Qualification: CIPD Diploma in Applied Human Resources

Module Name: 5CDPP - Developing Professional Practice in Human Resources

Student Name: Katy Barron

Student Number: 1811083

CIPD Membership Number: 5339341X

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: K.L.Barron
Date: 03/12/2018

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CIPD Candidate evidence matrix

(CEM1)

Candidate name: Katy Barron				**CIPD Membership/registration No.:** 5339341X		
Qualification title: Level 5 CIPD Diploma				**Unique Learner No. (ULN):** 1811083		
Unit code	**Unit title**	**Assessment criteria no.**	**Evidence description**	**Evidence reference number**	**Assessor initials**	**I/V initials if sampled**
5CDPP	Developing Professional Practice in Human Resources	Activity 1	Programme of Study Handbook University Regulations Apprenticeship Information Handbook Course Timetable Induction Questionnaire Student Code of Conduct Managing your learning My Day Moodle IT Service Desk	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10		
		Activity 2	N/A			
		Activity 3	Gantt Chart Annual Leave Form First My View Training Email Second My View Training Email Induction Programme Induction Programme contents Induction process mind map Improving induction mind map Induction day pros and cons Return to work interview and Self-certification forms Return to work email Managing conflict questionnaire (Thomas and Kilman)	3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 3.10 3.11 3.12		
		Activity 4	Belbin Team Type questionnaire	4.1		
		Activity 5	Insights, strategy & solutions assessment result Learning and development assessment result	5.1 5.2		

			Collaborative assessment result Development plan VARK Questionnaire	5.4 5.5 5.6		

Candidate declaration:

- I confirm that the work/evidence presented for assessment is my own unaided work.
- I have read the assessment regulations and understand that if I am found to have 'copied' from published work without acknowledgement, or from other candidate's work, this may be regarded as plagiarism which is an offence against the assessment regulations and leads to failure in the relevant unit and formal disciplinary action.
- I agree to this work being subjected to scrutiny by textual analysis software if required.
- I understand that my work may be used for future academic/quality assurance purposes in accordance with the provisions of the Data Protection Act 1998.
- I understand that the work/evidence submitted for assessment may not be returned to me and that I have retained a copy for my records.
- I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final.

Signature:	K. Barron	**Date:**	03-12-2018

Notes on candidate evidence matrices

Candidates should be encouraged to develop a matrix indicating how their evidence relates to each unit/module and learning outcomes/assessment criteria. This helps advisors and assessors to support candidates to draw links between units and encourage cross-referencing and the possible multi-use of evidence.

Evidence matrices can be developed using the unit/module and learning outcomes/assessment criteria, giving candidates an opportunity to link their evidence to each outcome.

Another approach is to have a more generic form where candidates list evidence and tick relevant boxes to show coverage.

Whatever approach is employed candidates should be encouraged to complete these forms themselves and not expect assessors to do this for them.

Activity 1

Qualification: CIPD Diploma in Applied Human Resources

Module Name: 5CDPP - Developing Professional Practice in Human Resources

Student Name: Katy Barron

Student Number: 1811083

CIPD Membership Number: 5339341X

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: K.L.Barron
Date: 03/12/2018

Activity 1 – Developing Professional Practice in Human Resources

This report will include a collection of information relates to the HR development programme that I am currently undertaking.

The first evidence can be seen in **Evidence 1.1** which is the Programme of Study Handbook. This booklet was provided at the first workshop which includes information on the course. The information provided is, the duration of the course and upon successful completion of the course, candidates will adopt AssocCIPD after their name. It provides contact information for course staff which is very useful if any problems are to arise. It explains the level of study and a brief explanation on each of the 16 modules included in the course and what method of assessment will be for each module. It mentions the policies such as attendance, plagiarism, learning and student services and complaints. The handbook is a guide to help the candidates through the duration of the course.

In relation to the Programme of Study Handbook there is the University Regulations Guide which is shown in **Evidence 1.2**. Again, this booklet is very informative about what will be expected of the student over the duration of the course, details on the assessments and/or examinations and what support and resources are available for the student

As seen in **Evidence 1.3** is the Apprenticeship Information handbook includes information on work-based learning programmes, the student code of conduct, wellbeing in the college. The content ranges from reporting an accident, to Respect, Equality and Diversity and support with the Welsh language.

Each candidate is given a copy of the Course Timetable which is available to see in **Evidence 1.4**. This includes the dates of each workshop, the name of each module and the CIPD and University Module code, the submission date of assessments and which method of assessment is required, such as Report, Portfolio evidence, slides or written answers to questions.

Following this is the Induction questionnaire which applicants are required to complete following their course introduction at the first workshop. This is seen in **Evidence 1.5.** This is a simple questionnaire which insures that every aspect of the course has been covered by the tutor and understood by the applicant.

Students have a code of conduct shown in **Evidence 1.6** which outlines how the University expect students to behave and conduct themselves. It defines key words such as bullying and harassment. It also gives examples of unexpected behaviours towards people; property and the university and what sanctions may come from each action. It reminds students of what is acceptable and unacceptable within the University.

CIPD Diploma in Applied Human Resources, managing your learning as seen in **Evidence 1.7** gives further details on what work will be involved during the duration of the course. It explains that the course is a 90-credit qualification with a Total Qualification Time (TQT) of 900 hours which is split over the two years during guided learning hours and self-direct learning, giving a definition of each learning style. This form also breaks down how many credits are included in each module and how many hours should be dedicated to it.

Evidence 1.8 shows a print screen of My Day which students can access via Quick Links on the University's Website (www.uwtsd.ac.uk). My Day allows access to student services, student emails, student bulletin and news, library etc.

In **Evidence 1.9** you can see a print screen of Moodle. Moodle can be accessed either by Quick Links or on My Day. Moodle includes information on all modules of the course, core reading material, upcoming events, tutor contact details and is the location for submitting assessments for each module.

Evidence 1.10 shows a print screen of the IT Service Desk. Here students with an IT related issue are required to complete relevant fields which will go to the University's IT department who will then deal with the request.

Evidence for Activity 1

Evidence 1.1



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

Evidence 1.2

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

University Regulations

Distance Learning Student Guide

September 2018

Evidence 1.2

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colegsirgâr colegceredigion



APPRENTICESHIP

College Induction 2018-2019

Learner Name: KATY LOUISE BARRON

Tutor Name: JULIE THOMAS

Course: CIPD LEVEL 5 DIPLOMA IN APPLIED HR

Date Induction booklet received: 17.10.18

Learner signature: K.Barron

Training adviser/assessor signature: J.Williams

Cronfa Gymdeithasol Ewrop
European Social Fund

Lywodraeth Cymru
Welsh Government

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

Evidence 1.3

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Evidence 1.4

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
19th September 2018	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
26th 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.
17th 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
14th November 2018	Understanding the Contemporary HR Function	5CMHR	BMPD5003	21/12/18	Slides and notes pages
12th December 2018	Understanding the Business Context of HR	5CBIC	BMPD5001	28/1/19	Written report, analysis notes
16th January 2019	AM: Understanding the Business Context of HR PM:Understanding Employment Law	5CELW			
13th February 2019	Understanding Employment Law	5CELW	BMPD5004	11/3/19	Written answers to questions
6th March 2019	Understanding the Management of Employment Relations	5KCER	BMPD5008	29/4/19	Written answers to questions
3rd April 2019	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	10/6/19	Slides and notes pages
1st May 2019	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	1/7/19	Portfolio of Evidence
5th June 2019	Understanding Employee Engagement	5KEEG	BMPD5007	29/7/19	Briefing paper
3rd July 2019	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	18/9/19	Portfolio of Evidence
18th September 2019	Understanding the Management of Change	5KMOC	BMPD5010	4/11/19	Slides or screen shots with notes pages

11

Evidence 1.4

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

Evidence 1.5

Induction Questionnaire

Diploma in Applied Human Resources

September 2018

	Question	Answer
1.	When, where and at what time will the course will be delivered?	1 Wednesday a month in Carmarthen. 9:30 - 4 30
2.	How many modules form part of the programme?	16 modules.
3.	What are the term dates for this year?	September - 21 December 3rd Jan - 12th April 29th April - end of July
4.	What is Moodle?	VLE
5.	What is Eduroam?	Wifi
6.	What is Turnitin?	Submission Link
7.	Do you know when you are required to hand in work?	Yes.
8.	What is the core text for this programme?	Studying HR Management Taylor, Woodmans HR Management People
9.	Do you know how to access the library catalogue?	Quick Links
10.	Do you know who to go to if you have a question/concern about the course?	Julie Thomas Course Lecturer
11.	What is the name of the Training Adviser?	Alison Williams
12.	What is the name of the Course Lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	Yes.
14.	Do you need to be a member of the CIPD?	Yes.
15.	What support is available for study skills?	My Day Study Skills Tutor
16.	Do you know where the fire-exits and first aid points are for the building?	Names in Building Be aware
17.	How many credits is the programme?	90 credits
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

Name: Katy Barron

Signed: KBarron

CIPD Membership Number (to be added when available):

Signature of Lecturer: [signature]

Date: 29.11.18.

Evidence 1.6.

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



SE1: Student Code of Conduct

Evidence 1.6.

Introduction

The University is keen to foster a culture where all are expected to behave appropriately and to provide an inclusive, supportive, and safe learning environment in which all students and staff can flourish and are able to fulfil their personal potential.

The Code of Conduct complements the Student Charter which states that students are expected to:

- recognise the important of equality and diversity in the University by treating all members of the university community with respect both in person and on other channels such as social media.
- act as a responsible ambassador for the University through good conduct and engagement with the local community and environment.
- use the facilities and resources of the University with respect and consideration

General Principles

This Code of Conduct outlines examples of the different types of unacceptable behaviour that will amount to a breach of discipline. Lists of unacceptable behaviour given below are not exhaustive. The University can start disciplinary procedures in relation to other unacceptable behaviour.

Disciplinary offences are classified as either major or minor in the Student Disciplinary Policy (non-academic misconduct). It is not specified below which examples of unacceptable behaviour are major or minor and indeed the same unacceptable behaviour could be either major or minor depending on the seriousness of the disciplinary offence.

The indication of sanctions which may be applied to a particular disciplinary offence is illustrative only. A full list of sanctions that may be applied can be found in the Student Disciplinary Policy (non-academic misconduct).

Multiple or repeated incidents of misconduct may be more serious than a single act of misconduct and previous findings may be taken into account when determining what sanction should be imposed.

Definitions

Consent	a person consents if they agrees by choice and has the freedom and capacity to make that choice
Protected characteristic	a group protected by the Equality Act 2010: individual's sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age
Harassment	unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.
Bullying	offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

Evidence 1.7.

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

Evidence 1.7.

