

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human
Resources

Title: Understanding the Components of a HR Career
Development Programme

Student Name: Rachel Thomas

Student Number: 1201576

CIPD Membership Number: 55478540

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: RMThomas

Date: 13 January 2020

Understanding the Components of a HR Career Development Programme

As a member of the Human Resources Department within Mid and West Wales Fire Service, I feel that in accordance with my career pathway, it would be beneficial to undertake the CIPD course to underpin my knowledge with relevant theory.

In view of the above, I have enrolled onto the CIPD Diploma in Applied Human Resources course with effect from September 2019. This course is a Higher Apprenticeship qualification, equivalent to second year of a university degree in the UK, based over a two-year period provided by the University of Wales, Trinity Saint David, funded by the Welsh Government.

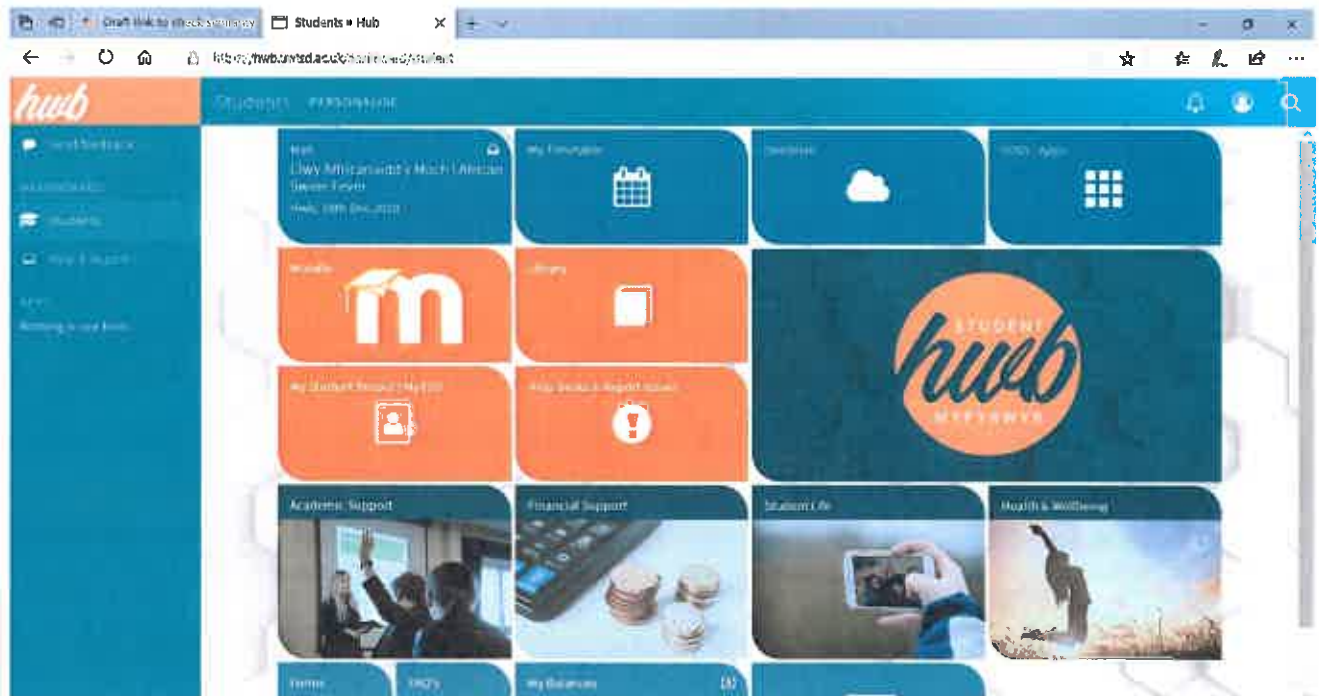
I will be required to attend teaching sessions at Coleg Sir Gar, Pibwrlwyd Campus, Carmarthen, one Wednesday every month. Most of these teaching sessions will be conducted by the Course Lecturer, Julie Thomas, with occasional guest speakers/lecturers who will take some modules. The timetable shown in EV01 will enable me to plan my day-to-day workload in order to attend each teaching session and will provide guidance on the topics being covered so prior reading can be carried out.

According to the University's Programme of Study Handbook (2019, p.1), we as apprentices, are required to divide our time between:

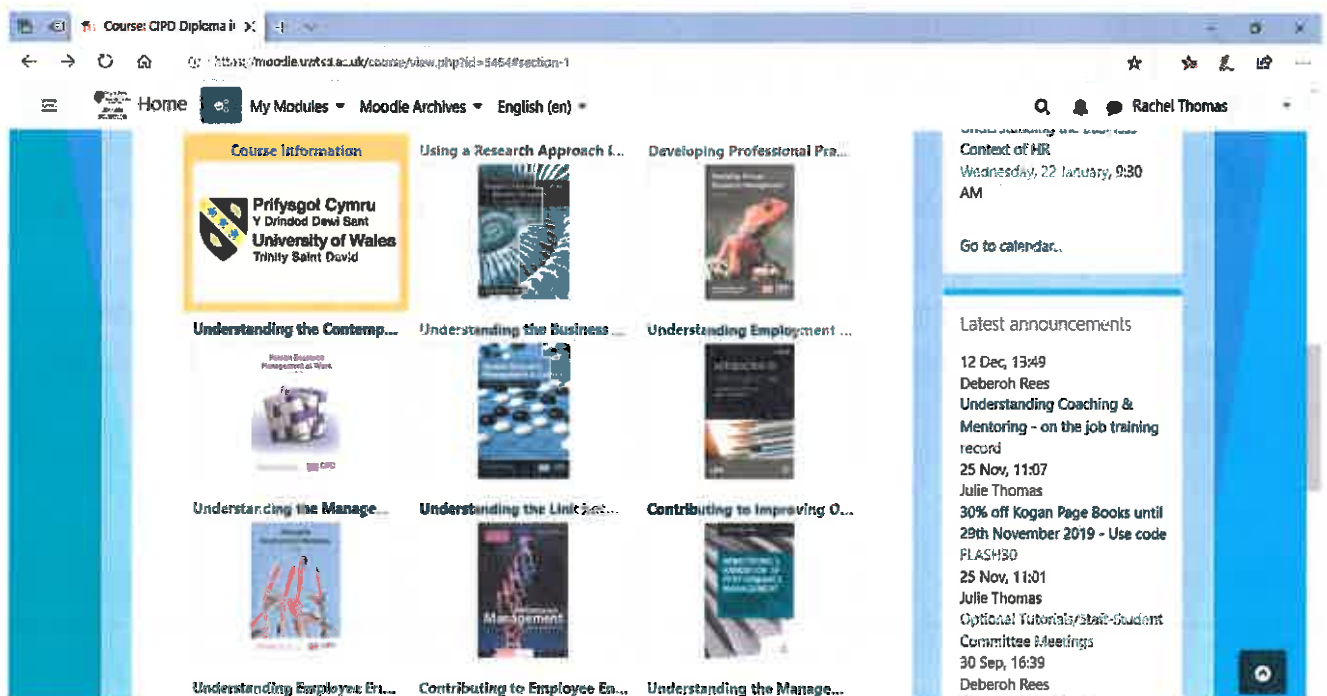
- Undertaking our role
- Being taught on-the-job (by a manager)
- Being taught off-the-job (attending UWTSD)

In order to understand how much time will be required to commit to this course, the 'Managing your Learning' guidance (EV02) outlines that this course is worth a total of 90 credits broken down into how many credits each module is worth, along with how much 'guided' learning hours we will have and how much 'self-directed' learning we will be required to put in. According to this, I will be required to carry out 450 hours of self-study, therefore using this, in conjunction with the timetable, I will need to ensure that I put time aside outside of my contractual hours, to complete this level of study.

