

Developing Professional Practice in Human Resources

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Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Word Count:

Activity 1	N/A
Activity 2	1189
Activity 3	N/A
Activity 4	1006
Activity 5	N/A

Student Name: Ruth Taylor

Student Number: 1906248

CIPD Membership Number: 55478664

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed: 

Date: 9 January 2020

CIPD Candidate evidence matrix

(CEM1)

Candidate name: Ruth Taylor				CIPD Membership/registration No. 55478664		
Qualification title: CIPD Diploma in Applied Human Resources				Unique Learner No. (ULN): 1906248		
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	3.1	A Gantt chart outlining a project schedule			
5CDPP	Developing Professional Practice in Human Resources	3.1	A summary of a project I implemented			
5CDPP	Developing Professional Practice in Human Resources	3.2	A summary of a problem I analysed and resolved			
5CDPP	Developing Professional Practice in Human Resources	4.1	A summary of a negotiation I undertook			

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:				Date:			

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

Identify and collect information relating to your HR development programme, including: key components of the programme, organisational arrangements and any codes of practice, and key sources of further information. You should also complete an induction questionnaire, issued by your centre, which confirms your understanding of the programme.

My understanding of the CIPD Apprenticeship Programme

I have recently commenced a fully funded, higher apprenticeship in HRM, titled 'Applied Human Resources (CIPD Diploma)' which is a level 5 qualification (equivalent to 2nd year of university). Whilst completing this apprenticeship, I will be both a student of Coleg Sir Gar and University of Wales Trinity Saint David. As an individual currently employed in a HR role, I am eligible to undertake this course. Students are required to divide their time studying between undertaking their day to day role, on the job training (by a manager) and attending teaching workshops at Coleg Sir Gar campus. The desired outcome of the course is to develop my knowledge and skills in HR management.

The course timetable runs across two years and is made up of 16 modules (Appendix 1), the successful completion of which totals 90 credits. Each module is supported by a monthly workshop at the Coleg Sir Gar campus. Following each workshop, an assignment is set to enable us to demonstrate our understanding of the topic. Assignments are set in various formats, including question and answer, reports and powerpoint presentations. On completion of the course, I will become an Associate Member of the CIPD, a recognised professional level of membership. To gain this qualification, I have enrolled as a student member of the CIPD.

To support my studies, students have access to Moodle, an online learning platform. This is an online application which holds all course material, including module purpose and aim, learning outcomes and assignment details, mandatory tasks and assessment criteria. Suggested reading and tasks are also available, uploaded by the course tutor, to help support my learning.

Completed assignments are submitted electronically through Moodle, via Turnitin (see below). Students are required to upload their completed assignments via this route to formally submit their work. There is an option to upload the work as a draft prior to final submission, which also provides a similarity score against plagiarism.

My Submissions

Part 1

Title	Start Date	Due Date	Post Date	Marks Available
Turnitin Link for Assessment Activity One SC/HR Using a Research Approach in HR - Part 1	24 Sep 2018 - 09:00	18 Nov 2019 - 23:59	19 Dec 2019 - 17:00	100

Summary

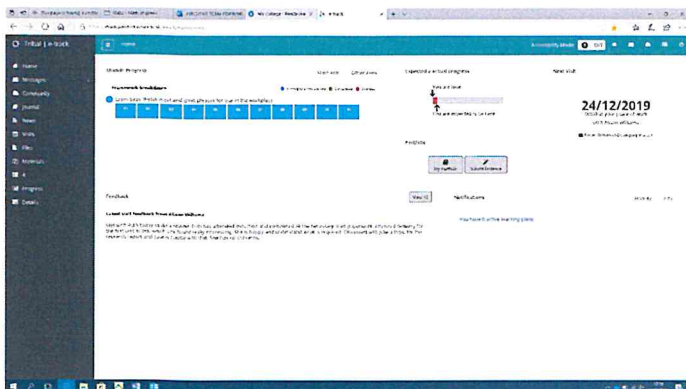
Please use this link to upload your written response (Activity one). All reference sources should be acknowledged correctly and a bibliography provided where appropriate (excludes from the word count)

Refresh Submissions

	Submission Title	Turnitin Paper ID	Submitted	Similarity	Grade	
View Digital Receipt	Using a Research Approach in Human Resources	113569737	15/11/19, 12:43	21%		

To support the apprenticeship programme, each student is assigned a training advisor who visits them in the workplace periodically to monitor progress and ensure students remain engaged with the course. They are also available to offer support should a student be having difficulties. A contract has been signed by both my line manager and training advisor (Appendix 2). This documents an agreement between Coleg Sir Gar and my employer to ensure I work in a safe environment, I am paid correctly and that workplace

training is undertaken by a manager to support my learning and course completion. To monitor progress, the assessor and I use the e-track system. This records workplace visit activity (see below).



As a student of University of Wales Trinity Saint David (UWTSD), I am required to abide by their code of conduct. This outlines the behaviours required of me whilst studying, including recognising the importance of equality and diversity and treating all members of the university community with respect and dignity and respecting the facilities and resources available. It also highlights unacceptable behaviours, which could lead to disciplinary action, including bullying, violence and abusive behaviour.

As a student member of the CIPD, I am also required to follow the CIPD's Code of Professional Conduct (Appendix 3). This covers four principles:

- Professional competence and behaviour
- Ethical standards and integrity
- Representative of the profession
- Stewardship

All members of the CIPD, regardless of membership level, are required to abide by this code. Breaches of this code are taken extremely seriously and investigation and conduct procedures are available via the CIPD website.

To support my studies, two core text books have been identified:

- Studying Human Resource Management
- Human Resource Management: People and Organisations

As a registered student, I also have access to the libraries associated with both UWTSD and Coleg Sir Gar where both hard copy and electronic books and other learning materials are available.

Following the induction session held in early October 2019, I completed an induction questionnaire that demonstrated that I understood all the key components of the course (Appendix 4). I was also provided with an induction handbook, which included the framework requirements for the apprenticeship and also my rights whilst undertaking the qualification (Appendix 5).

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	5KCER	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	<i>Skills Workshops – only attend if advised by Alison Williams</i>				
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

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



colegsirgâr



CONTRACT BETWEEN PLACEMENT EMPLOYER AND B -WBL

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

H.E.I.W - Cath Williams (Employer's Name)

in respect of work-based training for:

Ruth Taylor (Learner's Name)

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

1. This contract shall take effect as from the date of exchange of signed copies of the Learning Agreement.
2. All financial arrangements and hours of work between the Approved Trainer, Employer and the Learner shall be detailed in writing.
3. It shall be the responsibility of the employer to pay the Learner an agreed wage as detailed in a contract of employment complying with the national minimum wage.
Coleg Sir Gâr will pay the Trainee a maximum training allowance of £30 / £50 per week (Delete as appropriate) *Ans*
4. It shall be the responsibility of the placement employer to take necessary steps for securing the health, safety and welfare and ensure equal opportunities for all learners participating in the elements of the learning programme provided by the placement employer to the extent and in the same manner as an employer is required to carry out under all current employment legislation for example, Health And Safety At Work Act 1974, and the Equality Act 2010. This is not an exhaustive list.
5. It shall be the responsibility of the placement employer to ensure that at all material times there are in force policies of insurance, that include public liability insurance and employer liability insurance in respect of all learners. Such policies shall afford at least an equivalent degree of cover to the policies maintained by the placement employer in respect of liability for accidents, damage, loss or injury caused by, or to, its own employees. It shall be the responsibility of the placement employer to ensure adequate supervision of learners.
6. Where a learner is injured, it shall be the duty of the placement employer to immediately notify **Coleg Sir Gâr, Graig Campus, Sandy Road, Pwll, Llanelli, SA15 4DN Tel: 01554-748000, and enforcing authorities as appropriate.**
7. It shall be the responsibility of the placement employer to carry out workplace training, which includes induction to the workplace, health and safety, equal opportunities and support towards the relevant qualification. The employer agrees to release the learner(s) for all the off the job training requirements.
8. It shall be the responsibility of the placement employer to sign the attendance records. (if applicable)
9. It shall be the responsibility of the placement employer to satisfy the criteria of the Welsh Governments Health and Safety checklist (VF1) and to supply the learner with the relevant personal protective equipment (PPE). (non employed status learners only)
10. The placement employer will permit access to the Coleg Sir Gâr Training Adviser and/or NVQ Assessor to monitor, review or assess the learner's progress and to up-date the Health and Safety checklist on a regular basis.
11. The Placement employer will permit access by officers of The Welsh Government and E.S.T.Y.N. to monitor training provision.

