focus on the team's objectives, drive our team members with discipline and enthusiasm Strengths: Assertive, confident, determination, logical, plans Allovable weaknesses: Can be seen as being passive and might offend their colleagues if the work Don't be surprised to find that: They might over-delegate, leaving themselves little work to do

At the bottom of the page, there is a search bar with the text 'Type here to search' and a Windows taskbar with various application icons.

EVIDENCE 10

Thomas/Kilman Conflict Mode Instrument

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 3	Cooperating 0	Compromising 9	Avoiding 8	Accommodating 1

Source: Kenneth Thomas & Ralph Kilman (1976).

EVIDENCE 11.

Expressive – working with...

DO

- Focus on the future
- Illustrate concepts with stories
- Seek their ideas, input
- Focus on the big picture
- Show personal interest and involvement
- Stimulate their creative impulse
- Compliment them
- Stress how the Expressive will stand out from others

DON'T

- Get straight down to business
- Dwell on details
- Be impatient with side-trips and creativity
- 'Nit-pick'
- Be cool and impersonal
- Be too serious
- Talk down to them
- Put down their enthusiasm and excitement

Amiable – working with...

DO

- Focus on tradition
- Be flexible
- Be easy and informal
- Be personal and personable
- Allow time to 'feel good'
- Emphasise a team approach
- Talk about your appreciation of people
- Stress how the Amiable can be 'safe'

DON'T

- Push for too much detail
- Press hard to change things
- Hurry them
- Push for immediate commitment
- Be cool and impersonal
- Confront them
- Attack
- Be dictatorial or autocratic
- Show disloyalty