Following on from the Induction Day delivered by the learning centre on 25 September 2019, I fully understand how to access further resources through the University's website such as Library resources, Student Services, IT Helpdesk, the Academic Quality Handbook and Moodle. This information can also be accessed through the Student Hwb mobile app, allowing for access to such information at anytime, anywhere.



Moodle is the University's online learning management system, whereby the course lecturer monitors and uploads relevant literature and learning resources for use throughout the course. This information has been broken down into the various modules being covered for ease of reference.



As previously mentioned, this course involves a large element of self-study, therefore in conjunction with the information provided to me by the lecturer on Moodle, I will need to use the core literature recommended by CIPD and the Library Services provided at the College and University when compiling my work.

Recommended Texts for Course:



As outlined in the 'Managing your Learning' guidance (EV02) I will be required to complete several assessments if I am to be successful in this qualification, therefore submission of all assignments will need to be made through 'Turnitin' that checks for best practice for using and citing other people's written material to prevent plagiarism.

Draft link to check simil X Turnitin report

https://moodle.uwtsd.ac.uk/mod/turnitintooltwo/view.php?id=221574

Home My Modules Moodle Archives English (en)

UWTSD Moodle 2019/20

Home My Modules UWTSD Moodle 2019/20 Developing Professional Practice in Human Resources Draft link to check similarity scores

My Submissions

Activity 2 and 4

Title	Start Date	Due Date	Post Date	Marks Available
Draft link to check similarity scores - Activity 2 and 4	15 Nov 2019 - 14:22	13 Jan 2020 - 23:59	13 Jan 2020 - 23:59	100

Summary:
Please use this link to check your submissions for activity 2 and 4.

Refresh Submissions

Submission Title	Turnitin Paper ID	Submitted	Similarity	Grade

Submit Paper

Due to the nature of this course, I am required to become a member of the CIPD and note my membership number on all documentation submitted. Becoming a member also activates the use of materials published by them, which can then be used throughout my studies.

An 'Induction Questionnaire' (EV03) was issued by the University for completion during the Induction Day to confirm our understanding of the course and the facilities available to us throughout our studies.

As a University student undertaking a CIPD qualification, I am required to comply with the Code of Practice and Conduct outlined by both the University and CIPD. This information can be found on the University website and CIPD website, outlining exactly what is expected of all students and the consequences should this not be followed. The Student Code of Conduct (2019) issued by the University complements the Student Charter, stating the Students are expected to recognise the importance of equality and diversity by treating all members of the community with respect, as well as all the facilities and resources whilst acting as a responsible ambassador for the University through good conduct and engagement.

Similarly, to the expectations of the University, the CIPD Code of Professional Conduct (2019) groups their obligations into four headings:

- Professional Competence and Behaviour
- Ethical Standards and Integrity
- Representative of the Profession
- Stewardship

I will need to ensure that I adhere to their requirements throughout my studies in order to complete the qualification.

Reference List

Chartered Institute of Personnel Development (2019). *Code of Professional Conduct*. Available at: https://www.cipd.co.uk/Images/code-of-professional-conduct_tcm18-14510.pdf [Accessed: 30 November 2019]

University of Wales, Trinity Saint David (2019, p1). *Programme of Study Handbook – CIPD Diploma in Applied Human Resources*. Available at: https://moodle.uwtsd.ac.uk/pluginfile.php/307060/mod_resource/content/1/PV8%20CIPD%20Diplo%20ma%20in%20HR%20Programme%20Handbook%202019-20.pdf [Accessed: 30 November 2019]

University of Wales, Trinity Saint David (2019). *SE1: Student Code of Conduct*. Available at: https://moodle.uwtsd.ac.uk/pluginfile.php/197838/mod_resource/content/1/Student%20Code%20of%20Conduct.pdf [Accessed: 30 November 2019]

Timetable – CIPD Diploma in Applied Human Resources 2019-2021

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
25 th September 2019	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
23 rd October 2019	Using a Research Approach in HR	5CIHR	BMPD5002	Part One - 18/11/19 Part Two – 29/6/20	Part One - Written response. Part Two - Research Report.
20 th November 2019	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	13/1/20 plus submission of updated Personal Development Plan on 24/5/21	Portfolio of Evidence
4 th December 2019	Understanding the Contemporary HR Function	5CMHR	BMPD5003	17/2/20	Slides and notes pages
22 nd January 2020	Understanding the Business Context of HR	5CBIC	BMPD5001	16/3/20	Written report, analysis notes
19 th February 2020	Understanding Employment Law	5CELW			
18 th March 2020	AM: Understanding Employment Law PM: Recap on Research Report	5CELW	BMPD5004	27/4/20	Written answers to questions
22 nd April 2020	Understanding the Management of Employment Relations	5KCEP	BMPD5008	25/5/20	Written answers to questions
20 th May 2020	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	14/9/20	Slides and notes pages
24 th June 2020	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	14/9/20	Portfolio of Evidence
8 th and 15 th July 2020	Skills Workshops – only attend if advised by Alison Williams				
16 th September 2020	Understanding Employee Engagement	5KEEG	BMPD5007	19/10/20	Briefing paper
14 th October 2020	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	9/11/20	Portfolio of Evidence

25/03/20

11 th November 2020	Understanding the Management of Change	5KMOC	BMPD5010	11/12/20	Slides or screen shots with notes pages
9 th December 2020	Contributing to the Management of Change	5AMOC	BMPD5015	18/1/21	Portfolio of Evidence
13 th January 2021	Understanding Coaching and Mentoring in the Organisation	5KDCM	BMPD5009	15/2/21	Briefing paper
10 th February 2021	Contributing to Coaching and Mentoring in the Organisation	5ADCM	BMPD5014	15/3/21	Portfolio of Evidence
10 th March 2021	Understanding Resourcing and Talent Planning	5KRTP	BMPD5005	19/4/21	Written answers to questions
21 st April 2021	Contributing to Resourcing and Talent Planning in the Organisation	5ARTP	BMPD5011	24/5/2021	Portfolio of Evidence
12 th May 2021	Developing Professional Practice	5CDPP	BMPD5000	24/5/21	Personal Development Plan Update

NB: In order to graduate in July 2021, all work must be submitted by 24th May 2021.