Signed and a copy received by:

C Williams
PLACEMENT EMPLOYER

Date: 9-9-19

A. Williams
TRAINING ADVISER

Date: 9-9-19

Mae'r Rhaglenni Prentisiaeth, Hyffordddeaeth a Thwf Swyddi Cymru, a arweinir gan Lywodraeth Cymru, yn cael cymorth ariannol gan Gronfa Gymdeithasol Ewrop

The Apprenticeship, Traineeship and Jobs Growth Wales Programmes, led by the Welsh Government, are supported by the European Social Fund.

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



Llywodraeth Cymru
Welsh Government

Apprenticeship Learning Agreement

To be completed by the provider

This agreement made on 9.9.19 (date Apprenticeship commences)
between Cath Williams (the employer representative)
of Health Education and Improvement Wales (the name of the company)
at Ty Dysgu, Nantgarw, Cardiff, CF15 7QQ (HEIW) (the address of the company)
and Ruth Taylor. JJ364142C (the apprentice and N.I number) and
Coleg Sir Gâr (the delivering provider) and
B-wbi (the contracted provider) to study
Applied Human Resources (specify skill, trade or occupation of the Apprenticeship) following the
CIPD Apprenticeship Framework* at current level 5, expected to progress
to level . Expected final completion date is 24.9.2021. Hourly rate of pay at start of
Apprenticeship is £8.21.

**If the aim is to eventually achieve a framework at a higher level, please state the level the learner started at
i.e. level 2 and then the final level they expect to progress to i.e. Level 3, 4 or above (This ALA will cover the learner
for all levels of learning and there is no need to complete another ALA once they progress)*

All parties agree that

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

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

The employer: C Williams Date 9.9.19

The apprentice: Ruth Taylor Date 9.9.19

The provider: A. Williams Date 9.9.19

The provider: Date

(if different from the provider delivering the apprenticeship)

The Apprenticeship Learning Agreement complies with the requirements of the Apprenticeship, Skills, Children and Learning Act 2009 (Section 32). It is a contract of service, not a contract of employment.

The Provider/s agree/s to:

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

The Welsh Government agrees to:

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

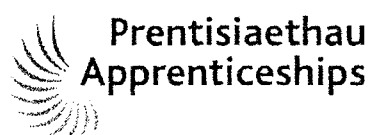
The Apprentice agrees to:

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

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

The Employer agrees to:

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



Code of Professional Conduct

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

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

1 Professional Competence and Behaviour

Members of the CIPD shall:

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

2 Ethical Standards and Integrity

Members of the CIPD shall:

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

3 Representative of the profession

Members of the CIPD shall:

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

4 Stewardship

Members of the CIPD shall:

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

Appendix 4

Induction Questionnaire

Diploma in Applied Human Resources

September 2019

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Coleg Sir Gar, 23/10/19 @ 9-30am
2.	How many modules form part of the programme?	16
3.	When are the workshops this term?	Monthly - next 23/10/19
4.	What is Moodle?	Learning platform
5.	What is Eduroam?	Wifi
6.	What is Turnitin?	Where work is submitted
7.	Do you know when you are required to hand in work?	Yes
8.	What are the core texts for this programme?	Taylor & Woodhams Studying HRM (2016) People & Organisations
9.	Do you know how to access the library catalogue?	Yes
10.	Do you know who to go to if you have a question/concern about the course?	Yes
11.	What is the name of the Training Adviser?	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?	Student Services
16.	Do you know where the fire-exits and first aid points are for the building?	Yes
17.	How many credits is the programme?	90
18.	What is the length of the programme?	2 Years
19.	Have you been given access to the student handbook and time-table?	Yes
20.	What academic level is this qualification?	5

Name: RUTH TAYLOR

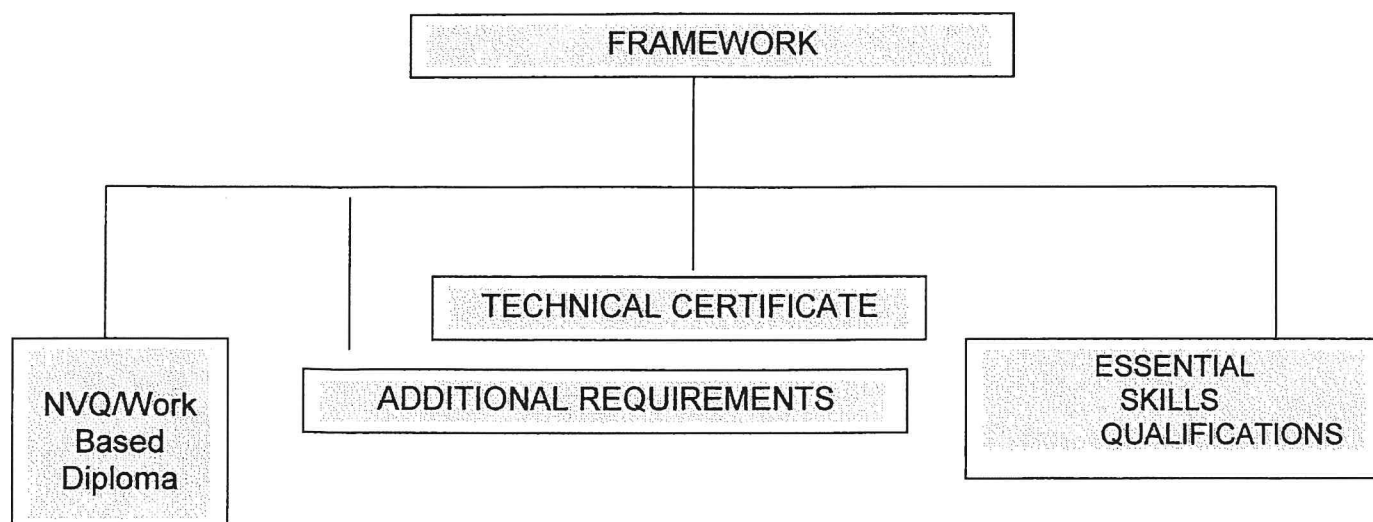
Signed: Ruth Taylor

CIPD Membership Number (to be added when available): 55478664

Signature of Lecturer: 

Date: 9/10/19.

Framework requirements



Completion time

Times will vary depending on your framework.
This applies to Foundation Apprenticeship, Apprenticeship and Higher Apprenticeship schemes.

Your Training Advisor will discuss this with you.

My expected completion date for my programme is:

NVQ / DIPLOMA / WORKBASED DIPLOMAS, WHAT IS THE QUALIFICATION?

- It is an occupational, competence based qualification.
- It is workplace assessed.
- Achievement will often require training

ASSESSING

- Measures your ability to perform skills required practically. i.e. Observation.
- Checked your underpinning knowledge and understanding by questioning.
- This may be through tests or verbal questioning.

STANDARDS AND EVIDENCE

Each element is split into:

Performance Criteria

- To show what has to be performed competently. What you can do.

Underpinning Knowledge

- Questions to show your understanding of the job you do.

Range

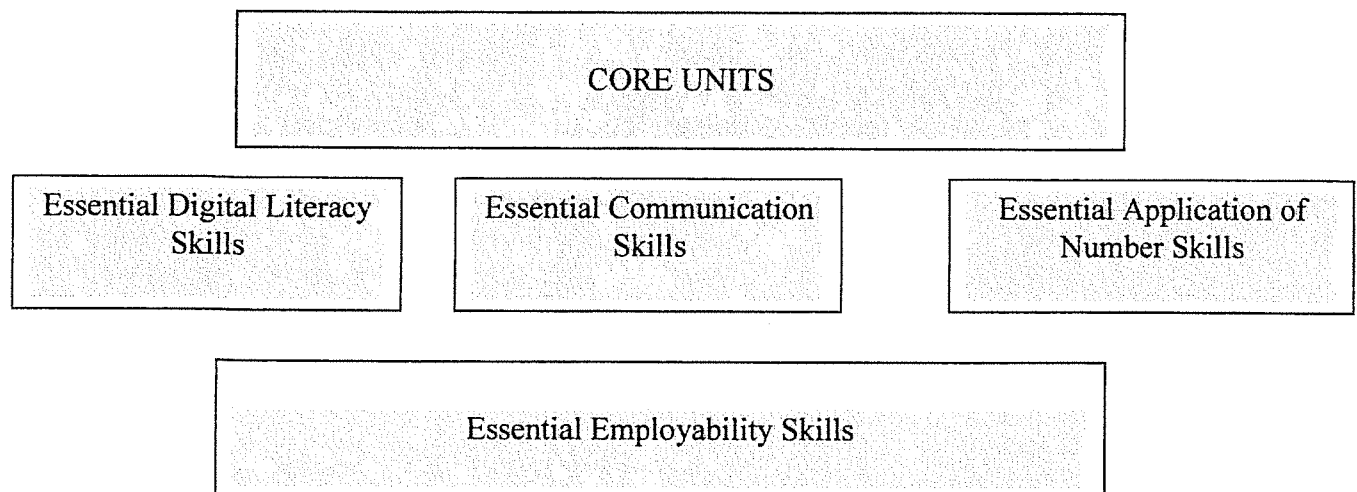
- The tasks required to show your ability to do the job.

