

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

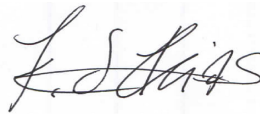
Portfolio of Evidence

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CIPD Membership Number: 55479930

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: 13th January 2020

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### Activity 1

#### Understand the Components of a specific HR Career development programme

##### Introduction

The following information was produced in order to evidence my understanding of the components of the CIPD Level 5 Diploma in Applied HR which is a Higher Apprenticeship qualification in HR Management. I will explore the key components, the organisational arrangements, codes of practice and sources of information. I began this programme of study in September 2019.

The course is an apprenticeship provided by Coleg Sir Gar (EV3), but is delivered by the University of Wales Trinity St David (UWTSD) and is undertaken over two years, until May 2021. The apprenticeship is contracted to Coleg Sir Gar and by the Welsh Government and in consortium with B-wbl. B-wbl deliver work based learning in Wales and are led by Pembrokeshire College. The college provides a training adviser by the name of Alison Williams who will be available as a mentor and provide support during my apprenticeship and meet with me regularly to review my learner progress. The college apprenticeship programme also has its own code of conduct to abide by.

It includes time being divided between working in my current role as HR Administrator at Ecigarette Direct, being taught on-the-job and also being taught off-the-job in university and through self-learning (EV2). This enables me to develop my knowledge and skills but to continue earning a salary and adding value to the business. Student membership to the CIPD is required and on completion of the apprenticeship, I will be entitled to Associate membership and to use the designation AccocCIPD.

The course is run by the programme director, Julie Thomas, BA(Hons) MA (HRM) Chartered MCIPD. Workshops are held at Coleg Sir Gar's Pibwrlwyd Campus in Carmarthen on a monthly basis. The workshops run from 9.30am-4.30pm on a Wednesday. On our induction day in September 2019, I completed the attached (Figure 3/EV4) induction questionnaire which confirms my understanding of the course programme and organisational arrangements.

The course comprises 16 modules which are broken down into 5 Core units, 6 additional knowledge based units and 5 competency based units (EV6/EV7). These modules are assessed using a variety of methods; including assignments, reports, portfolios, etc, to ensure assessment criteria is met. The total qualification time amounts to 900 hours divided into 450 hours of guided learning plus 450 hours of self-study. The modules comprise of the following:

- Using A Research Approach In Human Resources (Core)
- Developing Professional Practice In Human Resources (Core)
- Understanding The Business Context Of Human Resources (Core)
- Understanding The Contemporary Human Resources Function (Core)

- Understanding Employment Law (Core)
- Understanding Coaching And Mentoring In The Organisation
- Contributing To Coaching And Mentoring In The Organisation
- Understanding Employee Engagement
- Contributing To Employee Engagement In The Organisation
- Understanding The Link Between Individual And Organisational Performance
- Contributing To Improving Organisational Performance
- Understanding The Management Of Change
- Contributing To The Management Of Change
- Understanding The Management Of Employment Relations
- Understanding Resourcing And Talent Planning
- Contributing To Resourcing And Talent Planning In The Organisation

Information on all modules can be accessed via Moodle which is a Learning Platform, or is also known as a course management system. Each module is outlined on Moodle with information and links to related articles, texts, templates and slides from each workshop. There is a handy 'tick box' tool which is helpful to work through and tick off when completed.

In order to successfully manage my learning, I am required to attend the monthly workshops (guided learning hours), complete all the activities in your learning plan and plan in reading time in order to prepare for my assignments.

As a distance learning student, the Distance Learning Guide (EV8) provides information about the procedures, regulations and support systems within the University. It is designed for distance learning students on programmes at undergraduate, postgraduate taught and research levels.

UWTSD also provides MyTSD which is a student portal, it gives access to messages, module results examining board decisions and access to any personal data held by the Registry.

Student information and support is available via the 'UWTSD HWB' app or the website (<https://hwb.uwtsd.ac.uk>). There is also a Programme handbook (EV2) available and a Student Support Services which offers support with academic writing; study skills and also offers practical and emotional support. For any IT related issues, the IT service desk can be contacted via the 'HWB' or by phone on 0300 5005055 or email at [ITServiceDesk@uwtsd.ac.uk](mailto:ITServiceDesk@uwtsd.ac.uk). Library and learning resources (LLR) includes online resources, libraries, and much more. The LLR is also online with lots of resources online as well as their hard copy counterparts.