Document updated on 31.7.19

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

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

Induction QuestionnaireDiploma in Applied Human ResourcesSeptember 2019

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Ribwr-lwyd Campus, Coleg Sir Gai, Carmarthen Wednesday 09:30-16:30
2.	How many modules form part of the programme?	10 - (5 core / 6 knowledge 5 competence)
3.	When are the workshops this term?	25/09, 23/10, 20/11, 04/12
4.	What is Moodle?	Student Services - access to course information + learning
5.	What is Eduroam?	Wifi network
6.	What is Turnitin?	link to upload assignments
7.	Do you know when you are required to hand in work?	as per course timetable
8.	What are the core texts for this programme?	1) Studying Human Resource management 2) Human Resource Management: People and Organisation
9.	Do you know how to access the library catalogue?	via ^{website} Student Services - Quick links
10.	Do you know who to go to if you have a question/concern about the course?	Class rep course lecturer / Hwb.
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, self study
14.	Do you need to be a member of the CIPD?	yes
15.	What support is available for study skills?	library / moodle + Student Services.
16.	Do you know where the fire-exits and first aid points are for the building?	yes - campus carpark
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 - paper copies electronic copies via moodle
20.	What academic level is this qualification?	level 5 - undergraduate

Name: Rachael ThomasSigned: RmThomasCIPD Membership Number (to be added when available): 55478540Signature of Lecturer: J. D. M.Date: 25/09/2019

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Title: HR Roles and Behavioural Requirements of HR Professionals

Word Count: 1094

Student Name: Rachel Thomas

Student Number: 1201576

CIPD Membership Number: 55478540

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: RMThomas

Date: 13 January 2020



HR Roles and Behavioural Requirements of HR Professionals

Student ID: 1201576
Name: Rachel Thomas

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Executive Summary

People who work in the HR profession are seen to be 'professionals' in this area. But, what a lot of people do not realise is, that there is a lot of time and effort that goes into individual development.

The CIPD HR profession map clearly sets out the stages of effective people management practice across ten professional areas, illustrating eight fundamental behaviours that support good practice. The map covers every level of the HR profession from Band 1, who are at the start of an HR career, through to Band 4 for the most senior leaders breaking down each behaviour and professional area to reflect what is expected.

The Profession Map is becoming an increasingly used tool within the HR profession, to identify individual behaviours, skills and knowledge outlining opportunities for future development.

Introduction

Many people class themselves as 'professionals' in their line of work. A commonly held viewpoint explained by Lester (2010, p.2) is that a professional is someone who:

"makes proficient use of expert or specialist knowledge ... Such a person need not be a member of an easily defined profession or of a professional association; it is possible to work as a professional from a set of expertise and skills."

HR Professionals

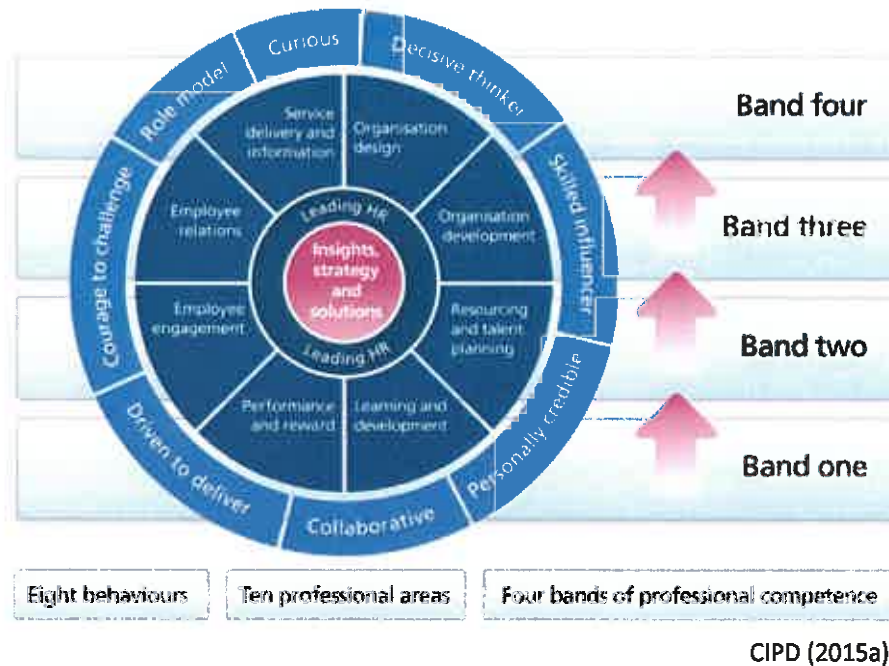
The CIPD acts as a governing body for the HR profession in the UK and Ireland, and even though membership is not compulsory to the profession unlike Law and Medicine, the creditability level of which, is very high.

Woodhams, Perkins and Wilkinson (2016, p.109) highlight that "knowledge, skills and continuous professional development are at the top of the Human Resources agenda". Using the CIPD's HR Profession Map, individuals can identify their strengths and weaknesses, diagnosing areas of developmental need.

CIPD HR Profession Map

The CIPD's HR Profession Map is a competency-based framework that reflects the stages of effective people management practice across ten professional areas, illustrating eight fundamental

behaviours that support good practice. The map covers every level of the HR profession, breaking down each behaviour and professional area to reflect what is expected.



The Profession Map is targeted at HR professionals in Band 1, who are at the start of a HR career, through to Band 4 for senior leaders, breaking down necessary behaviours and responsibilities expected at each level and providing a pathway to focus individual development activities with the view of transitioning into the next band.

These four bands are defined by CIPD (2020b) as “the contribution that professionals make at every stage of their HR career”. In particular:

- Relationships with clients
- Focus of activity performed by HR professional
- Services provided to the client
- Measuring contribution and success

As a HR Assistant, efforts should be made in advising others on HR information, understanding the issues raised along with the consequences and possible outcomes, and to act as an immediate point of contact to achieve client satisfaction.

Core Functions

The core of the Profession Map provides the foundations of HR capability regardless of the role being carried out or the stage of one's career.

The first core function identifies the knowledge set, skills and behaviours needed to understand the organisation by tailoring strategies and solutions to meet organisational needs. Such information can be obtained through experience working with the organisation, or published reports, internally and externally.

The second core function is built around the need for individuals to act as role models within their department and throughout the organisation, contributing to further HR activities, and specific functions to develop and support others, by mentoring and shadowing, providing information and advice to all when needed.