TYPES OF EVIDENCE

- Observation in the workplace
- Testimony of others.
- Candidate explanation of process / log book.
- Assessment of prior learning. (APL)
- Oral &/or written questioning
- Video/photographic/voice recordings

What are essential skill qualifications?

They are skills that are transferable between many everyday tasks that you perform.



- You will produce a portfolio (file) and sit controlled tasks for your Essential Skills qualifications work. It can contain work from your main programme, although specific assignments may need to be completed.

Employment responsibilities and rights

- Statutory Responsibilities and Rights.
- Procedures and Documentation.
- Career Pathways.
- Representative Bodies.

Guide to your rights

On an apprenticeship, from day 1 you are entitled to:

- An itemised pay slip or statement
- Equal pay
- No discrimination on the basis of sex, racism sexual orientation, religious beliefs and age
- A limit of 48 hours on the maximum average working week
- 20 days of paid leave every year

After 1 months service you are entitled to:

- One week's notice of dismissal

After 2 months service you are entitled to:

- A written statement of your terms and conditions (NB a contract of employment legally exists as soon as you have received payment for work, most employees are given a written contract before or upon starting work).

After 1 years' service you are entitled to:

- Redundancy pay
- Protection against unfair dismissal

National Minimum Wage

There are different levels of NMW, depending on your age and whether you are an apprentice, up to date information can be found on HMRC website.

Activity 2

Write a report in which you briefly explain:

- how the CIPD HRPM professional areas and bands define the HR profession
 - why the HRPM behaviours are essential to being an effective HR professional
-

What it means to be a HR professional and how the CIPD 2013 map and behaviours defines the profession.

Executive Summary

This report sets out to explain what it means to be a HR professional and provide an overview of the CIPD 2013 map. It explains the different elements to the map and how they interlink together to provide effective people management skills to support an organisation. This reports also highlights the eight key behaviours that underpin the 10 professional areas of the map and how they can be used to aid an organisation to achieve its objectives.

Introduction

A professional is someone who holds specialist knowledge and skills in a particular field. They work to a core set of principles that are underpinned by specific expertise and knowledge (Lester, 2010). This definition does not require an individual to be a member of a governing body. However, there are differences of opinion to this. Johns & Perkins (2016), say that there are definitions which state this is an essential criteria. The CIPD is the only governing body overseeing the field of HR and, whilst it is not essential to be a member to work in this arena, it is looked on favourably during recruitment. I believe that regardless of being a member of a governing body or not, this should not have an impact on they way a professional carries out their role. Being a professional is about high standards and behaving in an ethical and moral way (Johns & Perkins 2016). The CIPD have developed a profession map, which supports HR professionals in their own development, which in turn supports the success of the business.

A key skill required of all professionals is self management. It is important that HR professionals ensure their knowledge and skills are up to date and they are aware of the ever-changing landscape of HR. To support this, the CIPD have developed a profession map (Appendix 1). The map shows the connection between 10 professional areas, eight essential behaviours and four bands of competence, skills and knowledge and how they interlink to provide effective people management for an organisation throughout a HR professional's career. The map is flexible in that it allows the individual to focus on the necessary skills and knowledge required depending on their role in an organisation and their level of responsibility as well as highlighting the key skills and behaviours required to develop and progress throughout their career. (CIPD, 2013). It allows an individual to identify areas of development to ensure they have the skills, competency and knowledge required in the HR field in the foreseeable future. (Woodhams, C. Perkins, G. and Wilkinson, K. 2016).

At the centre of the map are two core areas. These are central as they are the most important skills required of all HR professionals, regardless of whether they are just setting out in their HR career or have been a professional for some time. (CIPD, 2013). Insights, strategy and solutions relate to requiring a full understanding of the business and its aims and objectives. This understanding will help to identify solutions to problems that fit with the business. (CIPD 2013). Leading in HR relates to being a role model, which is one of the nine essential behaviours, and highlights the need to lead by example with integrity, impartiality and independence. The use of an individual's skills and knowledge to support, develop and measure others across the organisation are key components of this core area. (Woodhams, C. Perkins, G. and Wilkinson, K. 2016).

The remaining eight professional areas are more specific and functional, e.g. resource and talent planning, organisation design and employee engagement. The relevance of these professional areas depends very much on the role the individual has in an organisation (Woodhams, C. Perkins, G. and Wilkinson, K. 2016).

There are four bands within the 2013 HR profession map, numbered 1 – 4 that outline the roles, responsibilities and required competence of a professional at each point in their career. Band 1 relates to someone just beginning their HR career and increases through the bandings as roles require more autonomy and responsibility for decision making. Band 2 professionals will have a sound knowledge of the business and are able to provide advice, guidance and solutions to HR issues relating to an individual or team. Band 3 involves focus on a key area of HR whereby more in depth knowledge and skills are required allowing the opportunity to provide solutions to key organisational difficulties both in the long and short term. Band 4 relates to professionals at the top of their career who are responsible for the development and implementation of HR strategies across their professional area or whole organisation. (CIPD, 2013).

Underpinning each professional area of competence and banding are eight behaviours that are seen as essential to be an effective HR professional and support the success of an organisation (Appendix 2). A HR professional requires an increasing level of skill and knowledge to support these behaviours as roles and responsibilities become more substantial and the individual progresses through their career.

One of the eight behaviours is curiosity. This requires the individual to be future focussed and open minded (CIPD 2013). Health Education and Improvement Wales (HEIW) is a new organisation brought together by the amalgamation of three legacy organisations. As a new level 1/2 practitioner in this new organisation, my own curiosity was an essential behaviour I needed to display. It was imperative that I was curious as to why the organisations had joined together and I understood the individual role each legacy organisation played in the new structure. This gave me an overall understanding of the business and its objectives. I noticed that colleagues who had TUPE'd from the legacy organisations were finding it hard to demonstrate this behaviour. They tended to be more focussed on the past and present rather than seeing the future benefits that the amalgamation would bring. This is a contraindication to demonstrating curious behaviour (CIPD 2013).

Being curious at the outset increased my drive to deliver (another behaviour). It gave me a clear focus as to why I was completing my tasks and the part they played in helping the organisation deliver its objectives. This in turn helped me identify my role in achieving objectives and the need for getting things done. CIPD (2013) highlights enthusiasm and commitment as key skills that support a drive to deliver. I believe these skills link in well with a third behaviour, being a good role model, as the nature of an individual can have a significant impact on others (Johns & Perkins 2016).

Conclusion

To be a professional in the field of HR, you do not need to be member of the CIPD. The key to being a professional is a strong work ethic and the ability to work to high standards. The CIPD 2013 profession map is an excellent tool that should be used by HR professionals at all levels of their career to identify progression needs and opportunities for continued professional development. The eight behaviours demonstrated help to underpin the core business areas and show how these behaviours develop as individuals progress through their career.

Recommendations

I recommended that all HR professionals use the CIPD profession map and familiarise themselves with the various elements within it. This can then be utilised to aid direction of travel when looking to progress in their HR career. However, the CIPD have recently launched a New Profession Map (CIPD

2018). This focuses on impact rather than activity, remaining future-fit and encompassing the many new HR specialisms that have been developed. For a HR professional to recognise and achieve their full potential, it is recommended that the 2018 map is also utilised.

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Appendix 1

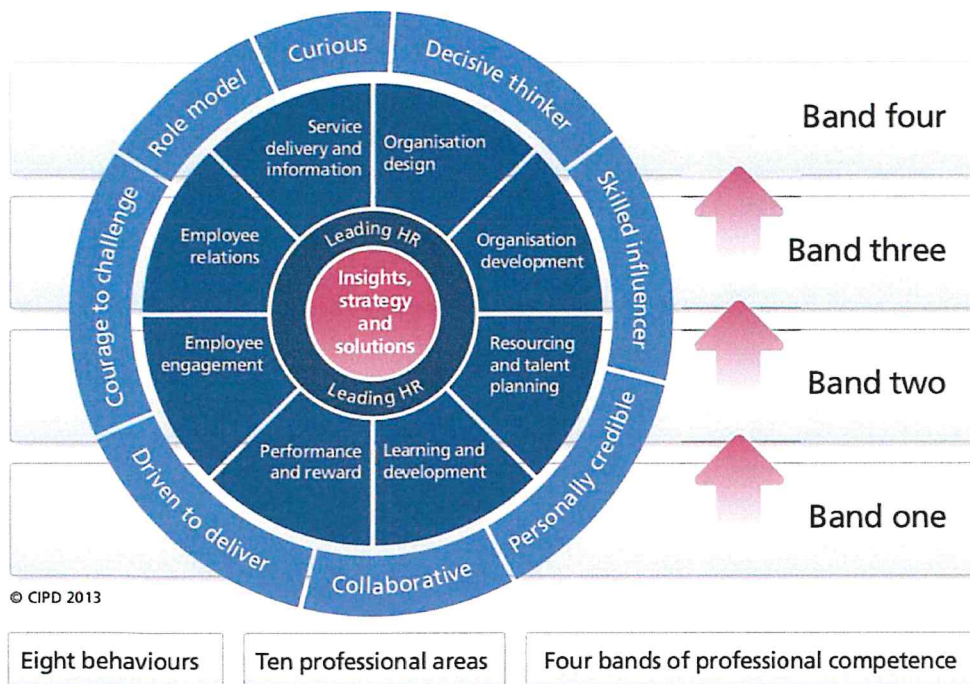


Image taken from CIPD (2015) The CIPD Profession Map. Our Professional Standards. London: CIPD.