Contributing to Improving Organisational Performance	8	40	40
Understanding Employee Engagement	4	20	20
Contributing to Employee Engagement in the Organisation	8	40	40
Understanding the Management of Change	4	20	20
Contributing to the Management of Change	8	40	40
Understanding Coaching and Mentoring in the Organisation	4	20	20
Contributing to Coaching and Mentoring in the Organisation	8	40	40
Understanding Resourcing and Talent Planning	4	20	20
Contributing to Resourcing and Talent Planning in the Organisation	8	40	40
Totals	90 credits	450 hours	450 hours

How to manage your learning:

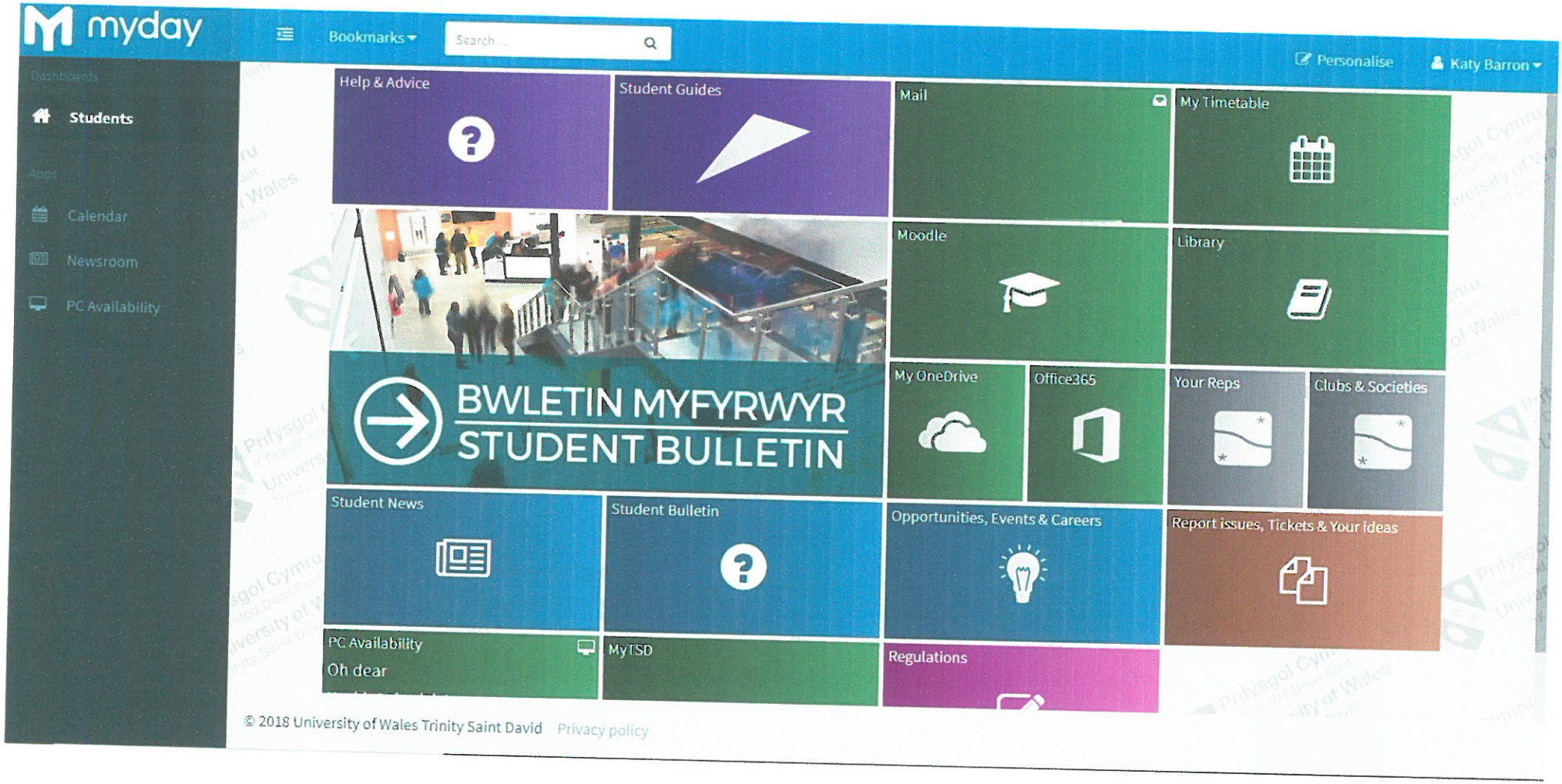
The above means that you will need to manage your learning as follows:

1. Attend the monthly workshops which form part of the guided learning hours.
2. Complete activities in your learning plan (2-3 hours per week) which also form part of the guided learning hours.
3. Read and prepare for your assessments (an additional 5-6 hours per week).

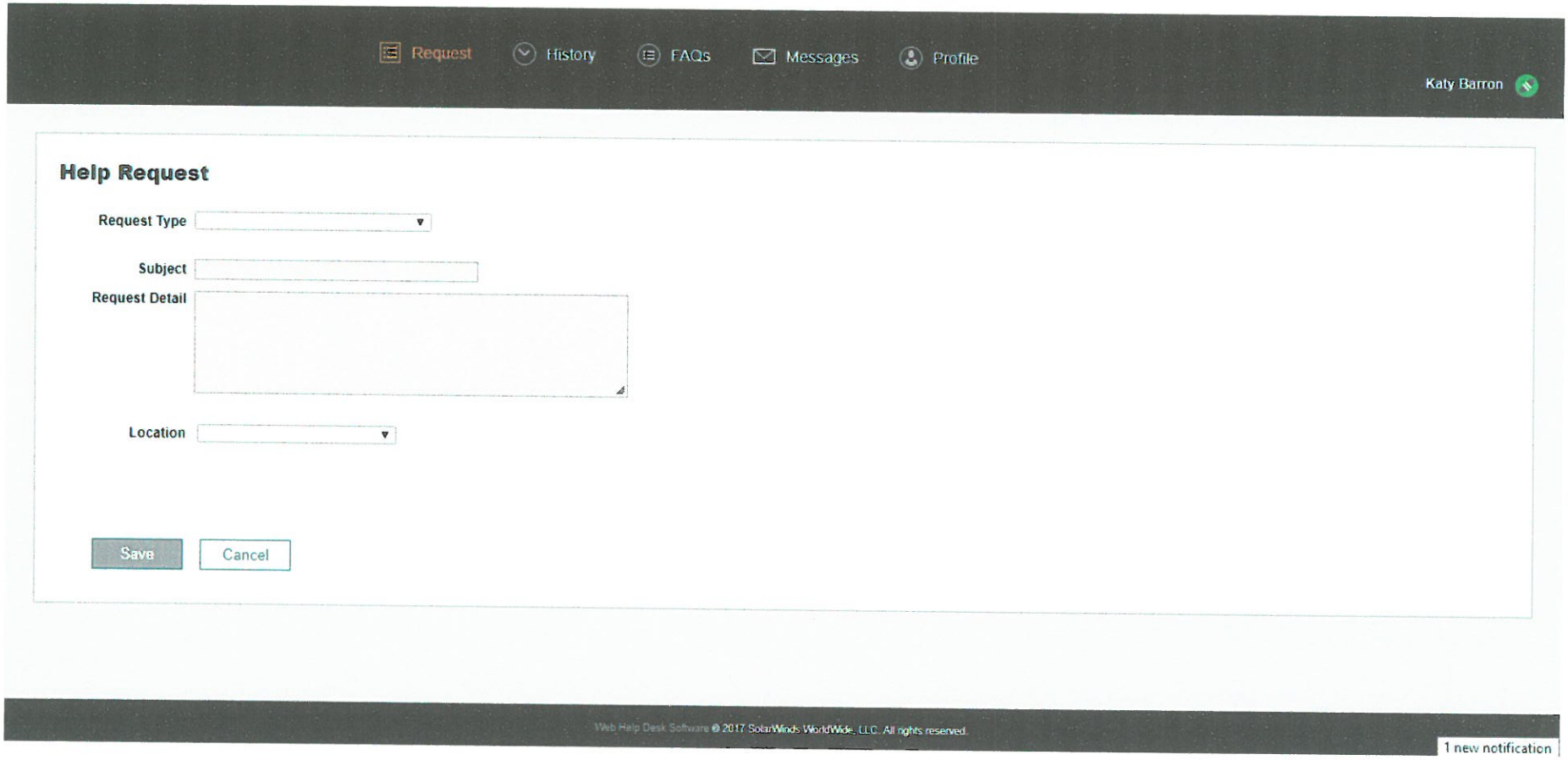
The Business School

12th September 2018

Evidence 1.8


myday
Bookmarks
Search...
Personalise
Katy Barron
Dashboards
Students
Apps
Calendar
Newsroom
PC Availability
Help & Advice
Student Guides
Mail
My Timetable
Moodle
Library
BWLETIN MYFYRWYR
STUDENT BULLETIN
My OneDrive
Office365
Your Reps
Clubs & Societies
Student News
Student Bulletin
Opportunities, Events & Careers
Report issues, Tickets & Your ideas
PC Availability
Oh dear
MyTSD
Regulations
© 2018 University of Wales Trinity Saint David
Privacy policy

Evidence 1.10



Activity 2

Qualification: CIPD Diploma in Applied Human Resources

Module Name: 5CDPP - Developing Professional Practice in Human Resources

Word Count: 979

Student Name: Katy Barron

Student Number: 1811083

CIPD Membership Number: 5339341X

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: K.L.Barron
Date: 03/12/2018

Activity 2 - Developing Professional Practice in Human Resources

This report includes how the CIPD HRPM professional areas and bands define the HR profession and why these behaviours are a necessity to be an effective HR Professional.

There are various essential skills, knowledge and behaviours involved in the work and development of an HR professional. The two main approaches to help improve and develop as professional is by continuing professional development (CPD) and following the guide of the CIPD's HR Profession Map. According to Watson and Reissner (2014) CPD, knowledge and skills are crucial in HR.

The map was initially created in 2009 (Emmott. M, 2016). Specialists and generalists insured that the map was "developed for the profession by the profession" (CIPD, 2015). Several organisations are using the CIPD Professional Map to define their capability. The standards seen on the map are to help with developing and planning an HR professional's career. (CIPD Profession Map, 2015).

The CIPD regularly review and update the map. They're currently preparing to launch a new version in 2018. The map contains 10 different professional areas which describe what HR professionals needs to do, know and with what behaviour at each four bands of competence. The CIPD's HRPM can be seen in **Appendix 1.1**. The centre of the map contains two core areas; **Insights, Strategy and Solutions** and **Leading HR**. The first area specifies what knowledge, skills and behaviours are required to develop an understanding of the organisation, enabling HR professionals to use insights to create strategies and solutions, meeting the current and future needs of the organisation. Leading HR is based on the needs of maximising the input that HR has on the organisation. (CIPD, 2015).

These core areas contribute towards being 'business savy', which is an important attribute to being an effective HR professional and enhances credibility.