Professional Areas

In addition to the two core functions, the additional eight professional areas as outlined by the CIPD (2015c) "describe what you need to do (activities) and what you need to know (knowledge) for each area of the HR profession". Each area can be defined as:

1. **Organisation Design** – Look at the structure and design of organisations, i.e. ensuring that employee levels are appropriate to deliver maximum impact to communities and its stakeholders in the short and long term.
2. **Organisation Development** – Identify capability requirements of the organisation and individuals with managers. Align strategies, people and processes to meet organisational goals.
3. **Resource and Talent Planning** – Identify from staff establishment figures whether the organisation has the right talent and resources to achieve immediate and future strategic goals. Work with Managers to use succession planning data for filling key positions.
4. **Learning and Development** – Build organisational capability and knowledge through training, emphasise a learning culture for future development and career progression.

5. **Performance and Reward** – Deliver events such as ‘Celebrating Success’ to appreciate and encourage the workforce to continue performing to a high standard.
6. **Employee Engagement** – Ensure fulfilment amongst employees within their roles to increase productivity and morale. Clear communication between employee and management when issues arise.
7. **Employee Relations** – Provide procedures that are informative, unpinned by relevant law/legislation such as GDPR.
8. **Service Delivery and Information** – Question and explore concerns raised, providing efficient and effective responses to queries throughout the employee lifecycle, ensuring clear accountability within the team.

Depending on organisational structure and the way that HR functions operate, individuals may only have the knowledge to fit into one professional area. By using the map, individuals can understand the level of knowledge expected of them to carry out their role and help to identify CPD opportunities.

Behaviours

The outer ring of the CIPD profession map identifies and categorises eight behaviours that professionals need to carry out their roles and contribute to organisational success.

Decisive Thinker	Analyses and understands data and information quickly to provide recommendations and make decisions.
Skilled Influencer	Can influence and gain support from stakeholders to achieve the organisations objectives.
Personally Credible	Provides HR advice to bring value to the organisation and stakeholders.
Collaborative	Able to work with a diverse range of people internally and externally.
Driven to Deliver	Has the determination to deliver the best results for the organisation.

Courage to Challenge	Shows the confidence to speak up and challenge decisions.
Role Model	Leads by example. Willingness to help others.
Curious	Continuously seeks to find out further information and understanding of organisational issues, looking for opportunities to test next ideas and innovation.

HR professionals are required to deal with people, unlike industries such as Finance managers, or IT managers where they deal with fixed assets, therefore it is important that they lead by example and set the necessary standards.

New Profession Map

CIPD have since developed an updated profession map, shifting the attention from generic best practice, to values-based decision-making. In the years leading up to the new map, the ways of working have diversified, and therefore, so has the profession map.



Conclusion

To conclude, after thorough research into the CIPD profession map, it is a useful tool for someone who works in the HR profession, outlining the skills and knowledge an individual should be working at in their current role, and ways of personal development for career progression.

Recommendations

Based on the previously mentioned findings, the below recommendations should be carried out:

- Individuals working in the HR profession should carry out an assessment of their knowledge and skills on a quarterly basis to identify learning and development opportunities.
- Opportunities should be given to those carrying out a specific role to develop their knowledge and meet the requirements of an additional professional area.

Reference List

CIPD (2020a). *The 2013 Profession Map*. Available at: <https://www.cipd.co.uk/learn/profession-map/2013-profession-map>. (Accessed: 02 January 2020)

CIPD (2020b). *Bands and Transitions*. Available at: https://www.cipd.co.uk/Images/Bands-and-transitions_tcm18-9700.pdf. (Accessed: 02 January 2020)

CIPD (2020c). *Professional Areas*. Available at: <https://www.cipd.co.uk/learn/profession-map/2013-profession-map/professional-areas>. (Accessed: 02 January 2020)

CIPD (2020d). *The New Profession Map*. Available at: <https://peopleprofession.cipd.org/> (Accessed: 02 January 2020)

Lester, S. (2010). *On Professionals and Being Professional* [Online]. Stan Lester Developments. Available at: <http://devmts.org.uk/profnal.pdf> (Accessed: 07 December 2019)

Woodhams, C., Perkins, G. and Wilkinson, K. (2016) 'Developing the Knowledge and Skill of the HR Professional', in Taylor, S. and Woodhams, C. (ed) *Studying Human Resource Management*. 2nd ed. London: Chartered Institute of Personnel and Development.

Bibliography

CIPD (2015). *The Core of the Profession Map*. Available at: <https://www.cipd.co.uk/learn/profession-map/2013-profession-map/core-areas>. (Accessed: 02 January 2020)

CIPD (2015). *HR Profession Map*. Available at: <https://www.cipd.co.uk/cipd-hr-profession/cipd-hr-profession-map/default.html>. (Accessed: 02 January 2020)

Johns, T. and Perkins, G. (2016) 'Developing Professional Practice', in Taylor, S. and Woodhams, C. (ed) *Studying Human Resource Management*. 2nd edn. London: Chartered Institute of Personnel and Development.

Peacock, L. (2009). 'CIPD Reveals HR Profession Map to Replace Old Standards'. *Personnel Today*. 21 April [Online]. Available at: <https://www.personneltoday.com/hr/cipd-reveals-hr-profession-map-to-replace-old-standards/>. (Accessed: 02 January 2020)

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Title: Self-Management to meet Performance Requirements

Student Name: Rachel Thomas

Student Number: 1201576

CIPD Membership Number: 55478540

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Signed: RMThomas

Date: 13 January 2020

Self-Management to meet Performance Requirements

As part of my role as Human Resources Assistant within Mid and West Wales Fire and Rescue Service, I am responsible for recruitment of On-Call Firefighters into the Service. Mid and West Wales Fire and Rescue Service is responsible for 52 On-Call Fire Stations scattered across Mid and West Wales. Each of these Fire Stations require willing individuals from the surrounding areas to offer their time and assistance to help their local communities.

Due to the persistent need for the support from these individuals, On-Call Firefighter recruitment campaigns are held on a regular basis. As the individual responsible for this, it is essential that I plan what needs to be done, and the methods in which I am going to achieve the desired outcome.

The process in which a project is carried out, has been explained by Johns and Perkins (2016, p.79) as a specific sequence of steps whereby at first the value and feasibility of the project is measured, followed by a solid plan to provide guidance on time and budgets before the project is executed, allowing for monitoring and review to take place.



Following on from the above, as a Service, it had been identified through analysis of the current employee establishment, that an increase in recruitment is necessary to alleviate the number of vacancies on Stations. (EV04)

Negotiations between all stakeholders were required to reach a common understanding of the process and the course of action need to be taken. I was involved in discussions with County Commanders located in each of the Service areas to address how many new recruits were required and in what areas they were needed, along with the Training Department to attain their availability as they would be heavily involved in aspects of the process.