Appendix 2

The Profession Map Behaviours

This section describes the behaviours an HR professional needs to carry out their activities. Each behaviour is described at four bands of professional competence.



Behaviour	Definition
Curious	Is future-focused, inquisitive and open-minded, seeks out evolving and innovative ways to add value to the organisation.
Decisive thinker	Demonstrates the ability to analyse and understand data and information quickly. Uses information, insights and knowledge in a structured way to identify options, make recommendations and make robust, defensible decisions.
Skilled influencer	Demonstrates the ability to influence to gain the necessary commitment and support from diverse stakeholders in pursuit of organisation value.
Personally credible	Builds and delivers professionalism through combining commercial and HR expertise to bring value to the organisation, stakeholders and peers.
Collaborative	Works effectively and inclusively with a range of people, both within and outside of the organisation.
Driven to deliver	Demonstrates determination, resourcefulness and purpose to deliver the best results for the organisation.
Courage to challenge	Shows courage and confidence to speak up skilfully, challenging others even when confronted with resistance or unfamiliar circumstances.
Role model	Consistently leads by example. Acts with integrity, impartiality and independence, balancing personal, organisation and legal parameters.

Activity 3

Collect and present a range of work-based evidence which reflects your ability to:

- plan, implement, monitor and evaluate work projects
 - apply basic techniques for analysing and resolving problems
 - apply methods for influencing, persuading and negotiating with others
-

Analysing and resolving problems

Being an analytical and critical thinker is one of the most important skills required of a HR professional. This skill does not necessarily come naturally and is a skill that is developed through practice (Johns & Perkins, 2016). To be a successful analytical thinker you must be able to:

- Evaluate the appropriateness of systems, processes and resources
- Use evidence and examples that clearly demonstrate the points being made
- Consider the options and differing of opinions against appropriate criteria
- Come to logical conclusions through effective reasoning
- Be certain that conclusions are supported by evidence

The above points will help a professional come to decisions and conclusions that are appropriate and likely to solve a problem.

Cottrell, S (2017) describes critical thinking as “a complex process of deliberation which involves a wide range of skills and attitudes”. She highlights the following key points in the process:

- Show awareness of other people’s opinions and conclusions and evaluate the evidence that supports them
- Draw conclusions using valid and justifiable evidence and assumptions
- Ensure that points of view are presented clearly and display sound reasoning in order to persuade others.

Johns & Perkins, (2016) describe critical thinking as a method of systemic analysis of oral and written disclosures, which is disciplined. The analysis focusses on a particular thought or process and is impersonal. HR professionals need to form an opinion based on specialist knowledge or personal/professional experience. To be a critical thinker and be able to use this skill to resolve problems, a HR professional must possess the appropriate skills, experience and knowledge.

A useful tool to use when analysing a problem is a fish bone diagram. It can also be known as a cause and effect diagram. This tool supports the identification of the main impacting factors on a problem (ACT Academy). Once the main factors are identified, brain storming can be carried out to identify the contributing factors. Once all possible causes for a problem are identified, the most likely causes can be explored in more depth.

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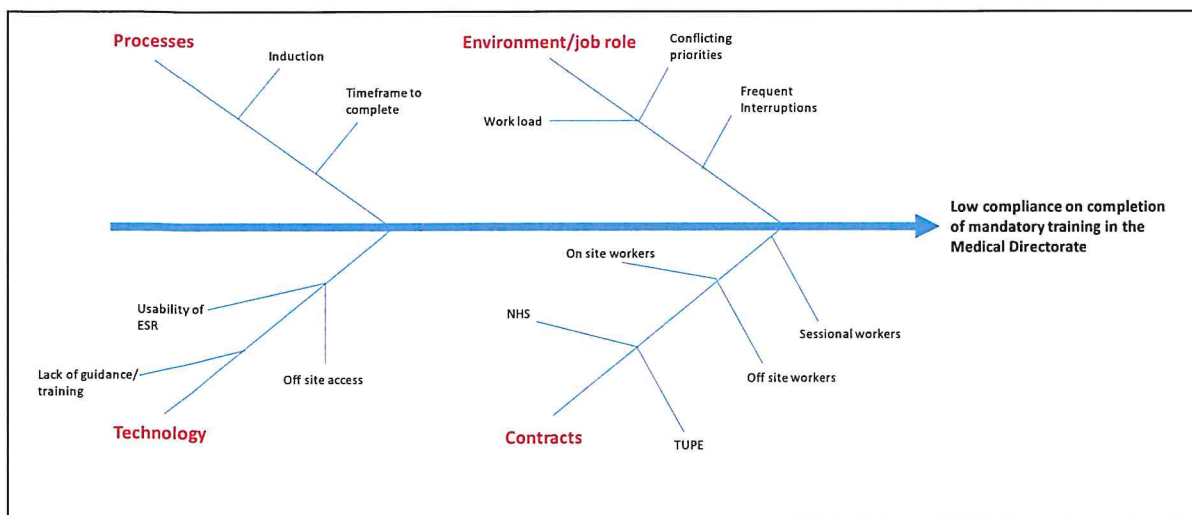
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Workplace evidence that reflects by ability to analyse and resolve problems.

All NHS Wales staff are required to complete a number of mandatory training modules. These include fire safety, information governance, protection of children and vulnerable adults, health and safety and infection prevention and control. The compliance target set by Welsh Government for each organisation is 85 %. Whilst HEIW were showing a consistent increase in their compliance rate, the Medical Directorate was continually showing a minimal increase month on month, if an increase at all. It was therefore decided that the issues contributing to the lack of compliance, specifically within the medical directorate, would be explored.

A few colleagues and I were tasked with identifying the reasons for the consistent low compliance and coming up with a solution. I had experience of low compliance rates in my previous organisation and so had some understanding to the possible causes. Colleagues also had other ideas. We therefore decided to use the fishbone analysis tool to identify the main reasons for the low compliance as well as the contributory factors.



Having pooled our ideas together, we decided to focus on the types of contracts staff had and the accessibility to using the Electronic Staff Record (ESR) system (the system used to complete the mandatory training modules). As HEIW is made up of staff on different types of contracts including off site workers, sessional workers, TUPE staff and NHS staff, we felt that this was likely to be having an impact. To investigate this further, we requested a breakdown of compliance rate by contract type. This highlighted that the biggest areas of non-compliance were the sessional workers (working ≤ 3 sessions a week) and the offsite workers. Staff who worked on site were showing an acceptable compliance rate.

We had therefore identified that the cause of the problem was linked to sessional and off-site workers. To explore this further, we contacted a number of these workers and asked why they had not completed their mandatory training. The majority of off-site workers cited problems with accessing ESR from their laptops. It had been highlighted before that off-site workers had had difficulties with other organisational programmes, so this was not a surprise. The responses received from sessional workers highlighted that nearly all had completed their mandatory training and the majority believed themselves to be 100 % compliant. Therefore, it was unclear as to why our reporting system was suggesting a low compliance rate for this group of staff.

Further investigation revealed that almost all sessional workers (46 % of the whole HEIW workforce) also work for another health board or Trust in Wales as their main employer. Part of their contract of employment with their main employer is to complete the mandatory training modules. This therefore revealed that it was not that this group had not completed their training, but that our systems did not speak to each other and allow the transfer of compliance data across organisations.

The next step in our investigation required discussions with the ESR Team. They explained that if a member of staff has two employee numbers – relating to different jobs – it is not possible to duplicate the information from one to another. Staff therefore need to request their annual leave twice, update their personal information twice (when required) and complete their mandatory training twice to show full compliance in both organisations. This was clearly unacceptable, and a solution needed to be identified. However, we were informed that if evidence was provided on compliance, this data could be uploaded to the HEIW ESR system manually and staff would not have to retake the modules.