*Figure 1*

*Logo & Screenshots of the UWTSD Hwb:*



Part of the student handbook covers the Student Codes of conduct (EV9), which outlines expectations of appropriate behaviour in order to foster an inclusive, supportive, and safe learning environment where students and staff can flourish and achieve their personal potential. This complements the Student Charter which states that students are expected to:

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

The UWTSD Student Code of Conduct also outlines examples of the different types of unacceptable behaviour that will amount to a breach of discipline which could result in a disciplinary offence.

Student members of the CIPD also need to adhere to their Code of Professional Conduct (EV10) which covers 4 main points:

- Professional Competence and behaviour
- Ethical Standards and Integrity
- Representative of the profession
- Stewardship

Below is an extract from the CIPD Code of Professional Conduct.

*Figure 2*  
*CIPD Code of Professional Conduct*

### **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.

## Summary

In summary, I have a clear understanding of the components of the CIPD Level 5 Diploma in Applied HR. I am aware of the organisational arrangements of both Coleg Sir Gar's apprenticeship programme and the University of Wales Trinity St David. I also recognise and will adhere to each organisational, including the CIPD's code of practice. Further information and learner advice can be found at the CIPD website, the UWTSD Student Hwb and the Coleg Sir Gar Induction booklet.

Figure 3/ EV4  
Induction Questionnaire

Induction Questionnaire

Diploma in Applied Human Resources

September 2019

|     | Question                                                                    | Answer                                                                                  |
|-----|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| 1.  | When, where and at what time will the course will be delivered?             | Pibworth Road Campus<br>Wednesdays (1 per month)<br>9.30 - 4.30                         |
| 2.  | How many modules form part of the programme?                                | 16 (5 Core, 6 Knowledge, 5 Comp)                                                        |
| 3.  | When are the workshops this term?                                           | 23/10; 20/11; 4/12                                                                      |
| 4.  | What is Moodle?                                                             | online platform                                                                         |
| 5.  | What is Eduroam?                                                            | network                                                                                 |
| 6.  | What is Turnitin?                                                           | Link to upload documents                                                                |
| 7.  | Do you know when you are required to hand in work?                          | YES                                                                                     |
| 8.  | What are the core texts for this programme?                                 | • Studying HR Management<br>• HR Management: People & Orgs<br>• Intro to Employment Law |
| 9.  | Do you know how to access the library catalogue?                            | YES: website or HUBS                                                                    |
| 10. | Do you know who to go to if you have a question/concern about the course?   | Julie Thomas                                                                            |
| 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 support services<br>01267 676830                                                |
| 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 (May 2021)                                                                      |
| 19. | Have you been given access to the student handbook and time-table?          | YES                                                                                     |
| 20. | What academic level is this qualification?                                  | 5                                                                                       |

Name: Francesca Deias

Signed: 

CIPD Membership Number (to be added when available): 554 79930

Signature of Lecturer: 

Date: 25/9/19

## Activity 2

### Understand the range of HR Roles and behavioural requirements of HR professionals

#### Executive Summary

This report provides an overview of professionalism in the field of Human Resources (HR). It will include definitions of a professional and explain the importance of Continuous Personal Development (CPD). I will summarise the CIPD profession map and cover the knowledge skills and behaviours that can be developed to become a successful HR professional. I will conclude that there is a great importance for the need of Continuous Personal Development (CPD).

Recommendations will include that HR professionals should use the CIPD Profession Map as a tool and to tailor continuous personal development and also that the professional areas are considered when undertaking new projects.

#### Introduction

The purpose of this report is to demonstrate my understanding of the range of HR Roles and behavioural requirements of HR professionals. This ties in with the developing professional practice in human resources unit of the CIPD level 5 award. The ever-evolving HR Function has moved away from the basic administrative duties it mainly performed in the past, with tasks based on 'best practice' to develop people management practices for organisations. Today the focus is more on getting the best from people.