With the two core areas come the eight professional areas. Depending on the role of the professional, the relevancy of these eight areas will differ. **Organisation design** is ensuring appropriate delivery for high impact on the organisation in long and short term. **Organisation development** is establishing strategies which align with organisational requirements, to successfully achieve goals and increase effectiveness. **Resourcing and talent planning** makes sure that organisations have the appropriate resources and talent for achievement at present and in the future. The purpose of **Learning and development** is to build capability and knowledge within the organisation and to ingrain a learning experience. The fifth professional area is **Performance and reward** which is in place to recognise and reward employees on their performance and behaviour through a fair and cost effective reward system. Following that is **Employee engagement** which is to help strengthen relationships between work colleagues and encourage employees to contribute towards organisations objectives. **Employee relations** is ensuring that relationships between employees and the work place are appropriately managed following the organisation's policies and procedure. Finally, is the **Service delivery and information** which is customer-focused. The basics of this area is to ensure effective and economical HR service delivery. (CIPD, 2015)

There are four 'bands' of professional competence on the HRPM (CIPD, 2012). **Band one** focuses on the support and needs of clients, delivering and providing information, supporting and managing data. Professionals on **Band two** work at an 'adviser' level; advising and managing HR issues and providing solutions effectively and efficiently. Those at **Band three** are 'co-operative partners' whom will lead the professional area whilst dealing with long and short term challenges (CIPD, 2012). Finally, **Band four** professionals lead an area within the organisation, developing HR and organisational strategies whilst understanding the clients' needs. (CIPD, 2012)

There are eight behaviours with their own contra indicators surrounding the HRPM. The behaviours are crucial to become a successful HR professional as they describe how a professional should perform. (CIPD, 2015)

First is **Curious**, which requires an open-minded and analytical professional to add value to an organisation, however they can be quick to reject ideas. Next is the **Decision thinker**, this illustrates the capability to understand, analyse and make decisions, but can lead to error in data analysis. The third behaviour is **Skilled influencer** which is where a professional will need to influence to get appropriate support from stakeholders. Influencing in an adverse way is a manipulative behaviour. **Personally credible** is combining HR expertise to add value to an organisation and/or stakeholders but can often be reluctant to share expertise with other. The fifth behaviour on the map is **Collaborative**, this is working with a variety of people within an organisation or outside. Unfortunately, professionals can lack respect by showing little or no interest in other people's views/opinions. Next is **Driven**, which is to show determination, ensuring the best outcomes for an organisation. Unfortunately, professionals can show resistance in acknowledging problems with their own or others' performance. **Courage to challenge** is the bravery to expertly challenge whilst encountering foreign situations, professionals often pass the blame if things go wrong. Finally, there's **Role model**, this requires a professional to lead by example. However, the professional can often be self-absorbed and not looking at the needs of the organisation. The CIPD (2015) define this as "Acts with integrity, impartiality and independence, balancing personal, organisation and legal parameters".

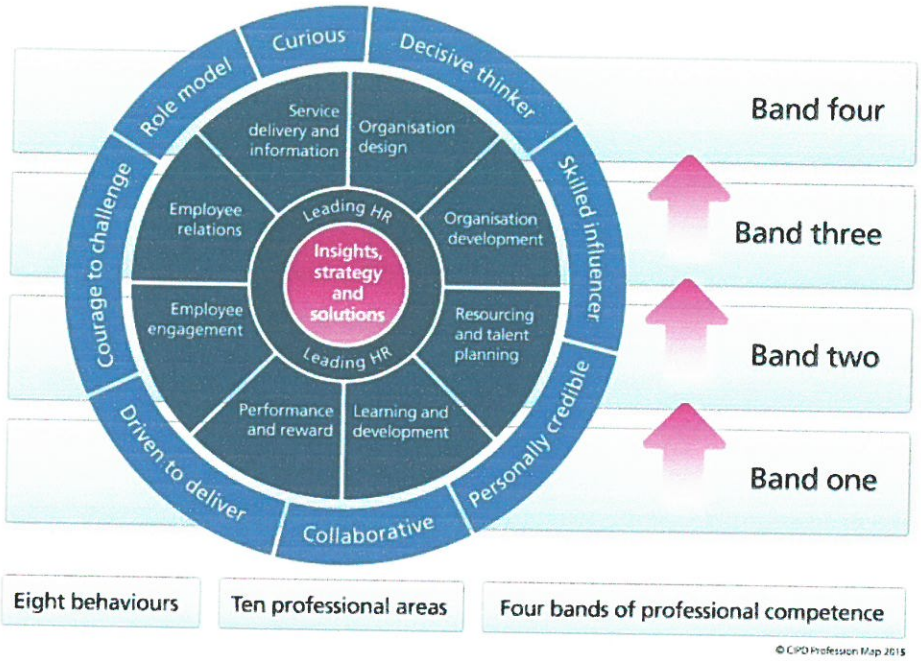
The map is a flexible guide, with the idea that HR professionals can decide which area to concentrate on, depending on their role and ambitions to develop their career further. (CIPD, 2015).

The CIPR HRPM can be used to prioritise work, help plan CPD and learn about the profession, to develop specialist expertise. (CIPD, 2015)

CPD is the importance of maintaining knowledge and enhancing expertise throughout a professional's career, adding value to organisations. Maintaining learning and development throughout a career is essential. (Madden and Mitchel, 1993). It is important for HR professionals to continue their development but to also support employees to further their expertise through appropriate training. The CIPD HRPM supports CPD, supporting the area/level HR professionals should be aspiring to.

Appendix

Appendix 1.1 The CIPD's HR profession map



Bibliography

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Activity 3

Qualification: CIPD Diploma in Applied Human Resources

Module Name: 5CDPP - Developing Professional Practice in Human Resources

Student Name: Katy Barron

Student Number: 1811083

CIPD Membership Number: 5339341X

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: K.L.Barron
Date: 03/12/2018

Activity 3 – Developing Professional Practice in Human Resources

In this activity I have collected and presented work-based evidence which reflects to plan and monitor work projects, use techniques to analyse and resolve problems and using negotiating methods with others.

HR professionals need to ensure that they can manage projects. To help with the management, the project can be divided into five different steps:

1. Initiation
2. Planning and design
3. Execution
4. Monitoring and controlling
5. Completion

At the first stage, this is where the topic/project is being decided. The second stage requires the project to be planned and designed to the highest possible level. Execution is putting the plan into motion, gathering data and drawing conclusions. The fourth stage happens during the execution step as this requires the professional to monitor the process and recognise/overcome any problems that occur. The final step of completion is where the project has come to an end and the project has been evaluated, the files have been archived and the outcomes and lessons have been understood.

Another key technique used in project management is the use of Gantt charts. By using Gantt charts, professionals can manage workloads and see where problems may occur and avoid/overcome them. I have created my own Gantt chart to help manage a research project that I am currently undertaking. **Evidence 3.1** shows this.

Below I have included evidence of where the above steps have heled me with different projects that I have been involved with in my current role.

Annual Leave System

Our previous annual leave system for staff members was to complete a form with the dates they wish to take as leave. This form would then need to be authorised by their line manager before being forwarded onto the HR department to be inputted onto the system. A copy of this form can be seen in **Evidence 3.2**.

HR then decided that the system had become quite dated so therefore opted for an electronic system called 'My View'. This system would require staff to log in online and select the dates they would like as annual leave and then submitting. This would generate an automatic email to their line manager who would then need to log in to authorise or decline the particular requests.

As this was a new system to the organisation, I decided the best way for us to introduce it to the staff would be for the HR professionals and management to have a training session, giving us an understanding which we could pass on to the employees. Our training was held by the payroll officer who had been designated the job of setting up the system.

Following the training it was then down to myself and the HR Officer to arrange an afternoon with staff members to give them guidance on how to use the system. As not all staff were able to make that session I had offered to do one to one sessions with some staff at a later date. See **Evidence 3.3** for an example of an email I have sent suggesting so.

I will ensure that all staff know that I am available to ask for help if any problems with the system arise. See **Evidence 3.4.** I will also run a report which will enable me to evaluate which staff haven't been able to use the system effectively and I will approach them individually to help them.

Improving our Induction

As seen in **Evidence 3.5**, our organisations' induction process is done via an induction booklet. HR will have a one to one induction with the new member of staff discussing important policies and procedures and what is expected of an employee in the workplace. There is a difference in pension schemes for Lecturing and Business Support staff, which is why there are two different induction programmes used.

The induction covers all issues ranging from information on the college and its procedures, health and safety, pay and benefits, facilities and vehicles. **Evidence 3.6** shows the content of the induction.

After assisting in an induction meeting, I realised that we are working as non-thinking performers; we're simply carrying on the process as it has always been done. I began thinking that our induction could be improved. Inducting staff in the best way will help add value to the organisation in long term.

To help decide on ways to improve the induction I created a mind map listing the positives and negatives of our current induction process. This is demonstrated in **Evidence 3.7.**

The positives of our current process is that it's completed as soon as a member of staff has commenced work, on a one-to-one basis allowing time to cover a variety of topics and giving the opportunity for the new staff member to ask questions solely for the HR professional to hear. If this was done in a group setting, perhaps the staff would be less likely to ask questions. The induction is always conducted on the staff members' base campus, not requiring them to travel and allowing them to have a guided walk around the campus.

Unfortunately, it isn't very efficient that the induction is done on a one-to-one basis as the HR professional will have to continue taking time out of their other work to complete inductions. If this is on a regular basis it could have a knock on affect with other work/deadlines. It is difficult to find time with part time staff to complete the induction as they are only available certain days and times. The induction is done via a paper programme which isn't very eco-friendly being over 30 pages long. This process is also dated and old fashioned which could be seen as tedious and non-interactive. The programme covers many topics, however as the induction is limited due to time, the topics are only covered briefly.

I created another mind map with suggestions on how we could begin to improve our process. As seen in **Evidence 3.8**. To make the induction more interactive I suggested having the induction done using power points and perhaps by different departments/managers giving the new staff a chance to meet them. To increase the paperless work, there could be links to policies, procedure or perhaps an updated induction programme via the organisation's intranet. To help with this, the new staff could be given a demonstration on how to access/use the intranet and also any systems they are likely to use. I also suggested that the inductions are conducted in groups to save the HR professionals time or perhaps completed before the staff members' start date to insure that time isn't taken from both professionals. Another suggestion which could be for the staff member to decide, is to hold the induction at the opposite campus, giving them an opportunity to familiarise themselves with the other campus and staff; especially if they won't have to travel to that campus regularly.

The process of improving the induction has begun. I attended another organisations' induction process which was an all-day event presented by an HR professional and senior management. Each manager introduced themselves and presented their area of expertise through power points which were very useful, but at the end of the induction the staff found it all too intense. However, it was very effective to have Q and A's at the end of each presentation, giving the staff an opportunity to ask managers questions relevant to their area. For example, perhaps the HR professional wouldn't be able to give an in depth answer on a health and safety related question, but having the Director of Estates there available to ask was very helpful.

To help with my recommendations, I created an advantageous and disadvantageous list of the induction day that I attended. See **Evidence 3.9**. By using the above techniques, together with the HR Officer, we will develop and implement a new HR induction process for the organisation.

Return to Work

Our organisations' sickness absence policy specifies that if staff members are off sick, on their return to work they must complete both their self-certification form (unless a doctor's sickness certificate has been provided) and have a return to work interview with their line manager. There is a return to work form which needs to be completed and returned by their line manager. These forms can be seen in **Evidence 3.10.**

Staff members are very quick at returning their self-certification forms to the HR department. However, unfortunately line managers often take a while to forward on the return to work interview forms to the department.

To help with this I regularly run a report which shows which line managers haven't completed and returned the return to work forms for specific staff's sickness absence. This allows me to contact the line managers individually, asking them to complete the forms.