We therefore came up with two options:

- Ask all sessional workers to provide evidence of their mandatory training compliance from their main employer, eg a screen shot.
- Contact each Health Board/Trust's Learning, Education & Development (LED) Centre and ask that they confirm compliance on the employee's behalf.

HEIW has 110 sessional workers, each also working for one of nine health boards and trusts in Wales. We felt that to ask each worker to provide evidence of their mandatory training compliance would be feasible and a relatively simple task for the individual. However, we felt us as the HR team would find it difficult to collate all the information and keep on top of who had responded and who had not. We therefore decided to contact the main LED centre in each area and provide them with a list of the staff we required the information on. This ultimately meant we were only waiting for nine responses compared to 110.

Over a period of four weeks, we received responses from all nine health boards which confirmed that the majority of sessional workers were indeed 100 % compliant. The HEIW ESR team were now able to manually upload the compliance data for each member of staff, which ultimately revealed a significant improvement in the compliance rate across the whole directorate.

Whilst the solution we arrived upon was not ideal, it did allow us to report significantly higher compliance levels, more in line with Welsh Government targets. Staff are required to retake their mandatory training modules every 2 – 3 years, depending on the module. Therefore, we would hope that by the time our figures start to drop again, there will already be an easier solution in place. Unfortunately, HEIW do not have any authority in the way ESR processes and shares data and therefore a permanent solution to this problem is out of our hands.

Methods for influencing, persuading and negotiating with others

The aim of negotiating is to reach a mutual understanding or agreement (Johns & Perkins, 2016). Negotiation is an essential skill for a HR professional as it aids with resolving conflict and differences of opinion. The ideal outcome of a negotiation exercise is a win-win situation, whereby all parties involved reach a satisfactory outcome (Johns & Perkins, 2016).

Tracy, B (2019) highlights two skills that can help when negotiating including patience and preparation. A good negotiator needs to be patient and focus on the common areas of agreement first. Once these have been established, they can then move on to negotiate on the remaining issues. Preparation is also important. Before entering a negotiation, it is important to think about the potential scenarios that could arise. Being prepared with all the facts is likely to lead to a more successful outcome. Johns & Perkins (2016) also recommend being prepared by considering the likely outcomes and consequences of either side winning or losing.

Other points to consider when entering into negotiations are trade-offs. What would you be prepared to sacrifice in return for something else? Alternative solutions should also be considered if both parties are unable to reach a satisfactory conclusion. The relationship between the parties should also be considered as this can have a negative or positive influence on the negotiation (Johns & Perkins, 2016).

Most negotiations require an element of compromise. Practitioners who are not prepared to adjust their position are likely to cause tension and friction, which can lead to a negative outcome.

An example of a successful negotiation would be salary negotiation. A new employee may ask for a salary above what was advertised. Whilst gaining the highest possible salary would seem to be the main objective to this negotiation, work life balance, employee benefits and development opportunities may also play a part and could be used by the employer to reach a compromise on the request for a higher salary.

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Workplace evidence that reflects by ability to influence, persuade and negotiate with others

I recently appointed an individual to the role of receptionist. This is a band 2 role, with a starting salary of £17,652. The appointed candidate was currently working as a receptionist in a gym, earning a salary of £18,000. She therefore stated that she would only accept the job offer if her current salary was matched.

It was felt at interview that she displayed all the skills required to fulfil the job role and proved to be an excellent candidate. She scored considerably higher than all other candidates interviewed. Therefore, I was very keen that she did accept our job offer and stated that I would consider her request.

I sought advice from a senior HR colleague on this matter who explained that all employees who are new to the NHS must commence their appointment at the bottom spine point of the band advertised, unless they could demonstrate that they had the skills and knowledge expected of someone who had been in that post for some time. Another important point was that the next salary point in the band 2 scale was £17,983, which still remained under her current salary. For an individual to be appointed above the minimum salary band, executive approval needed to be sought. I felt, and on discussion with my senior colleague, that the candidate did not have the necessary skills and knowledge, particularly of the NHS, to meet the criteria of being appointed to the second salary point and would therefore not gain executive approval.

Now I was aware of all the facts and information required to make my decision, I contacted the successful candidate to explain my stance. Whilst explaining the reasons for rejecting her request, I also explained to her the other benefits that she would gain from accepting my job offer. These included the option to enter a good pension scheme, an annual leave entitlement of 28 days plus bank holidays, options for an improved work life balance and plenty of opportunities to develop her skills. I informed her that the previous post holder was able to gain enough experience in nine months to be able to successfully apply for a higher banded role following the develop opportunities we had given her.

The candidate asked to have time to think about the situation and agreed to call me back. When she did call me back, she explained that she was currently only enrolled in the standard pension scheme and was only entitled to 25 days annual leave. She was also required to work from 9 am to 5:30 pm for five days a week, including weekends. Whilst she would be earning less money in her new role, she could see the added benefits that she would gain including a good pension, a work life balance whereby her weekends would be free, and an opportunity to progress in a relatively short time frame. These benefited far outweighed the difference in salary.

She therefore accepted the role and is due to commence her post shortly.

Project Management

The ability to manage specific projects within an organisation is a key skill that all HR professionals should possess (Johns & Perkins, 2016). Such projects could be short in nature or continue for a significant amount of time. Johns & Perkins (2016) highlight five stages to project management:

- Initiation
- Planning and design
- Execution
- Monitoring and controlling
- Completion

Initiation

The first stage of the project process is the initiation stage, whereby the purpose of the project is identified (Johns & Perkins, 2016).

Planning & Design

Alexandra Cote (2018) describes the planning stage as collating all the necessary detail about the various aspects of the project. This stage is about making clear decisions on how the project will progress. Kate Eby (2018) suggests the use of SMART (Specific, Measurable, Achievable, Realistic and Timely) objectives in the planning and design stage. SMART objectives can be explained as follows:

- **Specific**
It is important to be exact when identifying an objective and the desired outcome. Debbie Herridge suggests that rather than stating an objective as 'to increase sales', it should be more specific and document increasing sales by how much and by when. A HR example of a specific objective would be to increase Personal Development Appraisal Review (PADR) compliance by 25% by the end of the financial year.
- **Measurable**
Setting a clear target allows you measure whether the expected progress is being made or not (Investors in People, 2020).
- **Achievable**
Debbie Herridge states that objectives should be attainable. Setting a target too high can lead to increased stress and ultimately failure. In my example, setting a compliance rate of 100% would be unachievable due to external factors such as staff sickness and technological failures. Therefore, a modest increase is more likely to be achievable.
- **Realistic**
Investors in People (2020) say that to be realistic, an objective has to have the required resources available to support it, eg time and equipment. In my example, it would be important that the time identified to improve compliance was realistic as staff and managers are required to prepare documentation and evidence prior to undertaking a PADR. The time given also needs to take into account the training of managers on the uploading of PADR data to the electronic system (something that they do not currently have).
- **Timely**
The Chartered Management Institute (2011), state that for an objective to be measurable, it needs to be timebound. A deadline for completion focuses the minds of those involved in delivering the project and holds them accountable.

Execution

Johns & Perkins (2016) describe the execution phase as beginning the project process. It is about putting the plans into action and beginning to draw conclusions from it.

Monitoring and controlling

The monitoring and controlling of a project involves the monitoring of tasks against a time line and being aware of progress to guarantee delivery (Changeboard Team 2019). Johns & Perkins (2016) explain that this phase is undertaken during the execution phase and allows the identification of any issues or problems that may arise. It also provides the opportunity to make amendments to the execution phase.

Completion

The final part of a projects journey is its completion. This is where all the data is collated, evaluated and presented. An important element of this stage is reflecting on the lessons learnt (Johns & Perkins 2016). These can then be applied when initiating a similar project in the future.

There are various tools available to support project management. Tools that I regularly use include mind maps and Gantt charts.

A mind map can be used as an approach to note taking (Mind Tools Content Team) and is a useful technique for documenting how different ideas interlink. They can help to break down projects or tasks into manageable tasks, which can in turn be delegated across the team. It is a visual tool that can be enhanced with the use of colour and pictures. It can also be used as a tool to help you remember key pieces of information relating to a project.

A Gantt chart is a visual display that allows the user to identify all the tasks required to complete a project and plot them against a timeline, both in parallel and sequentially (Naybour, P. 2017). It clearly identifies which tasks need to be completed prior to the next one being commenced and also which tasks can run concurrently. It enables project monitoring and the identification of problems and the impact they may have on future tasks. There are however downsides to using a Gantt chart. Charts can become extremely complex if there are too many tasks within it that are dependent on the completion of others. They also do not document the amount of time, effort and resources that are required to complete a particular task (Naybour, P. 2017).