From: Thomas Rachel H.Q.
Sent: 11 March 2019 17:03
To:
Subject: Station Vacancies
Importance: High

Good Afternoon,

Can you please confirm whether your Stations currently have vacancies and are recruiting? I can use this information to update the website, and also to advise when an individual contacts us. If you can let me know by Friday 15 March 2019.]

Regards
Rachel

Rachael Thomas

Human Resources Assistant
Cynorthwy-ydd Adnoddau Dynol

From the information gathered through these discussions, I was able to develop a reliable business case to put forward to Management, Directors and Local Authority Members outlining the budgetary requirements, along with venue and staff availability in the hope to proceed. I needed to make sure that I was fully prepared for any backlash, and by understanding the goal, trades, alternatives, outcomes, consequences and power dynamics as addressed by Johns and Perkins (2016, p.85), I was able to provide further detail when required.

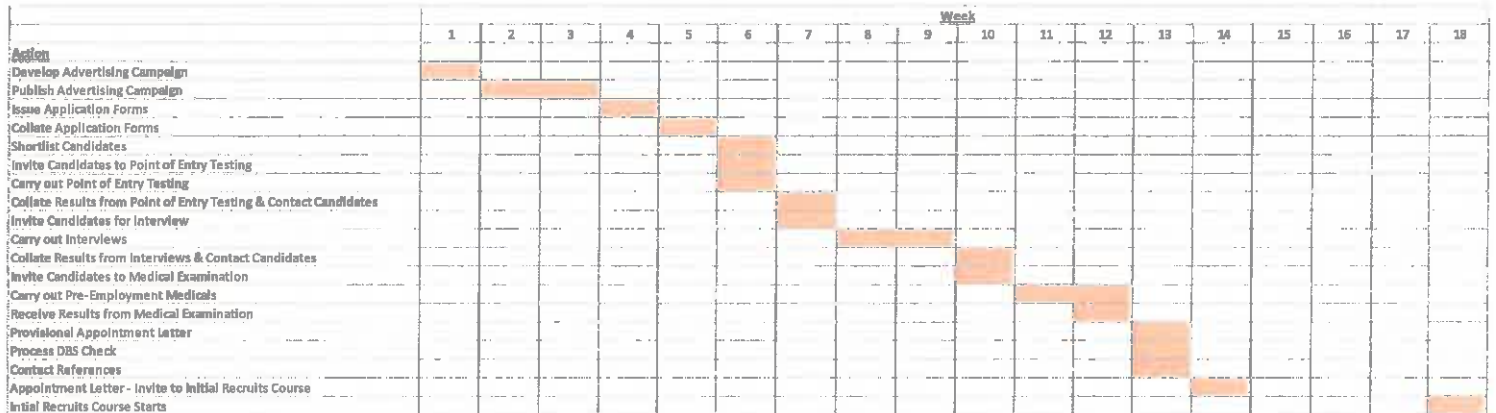
Once a decision from relevant stakeholders was agreed, the goals of the project were developed using Peter Drucker's SMART approach explained by Mindtools (2019) enabling realistic targets to be set and achieved.



In order to ensure smooth running of the project, I needed to ensure that I enlisted the help of fellow colleagues from throughout the Service, whose skills and knowledge would help to eliminate potential challenges, delegating tasks when necessary. Through the joining of different departments, I was able to gain a wider understanding of the policies and procedures in place, as well as addressing the National Firefighter (NFF) Standards outlined that all UK Fire and Rescue Services must adhere to.

Horn (2009, p.461) explains that the Gantt chart is used for planning and communicating the timeline of a project. The Gantt chart is representative of the tasks and amount of time each task should take. I have learnt that as an individual, I work best through visuals, therefore decided to develop a Gantt chart to reflect the upcoming project highlighting the key milestones of the project.

On-Call Firefighter Recruitment Campaign



My involvement in this process meant that I was responsible for collating all the submitted application forms onto a system, shortlisting against the set criteria and inviting candidates to the next stage of the process if successful. I also needed to ensure that continuous monitoring of each process was carried out, identifying any issues and correcting them.

[illegible]

Working on a large-scale project brings about many problems that would need to be resolved. By using the Six Thinking Hat approach created by Edward De Bono, I was able to look at problems that arose from different perspectives. De Bono (2017) explains that the colour of each hat relates to its function:

- White – facts and figures.
- Red – emotions
- Black – critical thinking
- Yellow – benefits
- Green – creativity
- Blue – organising

The first issue raised was that I do not hold the required qualifications to carry out the Physical and Practical elements of the process. By looking at what was involved in this assessment, I was able to identify who had the necessary qualifications and ask for their assistance, firstly checking that they were willing to assist and had the capacity in within their day-to-day work to help. The Training Instructors have carried out these assessments on numerous occasions, which therefore became a benefit.

Upon successful completion of the Practical and Physical element, the successful candidates were invited to attend for Interview. Luckily, being an employee of the Service for four years has enabled me to build up a social network whereby I can call upon colleagues at times of need, and this was one instance. I required a group of individuals to come together to form an interview panel that would carry out around 200 interviews over a two-week period. According to Yemm (2008), influencing others requires the influencers to be friendly, positively expressing their vision and sharing their expertise and knowledge.

From: Thomas Rachel H.Q. <rm.thomas@mawwfire.gov.uk>
Sent: 05 December 2019 16:05
Subject: Interview Assistant

Dear Swansea, Carmarthenshire and Neath / Port Talbot Commands , PTIs and Stores.

As previously notified an On Call POEST has been scheduled for Thursday 23rd July 2019 in Earlswood

Can commands confirm which staff are attending to assist, I could do with at least two SLOs to assist with the drill-ground POEST tests.

In addition HR require two uniformed staff (Ops response) plus two admin staff (or two more response) to undertake interviews.

I will be overseeing the running of these days.

Please don't hesitate to contact me with any queries or concerns

Ta
 Rach

Rachel Thomas

Human Resources Assistant
 Cynorthwy-ydd Adnoddau Dynol

Allanol / External: 01267 226832

Estyniad Mewnol / Internal Extension: 4432

Ehost / Email: rm.thomas@tancgc.gov.uk / rm.thomas@mawwfire.gov.uk

Gwefan / Website: www.tancgc.gov.uk / www.mawwfire.gov.uk

For all issues that arose, I made sure that all opinions were aired openly, consequently these discussions involved a great deal of compromise from both sides, however by working together, we were able to find a solution to our differences resulting in satisfactions amongst all.

Working with various Service Departments and the Occupational Health Provider based in Cardiff, highlighted the importance of communication from start to finish. We were all able to clearly understand what was required from us, and how to achieve this.

Through efforts into planning, structuring and reviewing the procedures carried out during this project and what is required from myself in terms of time management, communication and team working, I can continue to use this process moving forward for future recruitment campaigns.