I am aware that managers are very busy and they might not understand the importance of completing these forms. Therefore, I include in my emails the benefits of doing so, hoping to change their thoughts, prompt and persuade them to complete and return both previous and future forms. Such email is demonstrated in **Evidence 3.11.**

Thomas and Kilman (1976) theory of handling conflict assesses an individual's behaviour during a conflicting situation. This theory is made of five parts; Competing, Cooperating, Compromising, Avoiding and Accommodating. As seen in **Evidence 3.12** I completed Thomas and Kilman's (1976) questionnaire to discover my behaviour during conflicting situations. According to the questionnaire, my behaviour is avoiding. Avoiding an issue could be postponing the problem until a convenient time, not necessarily avoiding the issue completely.

The evidence in appendix 1.8 shows my behaviour of avoiding a problem as I have waited two months before asking the line manager to complete the return to work forms for her staff. I should have asked her at the beginning of the term to complete the forms on time. However, the reason that I couldn't ask her to complete the forms any earlier was due to not having the convenient time to run a report which showed which managers hadn't completed the return to work forms.

Yemm (2008) states that HR professional must be able to influence and negotiate in order to change a process or way of thinking. The attributes that Yemm (2008) says HR Professionals should adopt are:

- Friendliness

- Empowerment
- Vision
- The ability to build alliances
- Expertise and knowledge
- Bargaining Skills

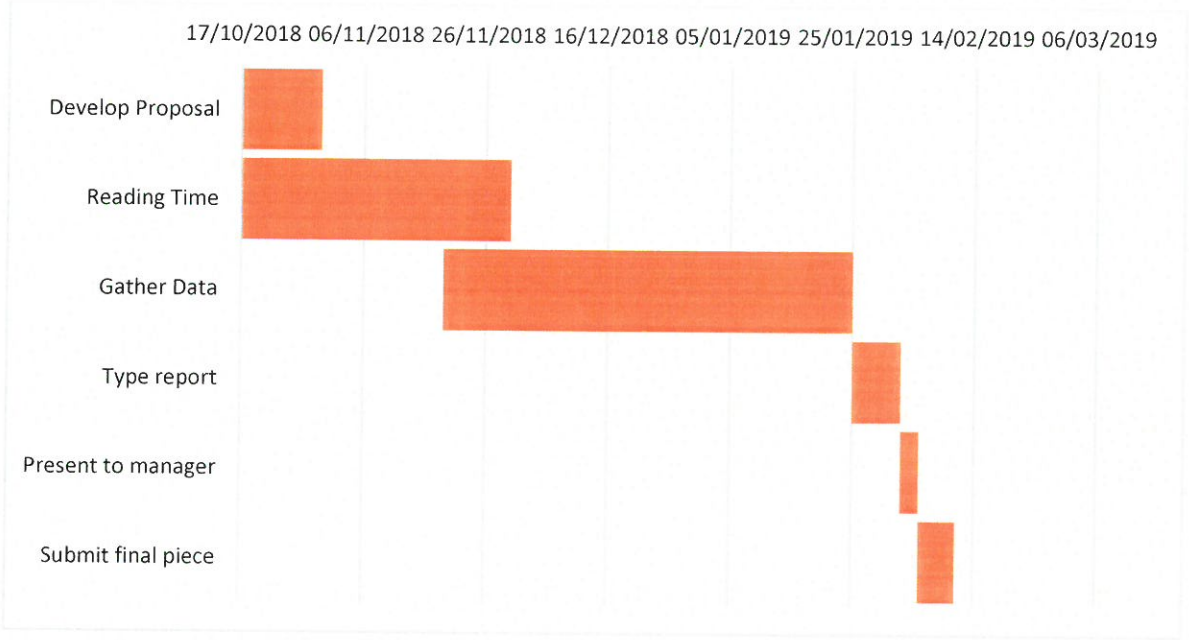
As seen in evidence 3.10 I have used the knowledge of our sickness policy and the benefits of completing the forms to write a friendly email to a line manager to persuade her to complete previous and future return to work interviews.

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Evidence 3.1


17/10/2018 06/11/2018 26/11/2018 16/12/2018 05/01/2019 25/01/2019 14/02/2019 06/03/2019
Develop Proposal
Reading Time
Gather Data
Type report
Present to manager
Submit final piece

Evidence 3.2

ANNUAL LEAVE FORM

BUSINESS SUPPORT STAFF

[redacted]

Your annual leave period is from 1st September 2018 to 31st August 2019.

All your leave requirements must be authorised in advance by your Line Manager and the register below completed and forwarded to the HR Department prior to commencing leave.

Your leave entitlement for this period is: [redacted] hours, plus pro rata entitlement of [redacted] hours for efficiency days and bank/public holidays with [redacted] day(s) carried forward from the previous year.

Please arrange with your Line Manager provisional dates of when any outstanding leave will be taken by 31st October where possible.

As you are aware leave can only be transferred over to the following year in exceptional circumstances and only by prior agreement with your line manager and the Principal. Anyone wishing to carry forward their annual leave should make the request in writing to the HR Officer. Any agreed leave that is carried forward should be taken as soon as possible in the new annual leave year.

Dates Required	No. of hours	A.M./ P.M.	Balance	Authorised by Line Manager	Authorised by HR
Entitlement					
Carried over					
-					

Training on My View

Katy Barron

Thu 15/11/2018 16:31

To: Chris Leadbetter-Jones <chris.lj@ceredigion.ac.uk>;

1 attachments (925 KB)

Booking Annual leave.pdf;

Hello Chris

I'm aware that you weren't able to attend Tuesday's training session on the new Annual Leave system; My View.

If you would like a one to one session with myself to give you guidance on how to use the system, then I am available tomorrow 16th November at 12 noon. Please let me know if you can make this.

I have attached instructions for your information.

Kind regards
Katy

Katy Barron
Cynorthwyydd Gweinyddol AD / HR Administrative Assistant
Coleg Ceredigion
Campws Llanbadarn Campus
Aberystwyth
Ceredigion
SY23 3BP

01970 639 700 ext. 273

Re: Training on My View

Chris Leadbetter-Jones

Thu 15/11/2018 16:39

Inbox

To: Katy Barron <katy.barron@ceredigion.ac.uk>;

Thank you Katy

I would very much like to take you up on that offer.

I have followed your instructions but am having difficulty in logging in, in the first instance. I am therefore not able to progress any further.

Chris

From: Katy Barron
Sent: 15 November 2018 16:31:32
To: Chris Leadbetter-Jones
Subject: Training on My View

Hello Chris

I'm aware that you weren't able to attend Tuesday's training session on the new Annual Leave system; My View.

If you would like a one to one session with myself to give you guidance on how to use the system, then I am available tomorrow 16th November at 12 noon. Please let me know if you can make this.

I have attached instructions for your information.

Kind regards
Katy

Katy Barron
Cynorthwyydd Gweinyddol AD / HR Administrative Assistant
Coleg Ceredigion
Campws Llanbadarn Campus
Aberystwyth
Ceredigion
SY23 3BP

01970 639 700 ext. 273

Re: Training on My View

Katy Barron

Fri 16/11/2018 13:49

To: Chris Leadbetter-Jones <chris.lj@ceredigion.ac.uk>;

Hello Chris

I do hope you found the training session with myself useful and that you were able to understand what to do in future if you have difficulty with logging in.

I will keep monitoring all staff to ensure that everything runs smoothly for you all. However, in the meantime if you appear to have any other issues with the new system please let me know.

Kind regards
Katy

Katy Barron
Cynorthwyydd Gweinyddol AD / HR Administrative Assistant
Coleg Ceredigion
Campws Llanbadarn Campus
Aberystwyth
Ceredigion
SY23 3BP

01970 639 700 ext. 273

From: Chris Leadbetter-Jones
Sent: 15 November 2018 16:39:35
To: Katy Barron
Subject: Re: Training on My View

Thank you Katy

I would very much like to take you up on that offer.

I have followed your instructions but am having difficulty in logging in, in the first instance. I am therefore not able to progress any further.

Chris

From: Katy Barron
Sent: 15 November 2018 16:31:32
To: Chris Leadbetter-Jones
Subject: Training on My View

Hello Chris

I'm aware that you weren't able to attend Tuesday's training session on the new Annual Leave system; My