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Workplace evidence which reflects my ability to plan, implement and evaluate work projects

Evidence 1

Health Education and Improvement Wales (HEIW) was established on 1 October 2018, bringing together the Wales Deanery, NHS Wales' Workforce Education and Development Services (WEDS), and the Wales Centre for Pharmacy Professional Education (WCPPE). It has a leading role in the commissioning and provision of education and training of the Healthcare Workforce in Wales, including medical and dental trainees, pharmacists, nursing and midwifery students and AHP students.

In order for the organisation to introduce itself, I was tasked with arranging a series of roadshow events across Wales. This would allow trainees, trainers and other individuals involved with student education to meet the key members of the HEIW team and allow us the opportunity to listen and gain feedback on education experiences. This would assist us in informing the future provision of healthcare education in Wales.

It was agreed that HEIW would visit one post graduate centre in each Health Board and hold two 1 ½ hour sessions – one for trainees and one for trainers. Each session would begin with a presentation and be followed by time for informal discussion with the HEIW representatives.

It was important that a number of key individuals were available to attend the roadshows, including the Chief Executive, Medical Director, Nursing Director and Pharmacy, Dental and Medical Deans. I therefore identified a series of possible dates across a six-month period whereby all were available. These dates were then put on hold in their diaries.

The next stage was to engage with the Post Graduate centres. I identified the lead manager in each centre and emailed them directly explaining what we would like to do and the facilities we would require. They were also provided with the list of available dates and asked if they could accommodate us. A number of centres responded quickly and were very keen for us to visit. I therefore developed the table below outlining the details of roadshows that had been booked.

Health Board	Date	Location	Time
Aneurin Bevan	10/05/2019	The Friars Education Centre, Friars Field, Newport NP20 4EZ	9:30 am – 12:30 pm
Betsi Cadwaladr	06/06/2019	Postgraduate Medical Education Centre, Ysbyty Gwynedd, Bangor, LL57 2PW	10:30 am – 1:30 pm
	06/06/2019	Post Graduate Medical Education Centre, Ysbyty Glan Clwyd, LL18 5UJ	2:30 pm – 5 pm
	07/06/2019	Postgraduate Medical Education Centre, Wrexham Maelor Hospital, LL13 7TD	10:30 – 1 pm
Hywel Dda	10/06/2019	Medical Education Centre, Hafan Derwen, St. David's Park, Carmarthen, SA31 3BB	10:00 am – 1:00 pm
ABMU	24/06/2019	Lecture Theatre, Morriston Hospital	10:00 am – 1:00 pm
Velindre	26/06/2019	Conference Room, Velindre Cancer Centre, Cardiff	2:00 pm – 5:00 pm

Once these dates were finalised, I was able to invite further HEIW representatives to attend to support the sessions. We provided flyers to the post graduate centres so they could advertise and promote the roadshows in their health boards to ensure a good turnout.

The Betsi Cadwaladr roadshow was scheduled across two days as the geographical area is vast and it was felt more appropriate that we visited the three centres in that area to allow us to engage with as many of our target audience as possible. Therefore, this part of the project also required me to make transport and accommodation arrangements. This proved to be extremely complex as some HEIW representatives were attending only the first or second day. There was an added complication in that

we would start our visit in Bangor and end in Wrexham. Therefore, it was decided that we would fly to Anglesey, travel between venues by minibus and return by train from Wrexham. A hotel would be booked in Wrexham for the overnight stay. This was within walking distance of the third venue.

I therefore produced an itinerary that detailed the arrangements for the two days:

Betsi Cadwaladr Roadshow – 6th & 7th June 2019

ITINERARY

Time	DAY 1 – 6th June 2019
7:35 am	Flight Cardiff to Anglesey - BE7614 - Online check in opens 36 hours prior to flight departure. Please ensure you check in on line or allow time to do so at the airport. Your reference number for online check in is on your electronic ticket receipt, which you will have received. Please note, you only have hand luggage (though this may be put in the hold). - Please ensure you allow plenty of time to clear security.
8:25 am	Arrive at Anglesey Airport Minibus transfer arranged from Anglesey Airport to Postgraduate Medical Education Centre, Ysbyty Gwynedd.
9:30 am (approx)	Arrive at Ysbyty Gwynedd
10:30 – 11:30 am	Session 1 – Students & trainees
11:45 – 12:45 pm	Session 2 – Trainers, mentors & education leads
1 pm	Transfer minibus from Ysbyty Gwynedd to Glan Clwyd Picnic lunch provided
1:45 pm (approx.)	Arrive at Glan Clwyd
2:30 – 3:30 pm	Session 1 – Students and trainees
3:45 – 4:45 pm	Session 2 – Trainers, mentors and educational leads
5 pm	Minibus transfer to Ramada Plaza, Wrexham
7:30 pm	Meal booked in hotel restaurant
DAY 2 – 7th June 2019	
8:30 am	Breakfast
10 am	Walk to Wrexham Maelor (5 mins)
10:30 am	Session 1 – Students and trainee session
11:45 am	Session 2 – Trainers, mentors and educational leads
1 pm	Lunch to be provided
1:45 pm	Walk back to Ramada Plaza and collect luggage
2 pm	Taxi to be arranged from Ramada Plaza hotel to Wrexham General Station
2:34 pm	Wrexham General to Cardiff Central train
17:16 pm	Arrive in Cardiff Central station

Across the five roadshow visits, HEIW were able to engage with approximately 300 trainees, trainers and others involved in healthcare training. We received a significant amount of positive feedback and further roadshows have been scheduled for the remaining health boards in 2020 as well as return visits.

Before beginning the planning of return visits, we reviewed the feedback we collected following each visit and reviewed the number of attendees. There were comments relating to people being unable to come to their designated session (trainee or trainer) and that this had discouraged their colleagues from attending. Following this feedback, we plan to amend the format of future roadshows by holding two sessions that are open to everyone, rather than specifically to trainees or trainers. We are also going to encourage people to attend when they can, it will not be essential that they are present for the start of a session. By making these slight changes to the format, we hope that we will be able to increase attendance at future visits and continue to promote our organisation.

Evidence 2

As part of Welsh Government's 'A Healthier Wales: our Plan for Health and Social care', Health Education and Improvement Wales (HEIW), jointly with Social Care Wales, were tasked with the development of a Workforce Strategy for Health & Social Care. The aims of the project being to

'Develop a new Workforce Strategy for Health and Social Care in Wales, which includes planning for new workforce models, strengthening prevention, well-being, generalist and Welsh language skills, developing strategic education and training partnerships, supporting career long development and diversification across the wider workforce'.

(Welsh Government, 2018)

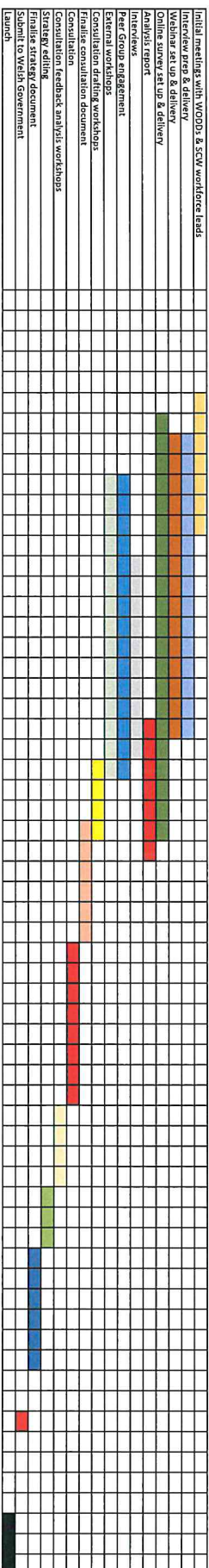
As part of this project, I was required to provide support to the HEIW project managers and Executive Directors with various aspects of the year-long project.

My first task was to develop a Gantt chart to provide a visual display of the projected project plan and timeline (Appendix 1).