#### Professionalism

A professional, as defined by the Oxford English dictionary “a person who is engaged or qualified in a profession; a person who is very skilled in a particular activity” (Soanes and Hawker, 2006, p.812). One other definition of a professional is “...occupants that are controlled to a considerable extent by a governing body which has a formal membership structure....and performance criteria that must be met” (Johns and Perkins, 2016, p.75). In essence, a professional has, works towards and refers to a well defined body of knowledge and applies it to their work. Everything is underpinned by a code of ethics or conduct that must be adhered to. In the case of HR professionals, the governing body is the Chartered Institute of Personal Development (CIPD). Membership of the CIPD demonstrates that individuals meet rigorous entry criteria and professional standards, “As well as adhering to our Code of Conduct, all professional members of the CIPD must demonstrate that they have the technical knowledge, skills, behaviours and experience outlined in our current body of knowledge - the Profession Map” (CIPD, 2019). As a HR professional, it is imperative to seek Continual Professional Development (CPD) by improving skills and knowledge from keeping up to date with changes in the CIPD community. Examples of sources of CPD could include; formal study or training, CIPD events and reading. In essence, CPD is about continuously seeking improvement.

#### The CIPD Profession Map

The CIPD Profession map is a valuable tool to help assess strengths, weaknesses and identify areas that need work. It details the competencies that HR professionals will need in the foreseeable future (Woodhams, Perkins and Wilkinson, 2016, p110).

In 2009 The CIPD launched the Profession Map, and have since developed the 2013 Map which sets out standards for HR professionals and outlines the activities, knowledge and behaviours needed for success (CIPD, 2015). More recently the New Profession Map was released in 2018 and was developed in collaboration with CIPD members, business leaders, industry experts, learning providers and partner organisations (CIPD, 2019). With the rapid evolution of technology, new specialisms, roles and ways of working, the Profession Map has diversified to fit today's challenges.

*Figure 1*  
*The New 2018 Profession Map*



The 2013 Profession Map is however still relevant and predominantly still used by students of the CIPD. The 2013 Map takes a flexible approach as it can be adapted and used as an aid to develop HR professionals working across the HR spectrum, despite where they are in their HR journey and whether they are a generalist or a specialist. It can be used to help identify areas of personal strength or weakness. It can also be used by an organisation to diagnose areas of success and improvement; build capability; build a competency framework or development programme.

*Figure 2*  
*CIPD 2013 Profession Map*



The 10 professional areas describe the knowledge and activities required for each area of expertise in order to be competent. The map revolves around 2 core professional areas; Insights, strategy and solutions; leading HR and 8 professional areas and works through four bands. Insights, strategy and solutions are the knowledge skills and behaviours required to understand your organisation in order to form strategy and solutions to meet business needs (Woodhams, Perkins and Wilkinson, p. 102). Leading HR focuses on the HR contribution and its role model leaders. The remaining 8 professional areas and their definitions are outlined in figure 3 (EV11).

*Figure 3*  
*CIPD Professional area definitions*

| Core professional area                        | Definition                                                                                                                                                                                                                                |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CORE:</b> Insights, strategy and solutions | Develop understanding of the organisation and its context and use these insights to tailor strategy and solutions to meet organisational needs now and in the future.                                                                     |
| <b>CORE:</b> Leading HR                       | Act as a role model leader, maximising the contribution that HR, or your specialist function, makes throughout the organisation both through own efforts and through supporting, developing and measuring others across the organisation. |

| Professional area                | Definition                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Organisation design              | Ensure the organisation is appropriately designed to deliver maximum impact in the short and long term.                                                                                                                                                                                                                                                     |
| Organisation development         | Identify organisational and individual capability requirements and align strategy, people and processes to optimise effectiveness and achieve organisation goals. Design interventions to drive the appropriate culture, behaviours, skills, and performance and provide insight and leadership on change management strategy, planning and implementation. |
| Resourcing and talent planning   | Ensure that the organisation has the right resource, capability and talent to achieve immediate and strategic ambitions now and in the future.                                                                                                                                                                                                              |
| Learning and development         | Build individual and organisational capability and knowledge to meet current and strategic requirements, and create a learning culture to embed capability development.                                                                                                                                                                                     |
| Performance and reward           | Help create and maintain a high-achieving organisation culture by delivering programmes that reward and recognise key employee capabilities, skills, behaviours, experience and performance, and ensure that reward systems are market-relevant, fair and cost-effective.                                                                                   |
| Employee engagement              | Work to strengthen the connection that all employees have with their work, colleagues and to their organisation so that employees are more fulfilled by their work and make a greater contribution towards organisational objectives: give particular attention to good leadership and management.                                                          |
| Employee relations               | Ensure that the individual and collective relationship between the organisation and its employees are managed appropriately; within a clear framework underpinned by organisation culture, practices, policies and ultimately by relevant law.                                                                                                              |
| Service delivery and information | Ensure customer-focused HR service delivery excellence across the entire employee lifecycle, applying exceptional process and project management to enable effective and cost-efficient HR service delivery; provide the organisation with meaningful analytics to enable business improvement.                                                             |

The map also describes eight fundamental behaviours that underpin good practice regardless of specialism. The behaviours are needed to carry out activities across the four bands of professional competence. The behaviours are:

- Curious-

The individual is curious, open minded and is always looking to the future, they seek positive change and ways to add value to the organisation.