Evidence 3.5

colegceredigion

Staff Induction Programme

Business Support Staff

2017-18

Evidence 3.6

Coleg Ceredigion Staff Induction Programme

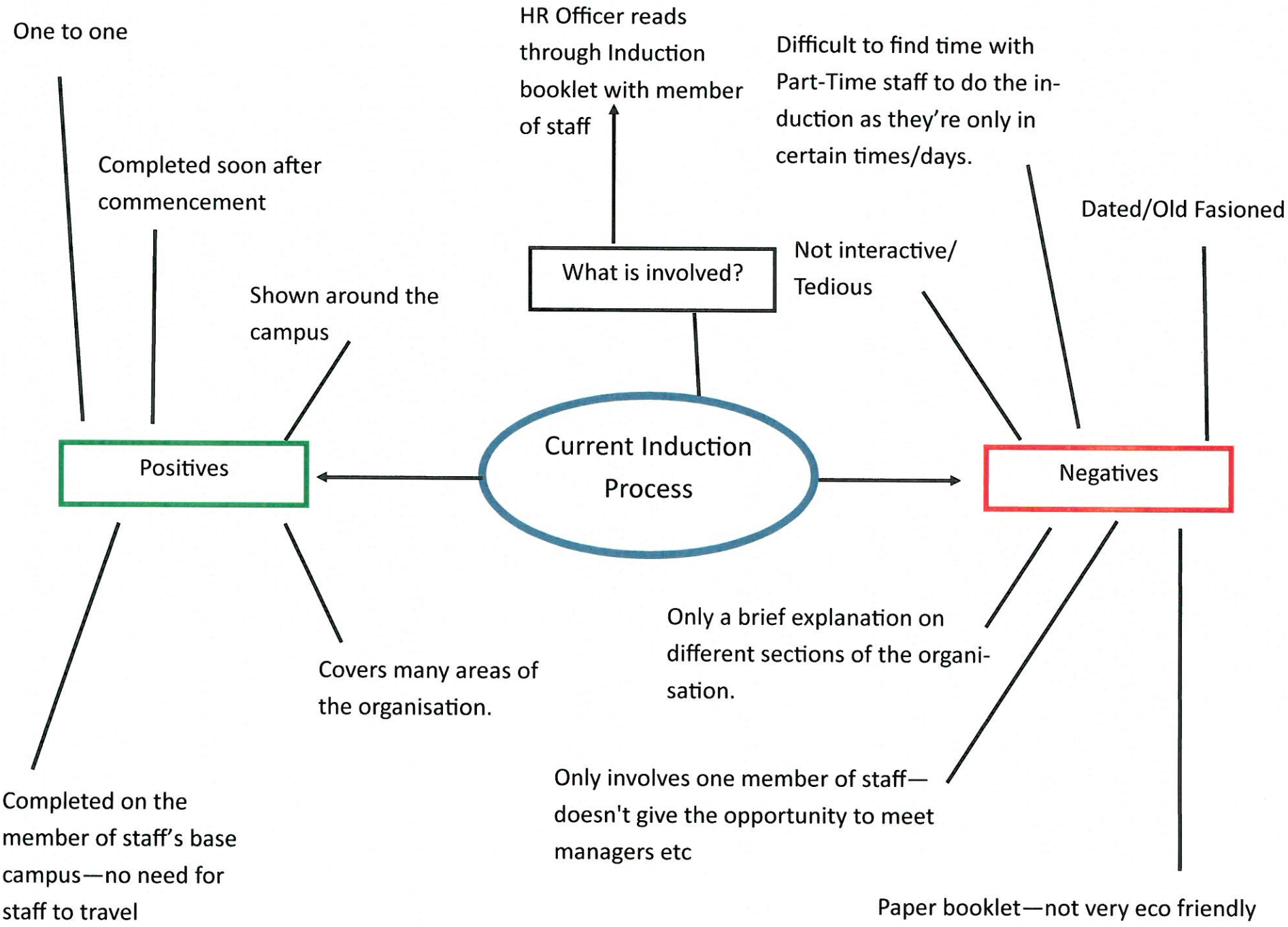
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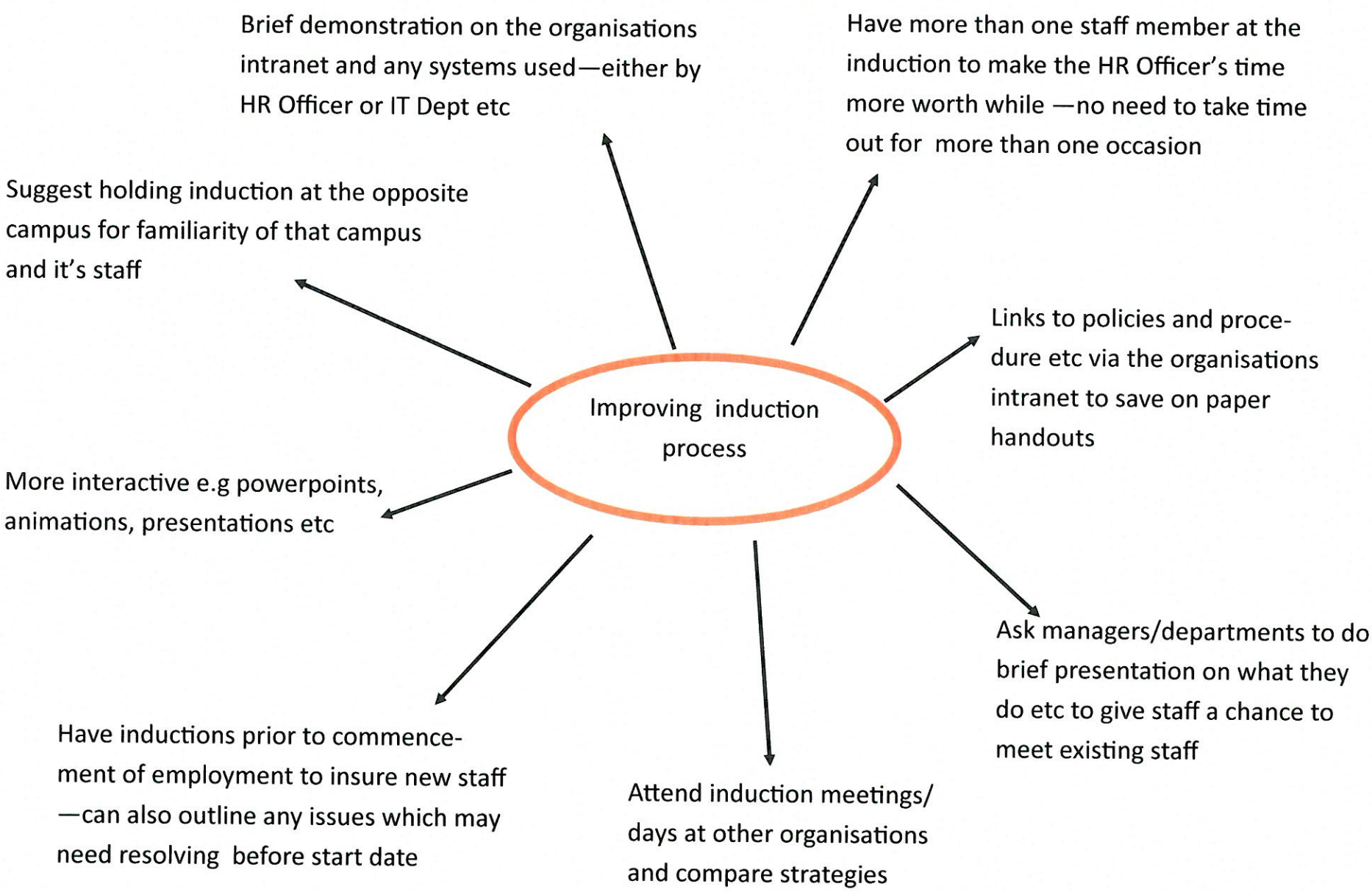
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Evidence 3.7


One to one
Completed soon after commencement
Shown around the campus
HR Officer reads through Induction booklet with member of staff
What is involved?
Difficult to find time with Part-Time staff to do the induction as they're only in certain times/days.
Dated/Old Fasioned
Not interactive/ Tedious
Positives
Current Induction Process
Negatives
Completed on the member of staff's base campus—no need for staff to travel
Covers many areas of the organisation.
Only a brief explanation on different sections of the organisation.
Only involves one member of staff—doesn't give the opportunity to meet managers etc
Paper booklet—not very eco friendly

Evidence 3.8


Brief demonstration on the organisations intranet and any systems used—either by HR Officer or IT Dept etc
Have more than one staff member at the induction to make the HR Officer's time more worth while —no need to take time out for more than one occasion
Suggest holding induction at the opposite campus for familiarity of that campus and it's staff
Links to policies and procedure etc via the organisations intranet to save on paper handouts
Improving induction process
More interactive e.g powerpoints, animations, presentations etc
Ask managers/departments to do brief presentation on what they do etc to give staff a chance to meet existing staff
Have inductions prior to commencement of employment to insure new staff —can also outline any issues which may need resolving before start date
Attend induction meetings/ days at other organisations and compare strategies

Evidence 3.9

Induction Day

Interactive—Power Points, Quiz, Ice Breaker

✓ Got staff talking

✓ Team bonding

✓ Learnt about different department

× Intense

× Tedious

× Power points were too repetitive

Presentations—Done by various existing staff

✓ Opportunity to meet staff

✓ Learnt about their expertise/area

✓ Know who to go to when needing help on a specific problem

× Inconsistency with length of presentation from staff to staff

× Same presentation style overused

× Information overload

Group Induction

✓ Meet fellow employees

✓ Group bonding

✓ Better for HR—not having to repeatedly take time out of their day for each new staff member

✓ All in one location—an opportunity to familiarise with that location if staff aren't based there

× Possibly have to travel a distance to that specific location

× Always in the same campus

× Set date might not suit some staff

× Staff have to take a whole day out of work/ part-time staff having to come in on their non-working day

9

Evidence 3.10

Form SAB 3

colegceredigion

Return to Work Interview Form

Name: ..... **Department:** .....

Date : ..... **Time:** .....

Absent from: ..... **Date returned to work:** .....

Duration of absence: ..... **days/hours**

Absence notified correctly	**Yes/No**
Self certificate/Medical Certificate (as appropriate)	**Yes/No**
Accident Form completed (if appropriate)	**Yes/No**

Nature of illness: .....

.....

Details of discussion: .....

.....

.....

.....

.....

Action to be taken (if applicable): .....

.....

.....

.....

Signature of employee: ..... **Date:**.....

Signature of line manager: ..... **Date:**.....

This form is to be forwarded to the HR Department.

Nov 2017

Evidence 3.10

Form SAB 4

colegceredigion

Sickness Absence Self Certification Form

This form must be completed on the first day back in work for absences up to and including 7 calendar days. Please note that staff must provide a Medical Certificate for absences of more than 7 calendar days.

Name: ..... **Department:** .....

Position held : .....

Date first absent from work: .....

Date returned to work: .....

Number of days absent: .....

Nature of the sickness/injury: .....

.....

Please indicate your normal working pattern for the week in which the absence occurred.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Signed: ..... **Date:** .....

Please arrange with your line manager for a Return to Work Interview to be undertaken today.

This form is to be forwarded immediately to the HR Department.

Return to work

Katy Barron

Thu 15/11/2018 10:37

Sent Items

To: Rhian Thomas <rhian.thomas@ceredigion.ac.uk>;

2 attachments (161 KB)

Staff Absence 01.11.12-AMENDED FEB 16.docx; Return to Work SAB 3 Nov 17.docx;

Hi Rhian

Our records show that you have not completed any return to work forms with the staff that you line manage for this academic year.

Could you please ensure that these get completed and forwarded on to the HR department as soon as possible.

The completion of return to work forms are a requirement of our sickness absence policy. It also gives you an opportunity to discuss with your staff any health concerns that may affect their work and make reasonable adjustments where required to ensure that your staff can safely perform productive work.

I have attached a copy of the sickness absence policy and the return to work form for your attention.

Kind regards
Katy Barron

Katy Barron
Cynorthwyydd Gweinyddol AD / HR Administrative Assistant
Coleg Ceredigion
Campws Llanbadarn Campus
Aberystwyth
Ceredigion
SY23 3BP

01970 639 700 ext. 273

Re: Return to work

Rhian Thomas

Thu 15/11/2018 11:01

To:Katy Barron <katy.barron@ceredigion.ac.uk>;

Hi Katy

Thanks for your email. I will deal with this as soon as possible.

Thanks
Rhian Thomas
Rheolwr Campws/Campus Manager
Coleg Ceredigion
Maes y Parc/Park Place
Aberteifi/Cardigan

Tel: 01239 612032 Ext 475

From: Katy Barron
Sent: 15 November 2018 10:37
To: Rhian Thomas
Subject: Return to work

Hi Rhian

Our records show that you have not completed any return to work forms with the staff that you line manage for this academic year.

Could you please ensure that these get completed and forwarded on to the HR department as soon as possible.

The completion of return to work forms are a requirement of our sickness absence policy. It also gives you an opportunity to discuss with your staff any health concerns that may affect their work and make reasonable adjustments where required to ensure that your staff can safely perform productive work.

I have attached a copy of the sickness absence policy and the return to work form for your attention.

Kind regards
Katy Barron

Katy Barron
Cynorthwyydd Gweinyddol AD / HR Administrative Assistant
Coleg Ceredigion
Campws Llanbadarn Campus
Aberystwyth

Evidence 3.12

Thomas/Kilman Conflict Mode Instrument

HOW DO I MANAGE DIFFERENCES?

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

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

1. (A) There are times when I let others take responsibility for solving the problem.
   B Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.

2. A I try to find a compromise solution.
   (B) I attempt to deal with all of his and my concerns.

3. A I am usually firm in pursuing my goals.
   (B) I might try to soothe the other's feelings and preserve our relationship.

4. A I try to find a compromise solution.
   (B) I sometimes sacrifice my own wishes for the wishes of the other person.

5. A I consistently seek the other's help in working out a solution.
   (B) I try to do what is necessary to avoid useless tensions.