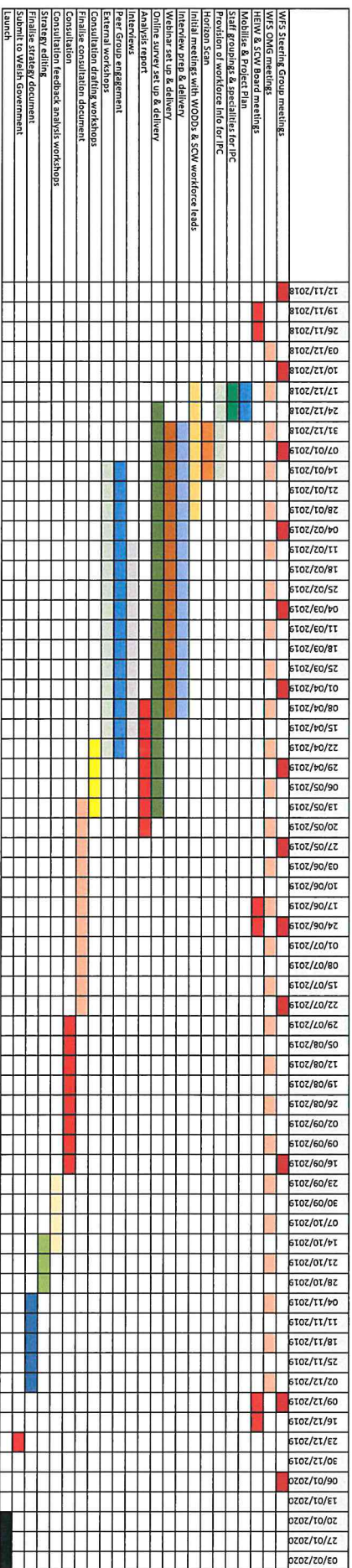
This shows the list of tasks required to reach the final objective of submitting a draft strategy to Welsh Government. The first chart shows the project plan as agreed at the start of the project. The project progress was reviewed in June 2019 where it was agreed that finalisation of the consultation document would take longer to complete than anticipated. The impact this had on the timing of all future tasks was therefore adjusted as can be seen in the second table.

References:

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HEIW & SCW Workforce Strategy Project Gantt Chart - 10/06/2019



Activity 4

Write a short report in which you:

- explain the concept of group and/or team dynamics
- explain political behaviour in organisations and how it can impact on the achievement of organisational objectives

Team Dynamics and Political Behaviour - how they contribute to organisational success.

Executive Summary

This report sets out to explain the concept of team dynamics and the influence they have on the success and productivity of a team. It also highlights the affect political behaviour can have on an organisation and its success at achieving its objectives.

Introduction

Johns and Perkins (2016) state that a key dynamic of organisational life is that professionals must be able to work together, HR professionals included. They must be able to work with colleagues within their function and also other stakeholders. Poor teamwork causes substantial reduction to organisational productivity and can demotivate individuals. Therefore, understanding different dynamics is crucial when developing a team. Watson, (2014) highlights that teams are a regular occurrence in organisational structures, the purpose of them being to work towards a common goal. They are diverse and comprise different genders, ages and culture backgrounds, with each member bringing their own knowledge, skills and ideas.

Aranda *et al* (1998) identifies a number of team types. Management teams, task teams, work teams and parallel teams. They all have advantages and disadvantages. Team discussions and idea sharing can provide a broader range of solutions, however bringing a number of individuals together, away from their day to day activities, is a hidden cost that can affect organisational productivity. Being a member of a team and having a sense of belonging is known to increase effort. However, cohesive working to the extreme can lead to “group think”, a term penned by Janis, 1997, which describes an interference with collective decision making, leading to poor decisions and actions.

There are a number of factors that can influence how a team functions, including personalities, leadership style, team structure, power and status and processing and reporting mechanisms. To operate successfully as a team, each member needs to recognise how different people’s agendas and drivers will influence the team (Johns & Perkins, 2016). Leadership style can also have a significant impact on group dynamics and Professor Michael West has presented interesting research on the role of compassionate leadership in the NHS and “how it results in a working environment that encourages people to find new and improved ways of working” (Kings Fund, 2017).

Good communication is also an important factor which contributes to the effectiveness of an organisation (Mintzberg 1989). Pentland (2012) identifies “successful communication patterns”, which contribute to team success, including team members listening and speaking in equal measure, ensuring energetic conversations and exploration of ideas outside of the team.

Allcorn, (1985) has identified three team roles, the first being group task roles which involve facilitating, identifying problems and initiating problem solving. The second role, group maintenance roles, focus on positive relationships and encouragement and the resolution of conflict and standard

setting. Finally, self-orientated roles relate to individual needs and agendas. These have a positive impact on group dynamics, but can encourage negative behaviours such as resistance and dominance.

Watson, (2014) states that teams need to include a combination of interpersonal, technical and problem solving skills to be successful and show the ability to change to meet business need.

Tuckman's (1965) model of the formation of a team (Appendix 1) has five stages:

- Forming
- Storming
- Norming
- Performing
- Adjourning

This highlights that the journey to a well-formed, productive team is not smooth. It should be recognised that difficulties and conflict form part of a team's journey and leaders should have the skills to encourage effective team working to achieve a common goal. They also need to allow team members to take responsibility and lead as individuals (Quinn *et al* 2003), as micromanaging can have a negative impact on team dynamics.

Belbin (1981 & 2007) produced a team role test that gauges dominance, intelligence, intro/extroversion and anxiety and determination behaviours. An individual's role or place in a team can be identified by measuring the combinations of these behaviours and attributes. However, this assessment tool only identifies behaviours rather than personalities (Watson, 2014). Stephens, (2010) notes that it is important that the right combination is identified to ensure work related elements are achieved and there is a harmonious social environment in which to function.

Political behaviour can be defined as a process of social influence, which is used strategically to enhance short or long term personal interest (Dubrin 2009). An example of this behaviour is an individual taking action to pursue their own personal goal, with little or no consideration for the impact it may have on others or the organisation. Holbeche (2003) reports that the Roffey Park 2003 Management Agenda Survey suggested that office politics can have a negative impact on organisational performance, with reduced trust being a factor in an individual's performance. However, 60% of respondents believed that workplace political behaviour was required to meet to organisations objectives.

Holbeche (2003) recommends that a HR professional has excellent influencing skills (good political skills) in order to achieve organisational goals and objectives. They should be able to action a range of small political tactics if they wish to influence people. However, it is important that these tactics remain within their own morality and be organisationally ethical. A HR professional with a selection of positive political and influencing skills should be able to challenge obstruction to change successfully.

Conclusion

From the above, it is clear that both team dynamics and political behaviour have both negative and positive effects on organisational success. Being able to bring together the right mix of people with the required skills and knowledge and a willingness to learn are key ingredients to a successful team. Political behaviour used as an influencer can help an organisation achieve its objectives. However, the use of political behaviour as a means to satisfy an individual's own needs to the detriment of others, will have a negative impact on an organisation, with decreased trust levels, leading to reduced productivity.

Recommendations

It is recommended that leaders take time to think about the makeup of their teams and how the different skills and behaviours are used to ensure the right team dynamic. Getting these factors right will improve the productivity of the team and also the quality of the results.

Organisations should be aware of political behaviour and how it can have an impact on an organisation's objectives. Influencing used as a positive political behaviour can bring about good results and aid an organisation to successfully meet its goals.

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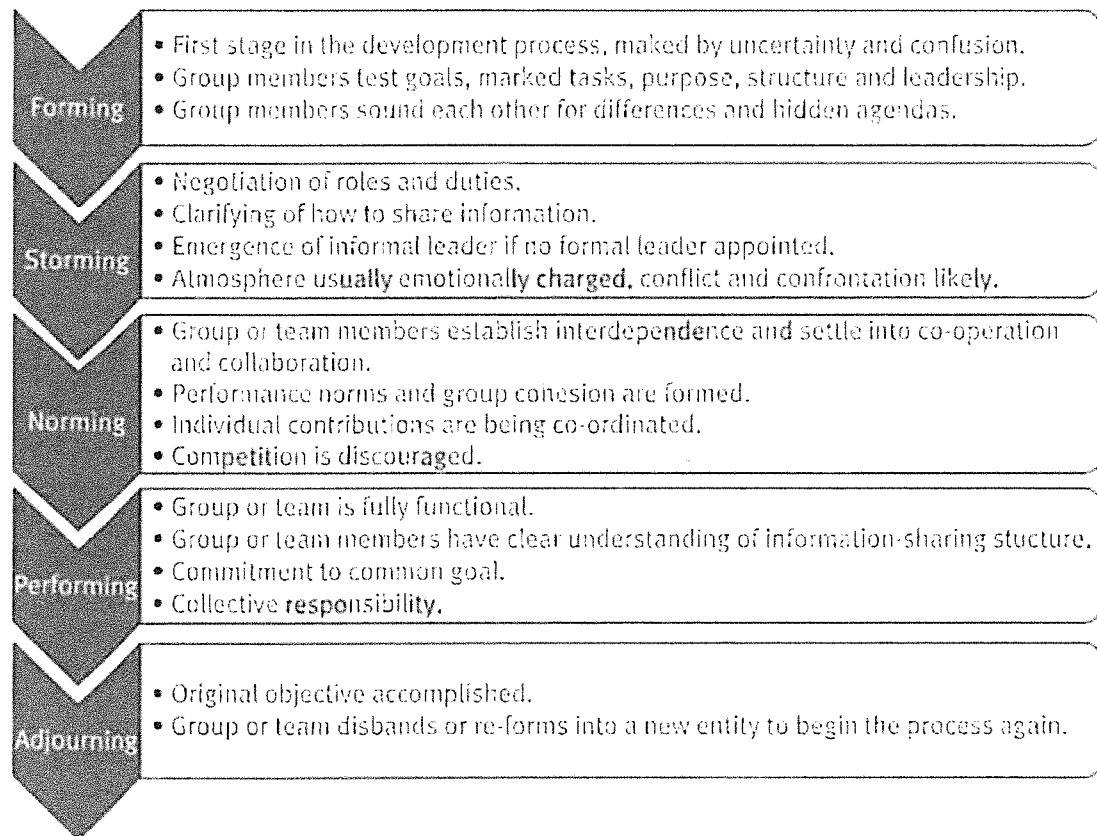
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Appendix 1

Figure 8.1 Developmental stages of groups and teams



Source: drawing on Tuckman 1965, Quinn et al 2003

Activity 5

- Undertake a self-assessment against a section of the CIPD HR Professional Map, at Band 2, to identify your professional development needs. The section should include: 2 professional areas (1 of which should be a core area) and at least 2 behaviours.
- Select at least 3 development options to meet your development needs.
- Devise a personal development plan in which you detail your development objectives and justify development options selected.