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On-Call Firefighter Establishment - Strength

Station	Establishment	Strength	Vacancies
01 Newtown	20	18.00	2.00
02 Machynlleth	18	17.75	0.25
03 Montgomery	12	10.75	1.25
04 Welshpool	18	19.50	-1.50
05 Llanfair Caereinion	12	8.50	3.50
06 Llanfyllin	12	12.75	-0.75
07 Llanidloes	12	10.25	1.75
08 Knighton	12	9.75	2.25
09 Rhyader	12	9.75	2.25
10 Brecon	20	18.75	1.25
11 Abercrave	12	10.50	0.00
12 Crickhowell	12	10.75	1.25
13 Llandrindod Wells	20	19.25	0.75
14 Builth Wells	12	10.75	1.25
15 Llanwrtyd Wells	12	9.50	2.50
16 Hay on Wye	12	8.50	3.50
17 Presteigne	12	11.50	0.50
18 Talgarth	12	9.75	2.25
21 Aberystwyth	18	16.25	1.75
22 Tregaron	12	10.75	1.25
23 New Quay	12	9.00	3.00
24 Aberaeron	12	11.00	1.00
25 Lampeter	18	13.75	4.25
26 Cardigan	12	11.25	0.75
31 Haverfordwest	18	16.25	1.75
32 Milford Haven	18	16.50	1.50
33 Fishguard	12	10.50	1.50
34 St David	12	11.75	0.25
35 Narberth	12	9.75	2.25
36 Pembroke Dock	18	18.50	-0.50
37 Tenby	18	18.75	-0.75
38 Crymych	12	10.75	1.25
41 Gorseinon	12	12.25	-0.25
42 Pontardulais	12	11.75	0.25
43 Reynoldston	12	10.25	1.75
44 Morriston	12	12.25	-0.25
52 Glynneath	12	7.75	4.25
53 Cymmer	12	8.25	3.75
54 Port Talbot	12	9.75	2.25
55 Seven Sisters	12	9.00	3.00
57 Amman Valley	12	9.50	2.50
61 Llanelli	12	12.25	-0.25
62 Carmarthen	18	12.00	6.00
63 Kidwelly	12	10.25	1.75
64 Pontyates	12	9.50	2.50
65 Ammanford	12	12.50	-0.50
66 Tumble	12	10.50	1.50
67 Newcastle Emlyn	12	9.00	3.00
68 Llandysul	12	10.75	1.25
69 Llandeilo	12	10.25	1.75
70 Llandovery	12	12.50	-0.50
71 Whitland	12	10.00	2.00
	702.00	621.25	79.25

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Title: Team Working

Word Count: 1095

Student Name: Rachel Thomas

Student Number: 1201576

CIPD Membership Number: 55478540

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: RMThomas

Date: 13 January 2020

Team Working

Student ID: 1201576
Name: Rachel Thomas

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Executive Summary

Teamwork is becoming increasingly more popular in the workplace, and therefore HR professionals need to ensure that the formation of such teams is correct in order to achieve organisational success.

Using Belbin's nine team roles model, HR professionals can form teams that are made up of individuals with the right skills and knowledge who fit within the team roles structure. Time must be spent ensuring that individuals get to know each other in the first instance, to eliminate any conflicts, before going through the remaining stages of Tuckman's five stages of team development.

For teams to be successful, communication between all parties is essential.

Introduction

The increasing demands of organisational life means that individuals are having to work as part of a team to assist in accomplishing organisational objectives. Working in a HR department with various functions, it is important that individuals work well together when required. A definition of 'teams' is:

"A group of people with a full set of complementary skills required to complete a task, job or project."

Business Dictionary (2020)

HR professionals are required to work in teams with fellow HR professionals and/or other individuals and groups, exchanging knowledge, skills and information where results could not be reached by individualism alone.

Teamwork

In order that organisations can achieve its goals and objectives, it is important to understand that there are different types of teams within an organisation. Huczynski and Buchanan (2010) identify that teams can take many forms, including:

- Advice teams – Review committees
- Action teams - Negotiating teams
- Project teams – Planning or Research teams
- Production teams – Manufacturing teams

Individuals can be part of more than one team, at one time, carrying out different roles in each. HR professionals not only work solely with others in formal teams, but also with internal and external stakeholders. For example, a HR Assistant in charge of a small team of Clerical Assistants, will be a leader, delegating tasks, ensuring everyone is clear on the requirements. The same HR Assistant in a meeting with Service Directors and Stakeholders will take a back seat, listening to all that is going on, actioning any points raised.

When determining the reasoning behind the formation of teams, managers need to identify suitable individuals to assist, therefore teams can vary significantly in size and structure. The role an individual plays within the team will vary depending on the desired outcome and their function within the HR profession.

Mullins (2010, p.326) explains that the work carried out by individual members in teams and the role they adopt, is influenced by:

- **Situational factors**, such as requirements of the task, style of leadership, position in the communication network, and
- **Personal factors** such as values, attitudes, motivation, ability and personality.

As individuals work within a team, they behave in ways that reflect a diverse range of views, skills and interests, leading them to take on a distinctive role. Through vast research, Meredith Belbin identified that each individual in a group, behaves in ways that reflect one of nine distinct roles.



Resource Investigator	Outgoing, enthusiastic, explores opportunities
Team worker	Co-operative, perceptive and diplomatic
Co-ordinator	Confident, clarifies goals
Plant	Creative, imaginative, solves difficult problems
Monitor Evaluator	Strategic, serious, sees all options
Specialist	Single-minded, provide specialist knowledge and skills
Shaper	Challenging, dynamic, motivated
Implementer	Practical, reliable, efficient
Completer Finisher	Conscientious, searches out errors

Belbin (2016b) recognised that a good balance of characteristics shown, when brought together, would result in team success. He explains that having nine people in a team, is not necessarily how you capture the nine team roles, instead one individual may possess characteristics for one or two of these roles. HR professionals can use Belbin's nine team roles as a planning strategy when filling vacancies, by assessing the roles within the current team and what is needed for further productivity.

Assigning individuals with specific characteristics, does not necessarily mean that teams will work well together straight away, the efficiency of team performance can be affected by how quickly they move through the five team development stages established by Bruce Tuckman.

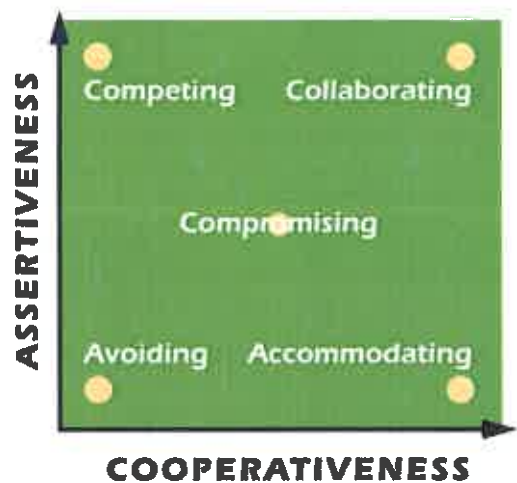


Boddy (2011, p.524-5) explains that the 'forming' stage is where individuals have been selected to be a part of the team by managers. Workshops may be arranged for members to engage with one another, exchanging ideas to move forward.