- Decisive thinker-

A decisive thinker has the ability to understand and analyse data and information. They have the knowledge to identify options and make recommendations. An example of this would be an individual that makes a robust yet defensible decision based on their knowledge and understanding of the data.

- Skilled influencer-

Has the ability to influence to get the support required from colleagues or stakeholders in order to add value to an organisation. They work in pursuit of organisation value and success. A skilled influencer takes a friendly yet assertive approach yet are open, in order to create an atmosphere of trust (Johns and Perkins, 2016, p.85).

- Personally credible-

The individual builds and delivers professionalism through their HR expertise to bring value to the organisation. This is about individuals taking ownership of their CPD in order to continue to add value to their organisation.

- Collaborative-

To be collaborative the individual must work effectively and inclusively with a wide range of people. This applies to individuals inside and outside of their organisation.

- Driven to deliver-

The individual is determined and results-driven.

- Courage to challenge-

Shows confidence in challenging others despite experiencing resistance and or confrontation. A HR professional should server stakeholders and not adhere to power structures (Johns and Perkins, 2016 p71).

- Role model-

A role model leads by example and acts with integrity, whilst balancing various organisational and legal factors. A good role model has sound values and principles and acts consistently to uphold these in line with their organisation (CIPD, 2015). An example is a senior leader that is confident in their own ability and experience to mentor a person who is junior to them.

All of the above behaviours are essential for a HR professional to effectively carry out their role.

The four bands of the Profession Map outline the professional competence with clearly outlined transitions, which can be measured. It is a useful tool for those wishing to progress their HR career so it provides guidance on what they need to achieve in order to transition. Staring at Band 1, which is the start of an individual's HR career. At band 1 colleagues mainly support with administrative tasks, they often manage data and are very customer-focused.

Band 2 professionals have a clear understanding of HR issues and gives advice on HR issues on an individual or teams basis. They should be able to evaluate issues and provide effective solutions (Woodhams, Perkins and Wilkinson, 2016 p. 112).

The Band 3 professionals are usually HR Partners or consultants who address HR challenges in the medium or long term in an organisation.

Band 4 sees us at the senior leaders, they are responsible for delivering organisational strategy and often manage a specific professional area within an organisation. It is essential that they have a deep understanding of their industry and organisation.

## Conclusion

In conclusion, I understand the need for Continuous Personal Development (CPD) and the strategies I can use to work on my personal development. The CIPD profession map can be used to highlight strengths and weaknesses and areas to focus on for development.

## Recommendations

I recommend that all HR professionals use and regularly refer back to the CIPD profession map to taylor continuous personal development. I also recommend that the maps professional areas are considered within my organisation to underpin any projects, for example in the upcoming review of retail competencies.

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### Activity 3

#### Be able to manage self and workload to meet performance requirements

##### Introduction

For this activity, I will attempt to outline and evidence my understanding and achievements for managing myself and my workload with the goal of meeting my performance requirements.

Self-management has characteristics that can help an individual to feel and be more productive at work and at home. Organisation is key to self-management. The controlling, planning and organising of work and life can contribute to success (Horn, 2009, p.1).

Good time management ties in with organisation skills. In work, I optimise my Google calendar (EV13) to plan my time on tasks and projects. It also plans meetings and reminders for such things as annual, monthly and weekly tasks. These calendar entries can be moved according to shifting priorities. As an organisation, we use project management software called Trello (EV14). Trello can be used to create lists for prioritising tasks and due dates can be set to ensure deadlines are met.