6. (A) I try to avoid creating unpleasantness for myself.
   B I try to win my position.

7 (A) I try to postpone the issue until I have had some time to think it over.
   B I give up some points in exchange for others.

8. A I am usually firm in pursuing my goals.
   (B) I attempt to get all concerns and issues immediately out in the open.

9. (A) I feel that the differences are not always worth worrying about.
   B I make some effort to get my way.

10. A I am firm in pursuing my goals.
    (B) I try to find a compromise solution.

11. A I attempt to get all concerns and issues immediately out in the open.
    (B) I might try to soothe the other's feelings and preserve our relationship.

12. (A) I sometimes avoid taking positions which could create controversy.
    B I will let him have some of his positions if he lets me have some of mine.

13. (A) I propose a middle ground.
    B I press to get my points made.

Source: Kenneth Thomas & Ralph Kilman (1976).

Evidence 3.12

Thomas/Kilman Conflict Mode Instrument

14 (A) I tell him my ideas and ask him for his.
B I try to show him the logic and benefits of my position.

15. A I might try and soothe the other's feelings and preserve our relationship.
(B) I try to do what is necessary to avoid tensions.

16. (A) I try not to hurt the other's feelings.
B I try to convince the other person of the merits of my position.

17. A I am usually firm in pursuing my goals.
(B) I try to do what is necessary to avoid useless tensions.

18. A If it makes the other person happy, I might let him maintain his views.
(B) I will let him have some of his positions if he lets me have some of mine.

19 (A) I attempt to get all concerns and issues immediately out in the open.
B I try to postpone the issue until I have had time to think it over.

20. (A) I attempt to immediately work through our differences.
B I try to find a fair combination of gains and losses for both of us.

21. (A) In approaching negotiations, I try to be considerate of the other person's wishes.
B I always lean toward a direct discussion of the problem.

22. (A) I try to find a position that is intermediate between his and mine.
B I assert my wishes.

23 (A) I am very often concerned with satisfying all our wishes.
B There are times when I let others take responsibility for solving the problem.

24. A If the other's position seems very important to him, I would try to meet his wishes.
(B) I try to get him to settle for a compromise solution.

25. A I try to show him the logic and benefits of my position.
(B) In approaching negotiations, I try to be considerate of the other person's wishes.

26. A I propose a middle ground.
(B) I am nearly always concerned with satisfying all our wishes.

27 (A) I sometimes avoid taking positions which could create controversy.
B If it makes the other person happy, I might let him maintain his views.

28. A I am usually firm in pursuing my goals.
(B) I usually seek the other's help in working out a solution.

29 (A) I propose a middle ground.
B I feel that the differences are not always worth worrying about.

30. (A) I try not to hurt the other's feelings.
(B) I always share the problem with the other person so that we can work it out.

Source: Kenneth Thomas & Ralph Kilman (1976).

Evidence 3.12

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. You 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 0	Cooperating 8	Compromising 6	Avoiding 9	Accommodating 7

Source: Kenneth Thomas & Ralph Kilman (1976).

Activity 4

Qualification: CIPD Diploma in Applied Human Resources

Module Name: 5CDPP - Developing Professional Practice in Human Resources

Word Count: 976

Student Name: Katy Barron

Student Number: 1811083

CIPD Membership Number: 5339341X

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: K.L.Barron
Date: 03/12/2018

Activity 4 – Developing Professional Practice in Human Resources

This report explains the concept of group and team dynamics and the political behaviours in organisations, including the impact on the achievement of organisational objectives.

Groups and teams are combinations of diverse individuals with a common goal. (Jackson and Carter, 2000). Groups, teams and organisational dynamics are complex due to the variety of personalities and experiences of each individual. However, Jackson and Carter (2000) express that these dynamics help to improve the overall performance of an organisation.

There are similarities between groups and teams as they're both made up of different members whom complement each other whilst performing and contributing to different tasks and roles; assisting with the effectiveness and efficiency of the organisation. (Clegg et al, 2005). A lack of teamwork can reduce organisational productivity and motivation.

There's also significant differences between working within a group/team. Schein (1988) states that group work is working alongside individuals of the group, working collectively to reach their mutual goal. The individual contribution of the group work will reflect when evaluating their performance.

Group dynamics are affected by various factors such as individual characters, the structure and various communication processes. Negative political activity can curb the effectiveness of the group. (Huczynski and Buchanan, 2010)

Allcorn (1985) identifies three types of roles that individuals will embark whilst working within a group. **Group Task Roles** focus on reaching organisational goals through production and development. **Group Maintenance Roles** targets positive relationships between each member through encouragement and harmonising. Finally, **Self-Oriented Roles** is the focal point for members' individual demands, pushing the group forward or negatively affecting the groups' connection.

A successful group would adapt all of the above roles, however realistically each individual will acquire a merger of all three roles (Allcorn, 1985).

Teams are defined by Greenberg and Baron (1997) as a group of individuals whose skills and knowledge are dedicated to performance goals that they are jointly responsible for.

According to Aranda et al (1998) there are four types of teams. **Management teams** inspire work through the vision and image of the workplace, improving the culture and morale. Members of **task teams** come together from various departments, working on a task for a specific length of time. The third is **work teams** which is made up of self-sufficient individuals liable for a specific service/product. Finally, **parallel teams** are members working individually but in parallel to the structure of the organisation, targeting problem-solving and pursuing opportunities.

Research into team dynamics revealed a link between team cohesiveness and the increase of productivity. Members of cohesive teams demonstrated better communication, participative attitude and increase productivity, whereas cohesive groups encounter difficulties with implementing standards of behaviours to members with less production. (Barton and Martin, 1991, Mullen and Cooper, 1994).

Aranda et al (1998) established three skills which increased productivity; team problem solving, team interpersonal and task problem solving.

Kruyt et al (2011) suggests the following dynamics to help with team building, to ensure high performance from employees. Bringing together appropriate co-workers is crucial for team performance. The head of the department should decide what contribution the team and individuals should have. The team leader should improve the culture and work ethic to encourage concentration, also prioritising work and delegating responsibilities will ensure focus on the agenda. Finally, recognising development and relationships of the team, and acknowledging reoccurring absences will all add to the dynamics.

The team's ability to work stems from their motivation and energy. Disagreements and organisational politics can have a negative impact (Kruyt et al. 2011).

Tuckman's (19685) five stage model "Forming, Storming, Norming, Performing and Adjourning" helps group and team development. See **Appendix 4.0.** This model shows the complications of achieving effective groups and teams. It's fulfilling for individuals to know that working together achieves great outcomes that perhaps they wouldn't achieve alone.

Belbin's (1981) team role model is made up of nine key roles split between three sub headings. For an effective team, all nine roles should be covered.

Firstly, there is the Implementer, Shaper and Completer/Finisher which come under 'Doing'. This ensures work gets done through providing drive to overcome problems, transforming ideas into reality and meeting deadlines.

The roles which come under 'thinkers' are plant, monitor/evaluate and specialist. This requires creative and strategical individuals to solve complicated problems whilst contributing to technical requirements of the project.

'Relationships' include co-ordinator, team worker and resource-investigator. These roles require leadership, relationships and providing resources and political support which are all important for a successful team. (Belbin, 1981)

Belbin (1981) created a questionnaire identifying the preferred roles of individuals within a team. **Evidence 4.1** shows my primary team role to be team worker with implementer being my secondary team role.

In every team there are negative and dysfunctional agendas. Being aware of the politics is important as it's rare to have a politics-free team. However, it's best to avoid being involved in them.

Political behaviour impacts the success of the objectives. It can be a distraction from focusing on work and can create a divide within the group/team. This will have a negative effect on employee's motivation and productivity can be compromised.

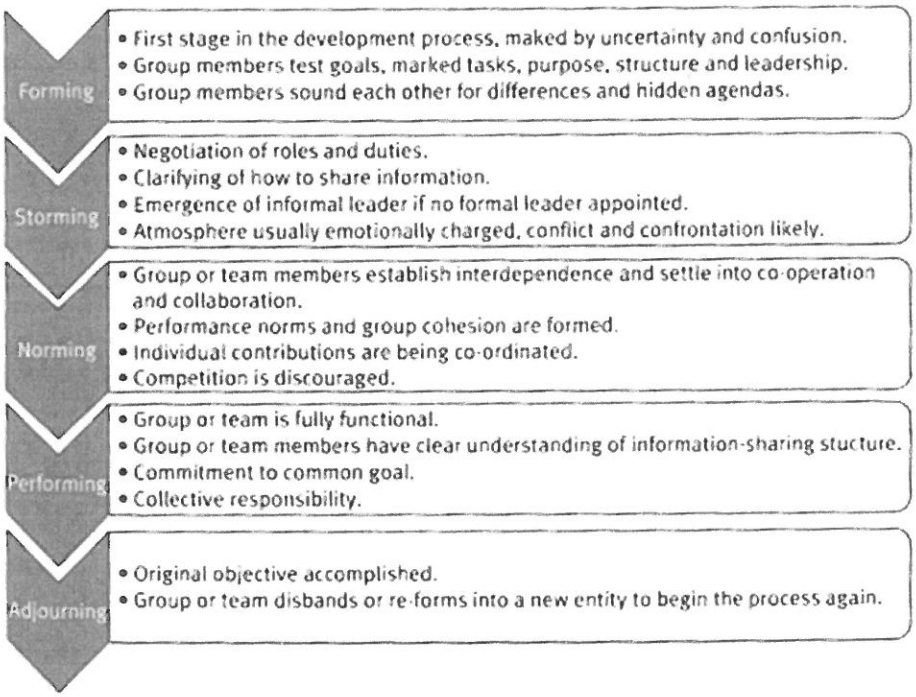
There are five roles that individuals can be seen as behaving in (Horn, 2009). Firstly, **allies** are people who align with the bulk of the team and are reliable/fully focused on reaching the team's objectives. Secondly, **bedfellows** will only align with the team because they feel it is beneficial and hide their true feelings. Next is **fence-sitters** who remain neutral at all times. **Opponents** openly criticise the teams aims and objectives. Finally, **adversarie**s willingly sabotage the team's work by disguising their role as being an ally or bedfellow.

Teams can fail due to various reasons such as not being formed or balancing roles appropriately, showing little focus on the aims and objectives and having a team that is exceedingly political. (Horn, 2009)

Appendix

Appendix 4.0

Figure 8.1 Developmental stages of groups and teams



Source: drawing on Tuckman 1965, Quinn et al 2003

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Evidence for Activity 4

Evidence 4.1

Belbin team type questionnaire

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

How to complete the questionnaire

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

When involved in a project with other people:

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

Your points may be distributed among several sentences as in the example above. In extreme cases they may be spread among all sentences or ten points may be given to a single sentence.
At the end, there are further instructions on how to tally your score.