As relationships build, and confidence grows, members will put forward their views more openly and forcefully. Disagreements may occur at the 'storming' stage.

It may not always be visible that members are unhappy in work or have alternate views. Jarret (2017) defines political behaviour as "a variety of activities associated with the use of influence tactics to improve personal or organisational interests". This can have a positive and negative effect on the way a team performs. Should an individual want to impress, they will have higher motivation to get things done but may belittle others to make them look better. On the other hand, you may have someone who has no interest in work, or has a strong negative opinion of someone else, and is therefore highly demotivated, trying to cause failure.

The Thomas-Kilmann model, designed by two psychologists, illustrates the two dimensions of behaviour when choosing a course of action in a conflict situation, these are assertiveness and cooperativeness. They suggest that there are five options of conflict resolution:



Competing	wholly assertive and uncooperative approach
Accommodating	unassertive and cooperative approach
Avoiding	unassertive and uncooperative approach
Compromising	assertive and cooperative
Collaborating	believe that there is a solution

Kilmann Diagnostics (2020)

It is important that teams overcome these differences, establishing ways to move forward as failure to do will affect their performance.

As conflicts get resolved, the team dynamics change, establishing standards and guidelines to follow, adapting behaviours accordingly. During the 'norming' stage, individual roles get defined and responsibilities become clear. Teams begin to plan the project, highlighting targets and deadlines.

Once the team has successfully overcome any differences and have planned how to proceed, in the 'performing' stage they can concentrate on carrying out their roles and responsibilities within the team. They work well together and get on with the job to the required standards. Not all teams will get this far.

Adjourning refers to the disbanding of the team because of, for example the completion of the task, or moving onto the next task. Some members feel that reviewing the processes of the project, will form a method of feedback moving forward, however others are happy to walk away.

Conclusion

To conclude, for teams to be successful, they must be made up of several individuals with the right skills and attributes to meet the organisations/project objectives. It is important to remember that not all individuals will get on and conflicts may arise, however it is essential that differences get put aside and focus on getting the task done on time.

Recommendations

Based on the above findings, the below recommendations can be offered:

- Ensure team building exercises are in place to build relationships to eliminate possible conflict
- Make sure individuals have well-defined roles within the team and understand fully what is required of them
- Highlight the importance of communication, especially when dealing with conflict. The more information provided, the clearer the resolution will be

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Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Title: Personal Development Plan

Student Name: Rachel Thomas

Student Number: 1201576

CIPD Membership Number: 55478540

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: RMThomas

Date: 13 January 2020

Personal Development Plan

The CPD Certificate Service (2020) describe Continuous Professional Development as “the learning activities professionals engage in to develop and enhance their abilities. It enables learning to become conscious and proactive, rather than passive and reactive”. This type of development allows individuals, like me, to reflect on our own learning, linking development activities with practical outcomes.

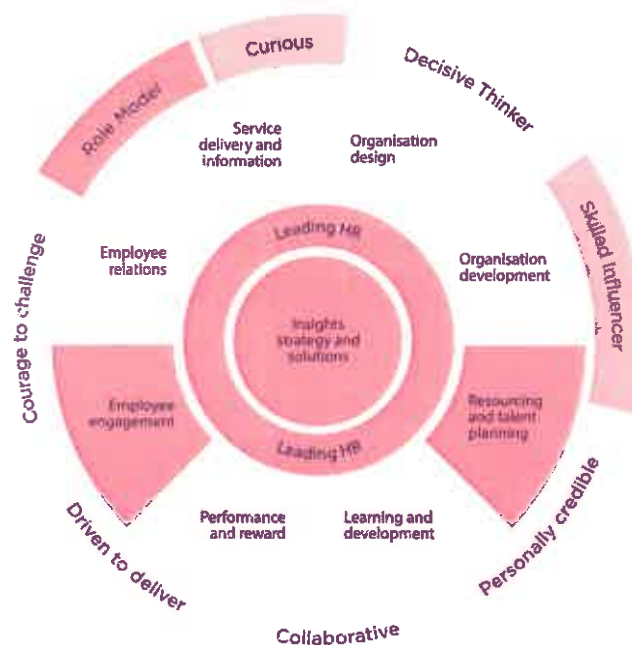
In order to establish my preferred learning style, I have completed a Learning Style Questionnaire devised by Honey and Mumford (1986) (EV05). By answering the proposed 80 questions, the outcome reflects my preferred learning style as an ‘activist’, whereby I am continuously looking for new challenges constantly involving myself with others.

After carrying out in-depth research into the CIPD Profession Map, I identified that this tool could be used to assess my knowledge and skills, against what the CIPD say is expected of me in my role as a Human Resources Assistant, highlighting my strengths and weaknesses and areas for professional development.

According to the guidelines set out by CIPD (2015), as a Human Resources Assistant responsible for On-Call Firefighter recruitment in Mid and West Wales Fire and Rescue Service, I should be working at a Band 2 for my role. They suggest that I should be able to provide advice and guidance to colleagues, managers and stakeholders on the current issues relating to recruitment and HR, providing solutions where possible.

Based on this, I have undertaken a self-assessment against a selection of the professional areas and behaviours that correspond to my role, knowledge and skills, to identify my professional development needs.

From the ten professional areas, I selected to undertake the assessment against: Insights strategy and solutions, Leading HR, Employee Engagement and Resource and talent management, as I believe these professional areas, link closely to my function within the HR profession. In addition to this, I chose: Role Model, Curious and Skilled Influencer as some of the behaviours shown within my work.



According to the results from the self-assessment, I am well on the way to meeting the expectations set out by CIPD for my role. The behaviours I am showing as a role model, and the skills and knowledge I have about Employee engagement, Resourcing and talent planning, Leading HR and Insights strategy and solutions, are meeting the expectations for my role. However, I am only demonstrating some of the expected behaviours within the Curious and Skilled influencer categories.

In order to help build upon these, the below screenshots reflect the development needs outlined by CIPD to become competent within each area, and what I am going to do moving forward.

Role Model



Summary



Development actions



Reading & Research



Courses & Events

- Consider how comfortably the organisation's values sit with your own and where there are possible points of contention. Talk through any difficult areas with your manager so that you can work within the frame of organisational values at all times.
- Spend time learning more about the work of your colleagues and other HR teams. Consider how the your own work impacts theirs, and where you can find any synergies or opportunities to support them further.
- Discuss with your manager ways in which you can build self-review processes into your work to recognise mistakes made any any learning that can be applied.