Title: Developing Professional Practice in HR

Name: Rhodri Packman

CIPD Membership Number: 4787112X

Date: 03/12/2018

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: Rhodri Packman

Date: 03/12/2018

Activity 5

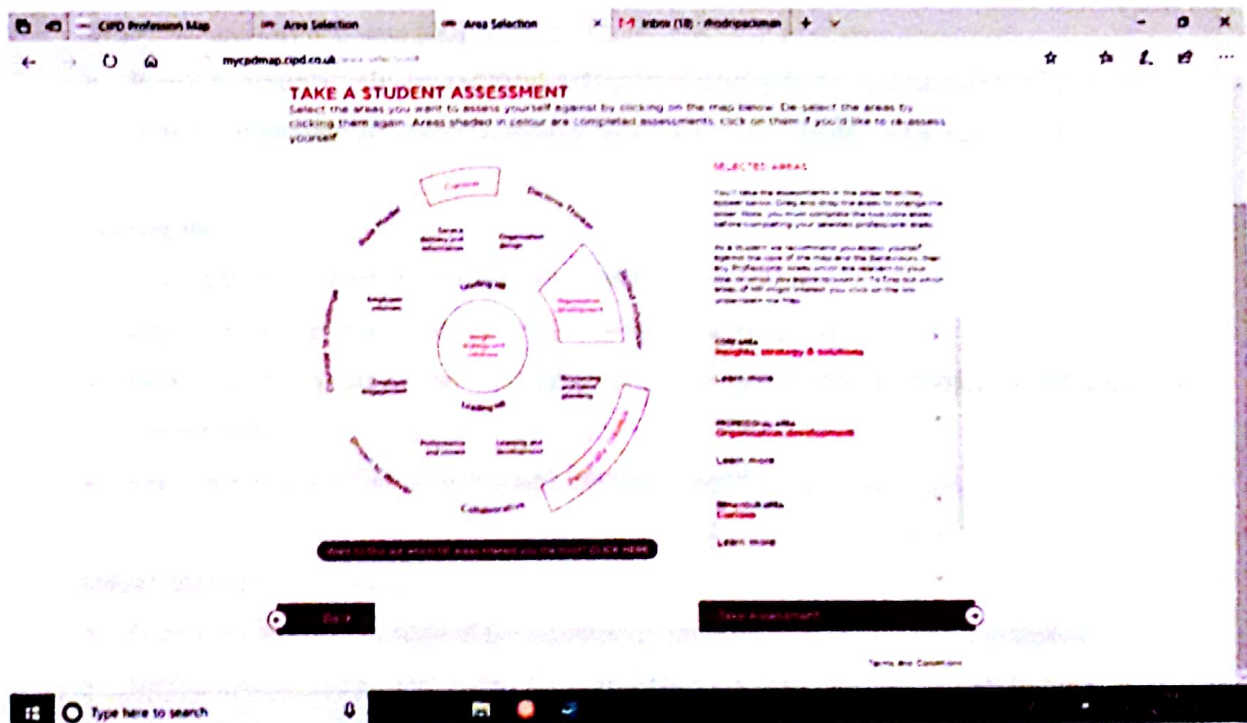
Introduction

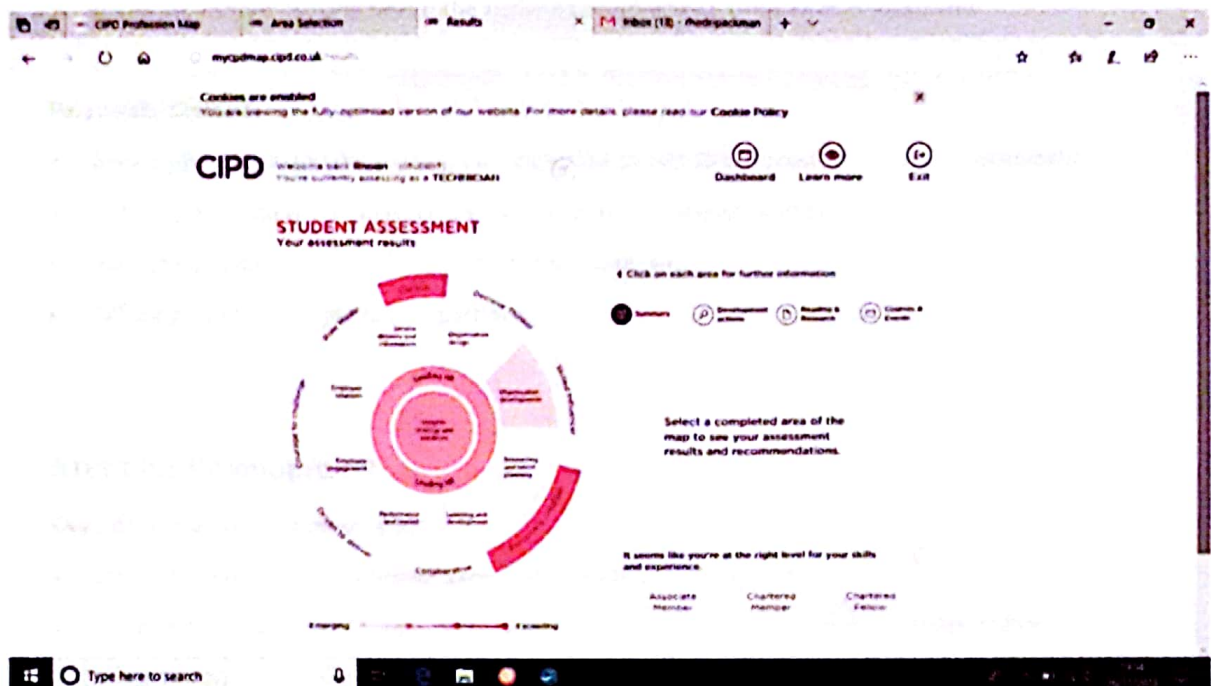
The CIPD map defines the range of knowledge and distinct behaviours that HR professionals need to demonstrate; these are the competencies that HR professionals will need now and in the future. As such the CIPD HR map is very much focused on identifying HR professionals' potential career development and provide a framework for continual self-improvement and growth. I have used the CIPD map to carry out a self-assessment and to create a Personal Development Plan for my own growth and on-going learning and Continual Professional Development (CPD).

Self-assessment

A self-assessment was undertaken at band 2 to identify my personal development needs. The assessment looked at 3 professional areas (Leading HR, Insights strategy and solutions, organisational development) and 2 behaviours (curious, personally credible).

I selected Organisational Development (OD) because it is an area of HR I am heavily involved in. Being a consultant this is an area (along with all the others!) that I need to regularly assess and update my skills and knowledge.





Strengths

Organisational Development (OD)

- Providing accurate, relevant and timely information relating to the organisation in its current and desired future state (for example, about structures, systems, culture, skills, resources etc.)