I recently undertook a self-assessment using the CIPD, my CPD map tool. I assessed myself at technician level against the two core professional areas, one non-core professional area and three behaviours. The following dashboard was produced, which highlights my strengths, areas for development and suggestions on how I can develop within the level 2 (technician) professional banding.

CIPD Self-Assessment (4th January 2020)

Area	How prepared am I?	Strengths	Gaps	Development options
Insights, Strategy & Solutions	My knowledge and skills are emerging.	Understanding of the organisation using information and own experience Supporting the administration of and delivery of HR programmes and projects Understanding the HR plan for my own part of the business and how it relates to the wider business strategy An understanding of principles and basic project management	Providing reports on relevant project and/or organisation information Supporting the evaluation of HR programmes & projects Collecting & analysing data and metrics Understanding specific external factors that impact on the organisation	Identify someone in my organisation who writes project and financial reports and ask them to share their approach with me. Identify what learnings I can put into place for my own report writing. Take time to fully understand the objectives of a project or programme and which elements are critical for me to deliver. Find out how the project will be evaluated – which parts of my work will contribute to this evaluation? Consider who the stakeholders are in the projects you work on and think about what I can do in my role to best support them.

Leading HR	My knowledge and skills are developing	Seeking out and acting on feedback and development opportunities to develop own HR expertise and capability	Accurately recording HR measures (such as service level agreements, financial data, Key Performance Indicators etc)	Research different methods of data collection and analysis online and consider how I could adopt one or two specific approaches in my role. Find out how other HR colleagues collate and analyse data, and the advantages and disadvantages of doing it this way.
		Ensuring my own objectives are in line with the team's and function's objectives	Methods for analysing financial and non-financial data	
Employee Engagement	My knowledge and skills are developing	Understanding of the principles of effective team working	Providing advice using sound knowledge of HR policy and practice	Spend time with my manager to understand how budgets are managed and forecasted in the organisation.
		Sharing ideas and best practice with others in the wider HR team		Ensure I am familiar with the organisation's people policies and processes. Spend time observing colleagues who give HR advice and learn from the way they talk to customers in the business.
Employee Engagement	My knowledge and skills are developing	An understanding of the main factors that influence people's behaviours at work.	Analysing employee engagement data using a variety of techniques	Support the roll out of employee research for your organisation to measure the level of engagement in the organisation and key reasons behind this.
		Assisting in designing and conducting surveys	Encouraging employees to get involved in resolving engagement issues	Choose a specific area of interest within the survey data to analyse. Compare results across time, between employee segments/locations/functions and with benchmark data to identify key trends.

				Support with the roll out, design and delivery of employee engagement solutions for your organisation.
Curious	My behaviour in this area is developing	Finding out about the connections between wider organisational issues and own role Being inquisitive: looking below the surface to understand the causes of problems Being open to trying new ideas, even if they're not always successful	Analysing information and testing out ideas with other	Attend external networking events and workshops including those organised by my local CIPD Branch as well as employment law updates and learning seminars. Prioritise those run for my industry / sector and / or my HR specialism or area of interest.
Role Model	My behaviour is exceeding expectations	Consistently acting according to organisation and legal principles and agreed processes Delivering in line with agreed expectations and promises Accepting responsibility, and taking action to remedy any mistakes Dealing with personal data and information in a professional manner and in line with relevant legislation	None identified currently	Volunteer to support a wider organisation working group or project to understand broader issues and how HR connects with other functions and departments.
Driven to Deliver	My behaviour is exceeding expectations	Demonstrating a desire to take action and deliver	None identified currently	N/A

		Identifying the steps to achieve agreed tasks and objectives in the immediate and short term Keeping track of own progress, completing work to deadlines or informing others when targets can't be met Consistently delivering what is expected, meeting or exceeding agreed standards		
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From the above assessment, I have been able to develop a personal development plan (Appendix 1) with clear objectives and identify how I can improve my knowledge and skills in the areas that require development. The key areas I have identified for development are:

- Develop my skills in producing reports on relevant project/organisational information
- Be able to analyse employee engagement data using a variety of techniques.
- Continue to seek out development opportunities to develop my own HR expertise and capability

I have chosen these areas as they will not only benefit me and my future development as a HR professional, but will also contribute to the success of my organisation at the same time. My current role also provides me with ease of access to opportunities that will fulfil my development needs, without taking me away from my day to day duties. I believe the development options I have identified will compliment my current role and allow me to develop within it. I have also chosen these areas as there are modules within my CIPD apprenticeship which will support my learning in these areas. The apprenticeship will supplement my workplace learning by signposting me to relevant literature that explains the methodology behind the skills I require to develop. It also provides me with the opportunity the practice some of these skills, eg. report writing and research, and gain feedback and guidance which will ultimately improve my skills in these areas.

My self-assessment demonstrates that I am currently "exceeding expectations" in the role model and drive to deliver behaviours and that no development needs are currently required. However, I must continue to display these behaviours and in time look at how these can be developed further once I am ready to take the next step in my HR career.

My overall objective to be achieved by May 2021 is to be functioning as a fully competent level 2 practitioner and to begin exploring my development needs in order to move into the level 3 practitioner arena.

Development plan

NAME:	Ruth Taylor	CIPD MEMBERSHIP NUMBER:	55478664
COVERING THE PERIOD FROM:	January 2020 – May 2021		

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
Develop my skills in producing reports on relevant project/organisational information	Read and take time to understand the content of HR reports that are submitted to the Executive Team for approval. Identify someone in the organisation who regularly writes reports and ask them to share their approach with me. Learn from feedback received on reports submitted as part of my CIPD studies	Access to HR reports shared with the Executive Team. An individual who is able to support my development in this area. Constructive feedback from my CIPD tutor	A clear understanding of the HR reports submitted to the Executive Team and their purpose. Confidence in writing a report and being able to structure it correctly. Submission of correctly written reports as part of my CIPD apprenticeship, requiring no amendments.	Review – January 2021 Completion – May 2021
Be able to analyse employee engagement data using a variety of techniques.	Carry out a deep dive into the causes of workplace fatigue in my organisation by researching the area thoroughly, designing a questionnaire and holding focus groups. Identify an individual/s in the organisation who can guide and teach me how to interpret both quantitative and qualitative data.	Access to previous survey results Time to research the causes to fatigue and strategies that have been used to reduce it in other organisations. An individual who is able to support me in the interpretation of the data.	The completion of a successful research project that: - Provides insight in the causes of workplace fatigue in my organisation - Highlights and explains the analytical data available following staff engagement. - Identifies recommendations and initiatives that can be put in place to improve staff fatigue in the workplace. The completion of a successful	Review – March 2020 Completion – June 2020

Continue to seek out development opportunities to develop my own HR expertise and capability	Identify appropriate internal and external networking/ learning/training events that will benefit my development. Actively seek out projects that I can support in the organisation. Continue membership of the HEIW Health & Wellbeing Network and Time to Change Champions group to stay aware of developments in these areas. Regular 1:1s with my line manager to aid with the identification of appropriate courses, events etc to attend. Identify opportunities to shadow HR colleagues who provide HR advice to learn about the way they speak with employees.	My manager to be supportive to me attending events/learning opportunities in work time. A HR colleague who will allow me to shadow them.	and useful research project that fulfils the criteria for my CIPD submission. Attendance at local CIPD events. Attendance at various training sessions within the organisation – eg recruitment, developing good working relationships. The opportunity to be involved and contribute to various projects across the organisation. A wider understanding of the principles and processes used when engaging with employees. Knowledge and confidence in providing simple HR advice.	Review – January 2021 Completion – May 2021
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