Evidence 4.1

Section 1

What I believe I can contribute to a team

A	I think I can quickly see and take advantage of new opportunities	
B	I can work well with a very wide range of people	5
C	My specialist knowledge and experience is usually my major asset	
D	My ability rests on being able to draw people out whenever I detect they have something of value to contribute to group objectives	
E	I can be relied upon to finish any task I undertake	
F	I am prepared to be blunt and outspoken in the cause of making things happen	
G	I can usually tell whether a plan or idea will fit a particular situation	2
H	I can offer a reasoned and unbiased case for alternative sources of action	1
I	Producing ideas is one of my natural assets	2

Evidence

Section 2

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

A	I am not at ease unless meetings are well structured and controlled and generally well conducted	2
B	I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing	2
C	I have a tendency to talk a lot once the group gets on to a new topic	
D	My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues	
E	I am sometimes seen as forceful and authoritarian when dealing with important issues	
F	I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere	
G	I am apt to get caught up in ideas that occur to me and so lose track of what is happening	
H	I am reluctant to contribute unless that subject deals with an area I know well	4
I	I am reluctant to express my opinions or proposal or plans that are incomplete or are insufficiently detailed	2

Evidence 4.1

Section 3

When involved in a project with other people:

A	I have an aptitude for influencing people without pressurising them	
B	I am generally effective in preventing careless mistakes and omissions from spoiling the success of an operation	
C	I like to press for action to make sure that the meeting does not waste time or lose sight of the main objective	1
D	I can be counted on to contribute something original	
E	I try to maintain my sense of professionalism	1
F	I am quick to see possibilities in new ideas and developments	2
G	I believe my capacity for judgement can help to bring about the right decisions	
H	I can be relied upon to bring an organised approach to the demands of the job	2
I	I am always ready to back a good suggestion in the common interest	4

Evidence 4.1

Section 4

My characteristic approach to the group is that:

A	I contribute when I know what I'm talking about	6
B	I am not reluctant to challenge the view of others or hold a minority view myself	
C	I can usually find a line of argument to refute unsound propositions	
D	I think I have a talent for making things work once a plan has to be put into operation	
E	I prefer to avoid the obvious and to open up lines that have not been explored	
F	I bring a touch of perfectionism to any job I undertake	1
G	I am likely to be the one to make contacts outside the group or the firm	
H	While I am interested in all views I have no hesitation in making up my mind once a decision has to be made	1
I	I maintain a quiet interest in getting to know colleagues better	2

Evidence 4.1

Section 5

I gain satisfaction in a job because:

A	I enjoy analysing situations and weighing up all the possible choices	
B	I feel that I am using my special qualifications and training to advantage	
C	I like to feel I am fostering good working relationships	3
D	I can have a strong influence on decisions	
E	I have a chance of meeting new people with different ideas	1
F	I can get people to agree on priorities and objectives	1
G	I feel in my element where I give a task my full attention	3
H	I can find an opportunity to stretch my imagination	
I	I am interested in finding practical solutions to problems	2

Evidence 4.1

Section 6

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

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

Evidence 4.1

Section 7

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

A	I am apt to show my impatience with those who are obstructing progress	
B	Some people criticise me for being too analytical	
C	My desire to check that we get the important details right are not always welcome	
D	I am inclined to feel I am wasting my time and would do better on my own	
E	I find it difficult to get started unless the goals are clear	4
F	I am sometimes poor at putting across complex points that occur to me	32
G	I am conscious of demanding from others the things I cannot do myself	2
H	I hesitate to express my personal views in front of difficult or powerful people	1
I	I tend to show boredom unless I am actively engaged with stimulating people	1

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

Evidence 4.1

Scoring

The table below is used to compile your Belbin scores.

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

Then add up your totals for each team role.

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

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

  Team Worker.

- Your secondary team role

  Implementer.

Roles	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Totals
Completer Finisher	E 0	I 2	B 0	F 1	G 3	D 0	C 0	6 6
Implementer	G 2	A 2	H 2	D 0	I 2	F 2	E 4	14
Monitor Evaluator	H 1	D 0	G 0	C 0	A 0	I 2	B 0	3 0
Specialist	C 0	H 4	E 1	A 6	B 0	E 0	D 0	11 13
Co-ordinator	D 0	B 2	A 0	H 1	F 1	C 3	G 2	9 2
Team worker	B 5	F 0	I 4	I 2	C 3	B 3	H 1	17 1
Resource Investigator	A 0	C 0	F 2	G 0	E 1	H 0	I 1	4 4
Shaper	F 0	E 0	C 1	B 0	D 0	G 0	A 0	1 0
Plant	I 2	G 0	D 0	E 0	H 0	A 0	F 2	4 2

Activity 5

Qualification: CIPD Diploma in Applied Human Resources

Module Name: 5CDPP - Developing Professional Practice in Human Resources

Student Name: Katy Barron

Student Number: 1811083

CIPD Membership Number: 5339341X

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: K.L.Barron
Date: 03/12/2018

Activity 5 – Developing Professional Practice in Human Resources

In this activity I completed a self-assessment against the CIPD HR profession map choosing one core area; Insights, strategy and solutions, one professional area; Learning and development and two behaviours; Curious and Collaborative. I then devised a personal development plan which includes my development objectives.

The outcome of the self-assessment showed that the area where I have the most gaps was Insights, strategy and solutions, as seen in **Evidence 5.1**. This area is about developing my understanding of the organisation that I work in and using my skills to meet the business' needs. My strength came out as supporting the administration duties which is my main duty of my role. I will use my strength to build up my ability to collect and analyse data to evaluate projects. The self-assessment has made me aware that although I do a little of this in my day to day role, I must make a conscious effort to increase it. Most importantly I will concentrate on understanding significant issues which arise and affect the organisation. I will do this by attending and shadowing regular meetings and staff briefings which will hopefully in time give me the confidence to contribute to meetings and give recommendations which I have been able to research into due to having a better awareness.

I chose to assess myself against learning and development as I have an interest in this area. I will actively seek different development opportunities relevant to individual employees and understand the different methods of training available, ensuring the development needs of staff are met. Keeping a record of previous training and feedback will help me independently design learning programmes and staff development days or arrange specific training events. To help give me the courage to do so, I will listen to what training staff feel they need or are lacking and ensure that wellbeing sessions are available for staff to attend should they wish to. This is shown in **Evidence 5.2.**

I also took a self-assessment against the behaviour curious, see **Evidence 5.3**. The outcome of this assessment showed that my strength was that I am open to trying new suggestions although they don't always seem to be successful. To improve this behaviour, I will analyse and test ideas out with others to ensure that they will be beneficial and to studiously be analytic by looking into the underlying causes of issues within the organisation. To enable me to successfully do this I will run reports and analyse the data for any reoccurring or irregular patterns that may occur. If the issue is not a data related problem and more of a staff related issue, hopefully through appropriate training and experience, I will be able to solve problems amongst staff.

Finally, I self-assessed against the collaborative behaviour as shown in **Evidence 5.4**. The outcome of this showed my strengths to be that I am sensitive and aware of the feelings, cultures and beliefs of others. An area I need to improve on is keeping colleagues up to date with any new changes. The organisation which I work for is currently undergoing a lot of change, which will give me opportunities to ensure that staff are the first to know about any possible changes that might affect them.

I have created a development plan as demonstrated in **Evidence 5.5** to enable me to successfully meet the targets. The next time I self-assess against the CIPD HR profession map, I am hoping that I won't have any gaps in these areas or that I have improved in these areas to the best of my ability.

To help with my development I completed a VARK questionnaire to determine which learning style best suits me. **Evidence 5.6** shows this. The outcome of the questionnaire showed that my preferred learning style is Read/Write. I will consider this learning style throughout my professional career to

ensure that I can develop myself in the best way I can. To do this I will do plenty of reading, note taking and devise lists.

Evidence for Activity 5

Evidence 5.1

CIPD

Katy (STUDENT)
Currently assessing as a TECHNICIAN

TAKE A STUDENT ASSESSMENT
Your assessment results

Insights, strategy & solutions

Your Level: Emerging

Summary

Insights, Strategy and Solutions is about developing your understanding of your organisation and its context, and using these insights to develop strategies and solutions which meet the needs of your business in the short and long term. At your level you typically need to use data to develop insights into the organisation and the way it works. You'll understand the external issues affecting the organisation and its financial performance, and be able to describe the HR plan for the area you work in. You'll use your knowledge of project management and relevant employment legislation to support the development, delivery and evaluation of HR programmes.

How prepared am I?

What you've told us indicates that your knowledge and skills in this core area are emerging. This usually applies to someone who is either still building their knowledge of HR, or at the early stages of gaining experience in developing solutions and strategies to support the business at this level.

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

What's it like applying Insights, Strategy and Solutions at a more senior level?

In order to be able to work at the next level up within the HR profession, you typically need to network widely and use your knowledge of HR and business trends, best practice and thought leadership to understand the organisation and its people capability. You'll use information about the organisation's financial performance and strategic goals to develop detailed and costed business cases for new HR projects which identify return on investment. You'll work with the business to create and implement HR solutions and programmes, and will be able to demonstrate the impact on the organisation using HR and business metrics.

What are my strengths and gaps for my current level?

My strengths

- Supporting the administration and delivery of HR programmes and projects

My Gaps

- Developing an understanding of the organisation using information and own experience
- Using insights from data and good HR practice to spot potential trends and risks for the organisation
- The organisation's performance (including basic financial performance)
- Specific external factors that impact the organisation (eg, legal, financial, market factors)
- Relevant law for own role (or where to access legal information if required)
- Principles and basic practice of project management
- The HR plan for your own part of the business (and how this relates to the wider business strategy)
- Collecting, analysing on data and metrics
- Providing reports on relevant project and / or organisation information
- Supporting the evaluation of HR programmes and projects
- Significant issues currently affecting the organisation

Development actions

- Identify colleagues in different functions who know the organisation well and set up regular 'exchange of information' sessions.
- Review recent CIPD survey results (such as Employee Outlook or Learning and Development Survey), and identify any trends or risks which may impact your organisation.
- Undertake some online research using the CIPD website on the principles of business and HR metrics, and how they can be used to benefit the organisation
- Find someone in your organisation who writes project and financial reports, and ask them to share their approach with you. Identify what learnings you can put into place for your own report writing.
- Take time to fully understand the objectives of a project or programme, and which elements are critical for you to deliver. Find out how the project will be evaluated - which parts of your work will contribute to this evaluation?
- Locate the most recent annual review or report for your organisation, or find out someone who knows about the organisation's performance. Find out what things the organisation measures its performance by (eg, turnover, profit, production, customer satisfaction etc). Compare last year's performance with the previous three years.
- Participate in regular market / customer / product updates and understand how these affect the organisation.
- Make time in your week to read the major business and news publications and understand how these external factors can impact your organisation.
- Find out from your HR colleagues and networks where to source relevant and up-to-date employment law - consider websites, organisatons and publications.
- Spend some time shadowing an expert in project management to understand the principles and practice of project management, and any specific approach to projects which is taken in your organisation.
- Discuss with your manager how your role contributes to the delivery of the people and organisation strategy.