Leading HR

- Sharing ideas and best practice with others in the wider HR team
- Adjusting own approach in view of others' preferred working styles
- Seeking out and acting on feedback and development opportunities to develop own HR expertise and capability
- Ensuring own objectives are in line with the team's and function's objectives

Insight, Strategy and Solutions

- Developing an understanding of the organisation using information and own experience
- Specific external factors that impact the organisation (eg, legal, financial, market factors)
- Significant issues currently affecting the organisation

- The HR plan for your own part of the business (and how this relates to the wider business strategy)

Curious

- Being inquisitive: looking below the surface to understand the causes of problems

Personally Credible

- Seeking feedback and developing own expertise to add the greatest value in the organisation
- Showing enthusiasm to broaden own experience, knowledge and skills
- Willingly passes on own skills and knowledge to others
- Offering sound, sensible and impartial advice

Areas for Development

Organisational Development (OD)

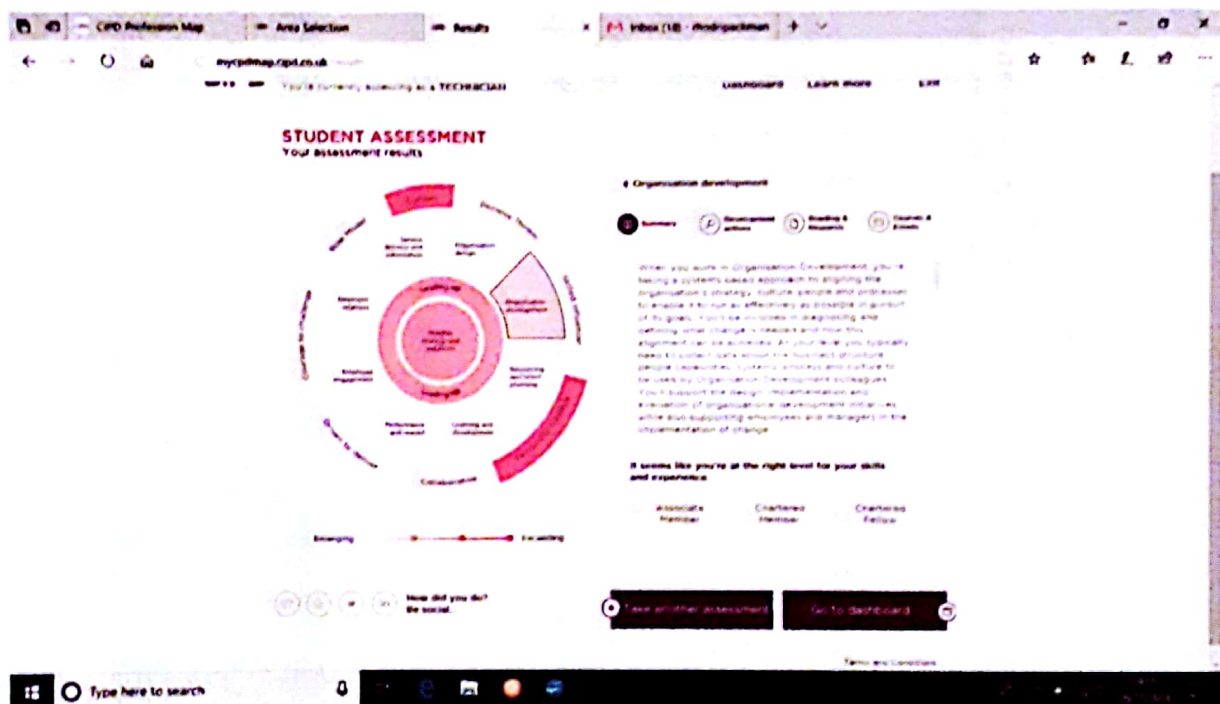
- Providing input to the design of organisation development activities
- OD diagnostic tools and frameworks (e.g. engagement surveys, assessment tools, cultural diagnostics)
- Gathering data from individuals, managers and teams to help assess capability and skills requirements
- Supporting OD specialists in delivering change management activities
- Providing advice and supporting employees and managers during change
- Basic OD theory (e.g. drivers of team and organisation performance, group dynamics, systems theory)
- Enablers or blockers to change in an organisation

Leading HR

- Providing advice using sound knowledge of HR policy and practice
- Accurately recording HR measures (such as service level agreements, financial data, Key Performance Indicators etc)
- Providing accurate financial data to support HR budgeting and financial planning
- Co-ordinating own activity with others in the wider HR team
- Methods for analysing financial and non-financial data

Insight, Strategy and Solutions

- Collecting, analysing on data and metrics
- The organisation's performance (including basic financial performance)
- Relevant law for own role (or where to access legal information if required)
- Using insights from data and good HR practice to spot potential trends and risks for the organisation
- Providing reports on relevant project and / or organisation information
- Supporting the administration and delivery of HR programmes and projects
- Supporting the evaluation of HR programmes and projects
- Principles and basic practice of project management



Personal Development Plan (PDP)

Following on from the self-assessment I have selected 4 OD developmental goals, 2 Insight goals, 2 leading HR goals and 1 each from Curious and Personally Credible. These have been written into a PDP with actions and timescales.