From the development needs outlined for 'Role Model', I aim to speak to and spend time with fellow colleagues who work in a different HR function, to understand their role, to expand my current knowledge set. As a result of this, I will be able to assist with the workload if required.

Curious

As 'Curious' was one of the areas I need to work on, I am going to look at the teams current processes, in readiness to suggest improvements during the weekly meetings. The processes the department currently works to, have been in existence for many years, therefore are yet to incorporate the updates in technology.



Summary



Development actions



Reading & Research



Courses & Events

- Discuss with your manager or a senior stakeholder the current key issues for the organisation and how your role connects or impacts these.
- Attend external networking events and workshops including those organised by your local CIPD Branch as well as employment law updates and learning seminars. Prioritise those run for your industry / sector and / or your HR specialism or area of interest.
- 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.
- Suggest a new HR idea or process improvement within your team, taking into consideration the success of previous ideas you have recommended or trialled.

Skilled Influencer



Summary



Development actions



Reading & Research



Courses & Events

- Reflect on the last time you influenced somebody at work. Consider what was effective about your approach and what could be improved. Think about how you used information and evidence to present your case. Apply your learning to future situations.
- Observe those around you who are successful at influencing others and reflect on what it is about their approach and style that makes them convincing. Apply your insights to develop your influencing style.
- Review a communication plan for a project or intervention and identify the key messages, key audiences and reasons for the choice and combination of communication channels.
- Complete an influencing styles questionnaire (available on the internet) to gain insight into your personal style and whether it is more aligned with a 'push' or 'pull' approach.

Again, this was one of the areas I need to work on, therefore firstly, I will complete an 'Influencing Styles' questionnaire as advised to identify my personal style, and use the guidance from this moving forward to adjust my approach.

Resourcing and talent planning



Summary



Development actions



Reading & Research



Courses & Events

My main responsibility within HR, is to assist with the recruitment of On-Call Firefighter into the Service, therefore, I would like to be the best I can be in this area. Therefore, in accordance with my development actions, I am going to look at the current processes I use to see if there are opportunities for improvement based on an analysis of recruitment data. Due to the large number of applications received, I can look for easier means of recording this information using electronic systems.

- Recommend improvements to recruitment and resourcing processes or practices to make them more effective based on an analysis of recruitment data.
- Analyse an area of data relating to recruitment or talent management processes e.g. time or cost to recruit or retention rates and share the results with your colleagues.
- Analyse which recruitment channels are most effective in your organisation at sourcing suitable applicants for a range of roles at different levels.
- Volunteer to coach a new member of staff who is involved in supporting the induction, transition, exit or redeployment processes
- Talk to a talent specialist in your organisation to understand the talent and succession planning processes and policies in place
- Recommend improvements to selection and assessment processes or practices to make them more objective based on external research and best practice.

◀ Leading HR



Summary

Development
actionsReading &
ResearchCourses &
Events

I believe that in order to get the best results, I need to engage with fellow colleagues in other departments, broadening my knowledge of the organisation of their roles. I believe that researching into other organisations and comparing the processes carried out, will build further relationships outside of the organisation and provide opportunity for future development and improvement, linking to the development need highlighted in 'Resource and talent planning'.

- Build relationships with other HR colleagues outside of your organisation to broaden your knowledge of HR policy and practice.
- Seek feedback from others on the quality of your support to the team's overall HR plan. Ask specifically for feedback on areas you could improve.
- Undertake some online research using the CIPD latest surveys to identify trends in HR thinking and practice. Pick some of these ideas to share with your colleagues, and discuss how your organisation might benefit from these insights.
- Ask a selected number of other people (such as your manager, a couple of your peers, a couple of your customers) for feedback on the way you work with them - what do they find valuable, and where do they think you could work differently? Identify times where you could change your approach based on that feedback.
- Seek out a mentor and / or buddy in the organisation. Spend time with them to discuss your development plan, and ask for feedback and coaching from them to support you.
- Share your method of HR record keeping with colleagues, and learn from each others' experiences and approaches
- Ask a selected number of other people (such as your manager, a couple of your peers, a couple of your customers) for feedback on the way you work with them - what do they find valuable, and where do they think you could work differently? Identify times where you could change your approach based on that feedback.
- Seek out a mentor and / or buddy in the organisation. Spend time with them to discuss your development plan, and ask for feedback and coaching from them to support you.
- Share your method of HR record keeping with colleagues, and learn from each others' experiences and approaches

I have devised a development plan, whereby I can monitor and keep of my progress (EV06). I will continue to refer to the CIPD profession map and development plan devised throughout my Apprenticeship in order to assess my development on the areas identified and adding new development needs as they arise.

Reference List

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

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

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

Development plan

NAME:	Rachel Thomas	MEMBERSHIP NUMBER:	55478540
COVERING THE PERIOD FROM:	01 February 2020	TO:	30 April 2021

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
Broaden my knowledge of the HR functions within the organisation	Arrange to sit with fellow colleagues on a weekly basis for one-on-one training, learning more about the work my colleagues carry out, and how my work impact theirs.	Process maps Assistance from other colleagues Approval from line manager	Keeping a log of the meeting and the processes required Knowledge gained.	Monthly basis - sit down and review what has been said and how this can be used.
What duties the other members of my team carry out daily	Assess the current processes of 3 tasks carried out within the Service Support Team, suggesting opportunity for improvement moving forward.	Process maps Assistance from other colleagues Approval from line manager	Keeping a log of the meeting and the processes required Ability to provide opportunities for change.	February – June 2020 – Sit with colleagues to discuss current processes July – October 2020 – Look for alternate processes and systems

				November – January 2021 – Liaise with colleagues to discuss new processes February – April 2021 – Action ideas, receiving feedback along the way and making necessary changes
Understand my influencing style	Take an 'Influencing Styles' questionnaire	A reliable and credible questionnaire	View the results of the questionnaire and its meaning. How this can be used moving forward.	Completed questionnaire by March 2020 – Look at ways to change my influencing style Personal changes – ongoing
Assess the current recruitment processes used, suggesting opportunity for improvement moving forward. How other organisations' recruitment processes compare to the Fire and Rescue Service	Assess the current processes carried out. Liaise with other organisations to understand their recruitment process. Provide suggestions based on the information gathered.	Process maps Approval from line manager Points of contact within other organisations Procedural documentation (Fire Service and other organisations)	Information gained Keeping a log of the meeting and the processes required Ability to provide opportunities for change.	February – August 2020 – Contact other organisations to gain further knowledge of their processes October – November 2020 – Review information gathered December – January 2021 – Outline differences and opportunities for improvement February – April 2021 – Action ideas, receiving feedback along the way and making necessary changes