Reading & Research

BOOK: HR practice
Martin and Whiting

BOOK: Intro to HRM
Leatherbarrow, Fletcher and Currie

Evidence 5.1

BOOK: Studying HRM
Taylor and Woodhams

BOOK: L and D practice
Beevers and Rea

Courses & Events

QUALIFICATION: Foundation Certificate in Human Resources Practice

QUALIFICATION: Foundation Certificate in Learning and Development Practice

QUALIFICATION: Foundation Diploma in Human Resources Practice

QUALIFICATION: Foundation Diploma in Learning and Development Practice

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Evidence 5.2

CIPD

Katy (STUDENT)
Currently assessing as a TECHNICIAN

TAKE A STUDENT ASSESSMENT
Your assessment results

Learning and development

Your Level: Developing

Summary

When you work in Learning and Development you're creating a learning culture, ensuring that learning opportunities are both relevant and effective, to increase the capability and knowledge of people and of the organisation as a whole. At your level you typically need to manage all of the administration processes relating to L&D, and support the delivery of learning interventions. You'll need to help employees understand their development needs, alerting them and their managers to opportunities appropriate to their personal development plans.

How prepared am I?

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

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

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

In order to be able to work at the next level up within Learning and Development, you typically need to advise, coach and motivate managers on the importance of learning at work. You'll lead the design of learning programmes and facilitate or deliver content at learning events. You'll manage learning programmes, support career management processes, and evaluate the success of learning initiatives that are in place.

What are my strengths and gaps for my current level?

Where I am competent

- Maintaining accurate records of training and learning, making use of appropriate technology (eg, personal development plans, delegates for training events)
- Alerting individuals when development opportunities arise in line with their development needs

My Gaps

- How to undertake training needs analysis
- Adult learning theories
- Investigating and researching different options for learning interventions for employees and managers
- Supporting the design of learning programmes and initiatives
- Supporting the delivery of learning and training events and programmes (eg, joining instructions, training materials, evaluation)
- Different methods for delivering training / learning interventions

Development actions

- Research different approaches to learning and development in a range of organisations using the CIPD website and other online HR resources. Share ideas which may benefit your organisation with an L&D manager.
- Find out how other organisations manage and maintain their L&D data. What do they use it for? Are there any areas where your organisation could do better?
- Do some online research on different learning and development methodologies (you could use the CIPD website or discussion forums). Identify the key elements to be considered when designing L&D interventions.
- Who are your key customers when learning and training events are being delivered (think about the people attending the event as well as the people running it)? Consider what they need from you as a best practice 'support service'. Are there any things that you could change / start doing which would improve the way programmes are delivered? Share your thoughts with your manager.
- Analyse an area of data relating to learning and development looking for specific trends (for example, access to learning, take-up of courses, delivery method, cost or evaluation) and share the results with your colleagues.
- Find out how your organisation conducts training needs analysis. What is the standard approach? Research best practice on the CIPD website and compare this to the way your organisation works. Are there any areas which can be improved?
- Research traditional adult learning theories including learning styles and the importance of workplace and informal learning methods (see 70:20:10 model). Identify the advantages and drawbacks of a variety of learning delivery methods and how these appeal to different employees.
- Research different approaches to learning and development in a range of organisations using the CIPD website and other online HR resources. Share ideas which may benefit your organisation with a L&D manager.

Reading & Research

BOOK: Developing People and Organisations
Stewart and Rogers

FACTSHEET: Helping people learn
CIPD

FACTSHEET: Identifying learning and development needs
CIPD

FACTSHEET: Learning and development strategy
CIPD

FACTSHEET: Learning methods
CIPD

Courses & Events

Evidence 5.2

QUALIFICATION: Foundation Diploma in Learning and Development Practice

QUALIFICATION: Foundation Certificate in Learning and Development Practice

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Evidence 5.3

CIPD

Katy (STUDENT)
Currently assessing as a TECHNICIAN

TAKE A STUDENT ASSESSMENT
Your assessment results

Curious

Your Level: Emerging

Summary

When you're displaying curiosity, you're future-focused, inquisitive and open-minded, seeking out evolving and innovative ways to add value to the organisation.

How prepared am I?

What you've told us indicates that your behaviour in this area is emerging. This usually applies to someone who is yet to demonstrate and / or develop their competence at the expected level in this area.

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

What are my strengths and gaps for my current level?

My strengths

- Being open to trying new ideas, even if they're not always successful

My Gaps

- Finding out about the connections between wider organisational issues and own role
- Being inquisitive: looking below the surface to understand the causes of problems
- Analysing information and testing out ideas with others

Development actions

- Discuss with your manager or a senior stakeholder the current key issues for the organisation and how your role connects or impacts these.
- Search for online newsletters, forums and blogs that are relevant to your role or organisation sector. Sign up to receive updates, and set aside time to read and learn from them.
- Select an HR issue / subject (either within or outside your specialist area) and set aside time each week to find relevant articles and reports. Read them and share points of interest and ideas with colleagues, possibly by forming a discussion group.

Reading & Research

BOOK: Research methods in human resource management
Anderson

BOOK: The business skills handbook
Horn

© CIPD 2014

Evidence 5.4

CIPD

Katy (STUDENT)
Currently assessing as a TECHNICIAN

TAKE A STUDENT ASSESSMENT
Your assessment results

Collaborative

Your Level: Emerging

Summary

When you're demonstrating collaboration, you're working effectively and inclusively with a range of people, both within and outside the organisation.

How prepared am I?

What you've told us indicates that your behaviour in this area is emerging. This usually applies to someone who is yet to demonstrate and / or develop their competence at the expected level in this area.

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

What are my strengths and gaps for my current level?

Where I am competent

- Showing sensitivity and respect for others' feelings, cultures and beliefs

My Gaps

- Keeping colleagues up to date with information relevant to their work
- Seeking constructive solutions to disagreements as they occur
- Establishing constructive and collaborative relationships with colleagues

Development actions

- Reflect on a disagreement that you have had with someone at work (possibly with a coach or mentor). Review what happened by imagining that you are a third party observer of any communications and interactions. Consider how your approach could have been more collaborative and constructive and how you could have adopted a 'win-win' approach.
- Map out the current internal network you have within your organisation and the strength of these relationships. Identify mutual interests or priorities that you can use as a way to form new relationships.
- Schedule in time to meet with colleagues both in your immediate and wider team to discuss your current work and projects in order to share insights and find alignment / connections between your work.

Reading & Research

FACTSHEET: The role of line managers in HR
CIPD

Courses & Events

COURSE: Essential interpersonal skills

© CIPD 2014

Evidence 5.5

Development plan

NAME:	Katy Barron	**MEMBERSHIP NUMBER:**	5339341X
COVERING THE PERIOD FROM:	September 2018	TO:	May 2020

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

Planned outcome

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

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Insights, Strategy and Solutions Developing an understanding of the organisation using information and own experience	Participate in regular meetings, shadowing the HR Officer and notetaking. In my own time, do some research into similar issues on the internet and make notes on how other organisations have dealt with such issues.	Support from management and staff to allow me to attend meetings. Notepad and computer to encourage me to note take during meetings and to type up minutes. Internet access to research.	To confidently attend and contribute to meetings regarding significant issues which affect the organisation and be able to give recommendations to avoid or improve the situation.	March 2020
Insights, Strategy and Solutions Collecting, analysing on data and metrics	Look into a specific topic within my role. Collect data through a variety of methods and analyse the date collected.	Availability to a topic which can be researched into. Time and support from management and staff to allow me to do this.	Produce a document detailing my conclusion of the topic.	April 2019
Learning and Development Supporting the design of learning programmes and initiatives	Recognize successful training that staff have found useful, get feedback on previous training sessions and design staff development days with the help of the HR Officer. Design a training needs analysis form.	The opportunity to ask staff for feedback and/or complete surveys.	Arrange a staff development day for all business support staff which will be relevant to their work and care for their wellbeing.	July 2019

Evidence 5.5

Learning and Development Supporting the delivery of learning and training events and programmes (eg, joining instructions, training materials, evaluation)	Create joining instructions and ensure any training materials and equipment are available for the trainer.	An insight/understanding to the training programme/session to be able to provide support.	Provide support for training sessions.	January 2019
Curious Being inquisitive: looking below the surface to understand the causes of problems	Run reports/analyse data for any reoccurring or irregular patterns. If the problem is related to a staff member, shadow meetings to learn how to approach sensitive issues.	Time to complete reports or training relevant to this. The opportunity to conduct meetings with staff member(s).	To successfully understand the underlying problem and help the organisation/staff member to overcome this.	November 2019
Curious Analysing information and testing out ideas with others	Analyse data and use techniques to overcome problems.	Time to brainstorm and analyse. Access to computer.	Accepting a problem and overcoming this by trying new ideas.	January 2020
Collaborative Keeping colleagues up to date with information relevant to their work	Speak with and ensure member(s) of staff are aware of any changes that may affect them.	Attend relevant meetings. Make time to speak with the staff either face to face, over the phone or via email.	Ensuring that staff are aware of any changes directly before hearing from other members of staff to avoid upset, anger or confusion.	December 2020
The new CIPD HR Professional Map Undertake a self-assessment against the new CIPD HR Professional Map	Undertake a self-assessment against the new CIPD HRPM through the CIPD Map and compare to previous self-assessments.	Access to the CIPD website and the new professional map.	To successfully complete another self-assessment. This time comparing the new HRPM with the previous HRPM	May 2020

Evidence 5.6



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.

Evidence 5.6

8. You have a problem with your heart. You would prefer that the doctor:

a. gave you a something to read to explain what was wrong.
b. used a plastic model to show what was wrong.
c. described what was wrong.
(d.) showed you a diagram of what was wrong.

9. You want to learn a new program, skill or game on a computer. You would:

a. read the written instructions that came with the program.
b. talk with people who know about the program.
c. use the controls or keyboard.
(d.) follow the diagrams in the book that came with it.

10. I like websites that have:

a. things I can click on, shift or try.
b. interesting design and visual features.
(c.) interesting written descriptions, lists and explanations.
d. audio channels where I can hear music, radio programs or interviews.

11. Other than price, what would most influence your decision to buy a new non-fiction book?

(a.) The way it looks is appealing.
b. Quickly reading parts of it.
c. A friend talks about it and recommends it.
d. It has real-life stories, experiences and examples.

12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:

a. a chance to ask questions and talk about the camera and its features.
(b.) clear written instructions with lists and bullet points about what to do.
c. diagrams showing the camera and what each part does.
d. many examples of good and poor photos and how to improve them.

13. Do you prefer a teacher or a presenter who uses:

a. demonstrations, models or practical sessions.
b. question and answer, talk, group discussion, or guest speakers.
(c.) handouts, books, or readings.
d. diagrams, charts or graphs.

14. You have finished a competition or test and would like some feedback. You would like to have feedback:

a. using examples from what you have done.
(b.) using a written description of your results.
c. from somebody who talks it through with you.
d. using graphs showing what you had achieved.

15. You are going to choose food at a restaurant or cafe. You would:

a. choose something that you have had there before.
b. listen to the waiter or ask friends to recommend choices.
(c.) choose from the descriptions in the menu.
d. look at what others are eating or look at pictures of each dish.

16. You have to make an important speech at a conference or special occasion. You would:

a. make diagrams or get graphs to help explain things.
b. write a few key words and practice saying your speech over and over.
(c.) write out your speech and learn from reading it over several times.
d. gather many examples and stories to make the talk real and practical.

Evidence 5.6

VARK®

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 =	2
Total number of Rs circled =	10
Total number of Ks circled =	1