The following PDP summarises these development goals:

Personal Development Plan

NAME:	Rhodri Packman	MEMBERSHIP NUMBER:	
COVERING THE PERIOD FROM:	December 2018	TO:	March 2020

Planned outcome

Where do I want to be by the end of this period? What do I want to be doing? (This may be evolutionary or 'more of the same'.)

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Organisational Development Shadow an OD specialist at a scoping meeting.	Shadow visit with a colleague (A CP carrying out an initial client scoping meeting).	Buy in from my team manager, support from the person I want to shadow, approval from the client.	A written overview of what was discussed by the specialist. Ability to put this into practice myself.	Review progress Q1 2019 Completion Q4 2019.
Organisational Development When organisational changes are happening take the opportunity to sit in on briefings to fully understand any changes. Create an FAQ to refer to when queries arise.	Discuss with line managers the issues that are being discussed in the organisation and arrange to take notes at appropriate meetings.	Buy in from SMT.	Sit in on 2 x developmental meetings. Create FAQ sheet that I can refer to and use to assist with OD issues I come across.	Completion Q3 2019.

Organisational Development Read up on an area of OD.	Select an area on OD that interests me. Read CIPD text books, listen to podcasts and review relevant literature and articles.	Find a suitable research area.	Reviews of podcasts, information gathered up and notes taken and reviewed and added to a PDP folder for access.	Ongoing - monthly.
Organisational Development Find out what diagnostic tools are used in the organisation to assess our capabilities and why they are appropriate to our needs.	Speak to the HR team to access the information. Review the relevant tools and information.	Support from HR. Access to tools.	Read up on the tools used and create a short report on the tools used and their appropriateness to my organisation.	March 2019.
Insights, strategy and Solutions Review a recent CIPD survey results (such as Employee Outlook or Learning and Development Survey). and Identify any trends or risks which may impact your organisation.	Set aside time to review documents.	Time Access to CIPD resources.	A CIPD study will have been reviewed. Written trends/risks identified and a report written and past to line manager with the findings.	February 2018 And then review a survey/article every month from Feb 2019 - March 2020.
Insights, strategy and Solutions Network with external peers and colleagues to gather insight on factors that influence other organisations.	Find suitable networking opportunities (CIPD events) and schedule time to attend	Networking opportunities Time to go to events and buy from line manager to allow me to attend.	Take notes from networking sessions to use to review on-going CPD.	On-going but review each quarter.
Leading HR Ensure I am familiar with my	Find and review the organisation's people policies.	None other than setting time aside to review the policies.	Written notes taken from the review of the policies.	End of Feb 2019.

organisation's people policies and processes, by reading through them. Identify the different questions I might ask if you were an employee, and work through some 'good' answers with a colleague. Spend time observing colleagues who give HR advice and learn from the way they talk to customers in the business.	Observe colleagues delivering HR support and arrange time with them to go through the information they provide to clients.	Ask suitable colleagues for support in shadowing them.	Written notes taken from the shadowing sessions. These should be reviewed for understanding.	On-going if possible but 1 shadow every quarter.
Leading HR Undertake some online research using the CIPD latest surveys to identify trends in HR thinking and practice. Pick some of these ideas to share with my colleagues, and discuss how your organisation might benefit from these insights.	Set aside time to research and review CIPD studies.	Time Access to CIPD resources.	Reviews of podcasts, information gathered up and notes taken and reviewed and added to a PDP folder for access. Feedback from colleagues on the accuracy and relevancy of the information provided.	February 2018 And then review a survey/article every month from Feb 2019 – March 2020.
Curious Volunteer to support a wider organisation working group or project to understand broader issues and how HR connects with other functions and departments.	Identify a suitable working group and actively take part.	Support from line manager to identify a working group/project.	Notes taken and reviewed after each meeting. These will then be used to create a flow chart showing the linkages between departments and the HR issues that they face.	Q3 2019.
Personally Credible Discuss with my manager where I would like to take my role in the next 12-18 months (or what I would like to have achieved). Use this to identify areas where I may need to	Have a written plan in place for how I see my career progressing as I learn and develop my HR skills.	Ongoing CIPD course attendance. Written plan.	This is crucial in identifying future career paths internally. Meet with manager and show I am serious about HR career progression. Result will be a written plan with personal objectives and milestones	Next personal review will be in January 2018.

develop your knowledge, skills and expertise and create an appropriate action plan.			for my learning and growth potential.	
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