Strong team working skills are essential, as my role requires me to work with others within the HR function and others from different backgrounds (Johns & Perkins, 2016, p.83). As a HR team we have regular catch up meetings both in-person and on conference calls, where we can collaborate on tasks and projects (EV15). We also use a Google chat messenger 'HR room' for quick questions or to communicate team updates. A dedicated HR email group also allows us to communicate and allocate incoming queries (EV16). Work can be transcribed onto the HR work board on Trello for tasks or projects can be added and picked up by team members who have the capacity to do so. A recent email from my HR and Legal Director (EV17) evidences my commitment and support to the business. It is important that my communication is consistently clear and has a professional manner. I am conscious that my verbal and email communication is clear, as I will often follow up a phone call or meeting with an email outlining discussions and actions (EV18).

Recently I have had to apply analytical & critical thinking to a new project. We are at the beginning of a redundancy process and my manager asked me to pull data together of at-risk roles based on a list of criteria. I was also required to create a redundancy quote template and produce individual quotes for every at-risk employee. I researched the process as I had never been part of a redundancy process previously. I used government websites and ACAS to assist me in creating the template (EV19), which was approved with only minor adjustments.

Managing difficult relationships can play a big factor in an organisation. Not long after I joined the business in 2018 an issue was raised by the accounts team regarding company expenses, (see EV20). There was a pre-existing conflict between the 2 departments, the reasons for which are unknown to me. It was important to manage this relationship and try to manage any conflict to a resolution. Using aspects of the Thomas-Kilmann Model of conflict resolution (2015), I was assertive in our approach that expenses are an accounts function and not a HR one, but I also compromised and was cooperative and collaborated with the

accounts assistant to reach a solution acceptable to all parties. My Thomas-Kilman preferred style to handling conflict (EV32) is both compromising and accommodating. I feel this also ties in with influencing and negotiating skills as alluded to by Johns & Perkins (2016), where a win-win was the eventual outcome. There are various approaches to influencing others, Yemm (2008) states that there are 7 behaviours of an effective influencer; Friendliness, Empowerment, Visioning, Building alliances, Expertise and knowledge, Bargaining and Positioning. One or a combination of these can be used depending on the outcome you require. Recently I have been looking into attracting more diverse candidates in our recruitment campaigns. Our marketing/brand manager heard about this and wanted to get involved with this, he has strong options, can sometimes be difficult to collaborate with and difficult to get him to agree to scheduled meetings or time constraints. We agreed that advert needed a refresh so I agreed to share our current job advert (EV21) with him and invited him to work on it and once time allows he could let me know when he was available to meet up to discuss, provided it was by the end of January 2020 at the latest. He approached me less than a week later to discuss the advert and his suggestions. I did this in a relaxed setting and in a friendly manner. Using my knowledge and expertise we edited some of his suggestions and within 30 minutes we had agreed on a way forward which we were both content with. I feel that I built a strong alliance as a result of this small collaborative project. I feel like I have a very strong rapport with colleagues that tend to work in my immediate vicinity as I have regular contact with them and have made the effort to get to know them. I do however need to work on building rapport with the wider team. I have decided to select the skilled influencer behaviour (EV22) from my CPD map as an area to work on.

Problem-solving skills are regularly tested in the HR profession. There are four basic steps in solving a problem:

1. Defining the problem.
2. Generating alternatives.
3. Evaluating and selecting alternatives.
4. Implementing solutions. (Mindtools, no date)

I find that a brainstorming exercise, or more modernly known in our organisation as a thought shower (EV23) are useful for steps 1 & 2. De Bono (no date) felt that the best outcomes come from changing the way we think about a problem, from different viewpoints. He came up with the 'Six Thinking Hats', each colour coded 'thinking hat' makes you view a problem from a different perspective. An example of a time I have applied problem-solving techniques was the aforementioned expenses project (EV20).

As HR professionals we are required to be involved in various projects. In order for a project to be successful, it needs to be managed appropriately. There are 5 stages of project management (Johns & Perkins, 2016, p.79):

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

Gantt charts are a useful tool to assist project management, in order to plan and map out a timeline. Personally, I prefer project management software such as Trello (EV14) to manage projects. I took the time to create task planning templates (EV24) for regularly recurring tasks such as new starters, leavers, payroll, etc.

These templates include checklists (EV25) of tasks which the HR team has sight of, I can post updates and mention specific team members and set deadlines, all of these help me monitor and control large or mini-projects to completion.

Some examples of projects that I have been involved in have included supporting a redundancy process, an induction review, expenses overhaul/training (EV26), recruitment drive for a new role and overseeing the Store Operations Manuals rollout (EV27). The Store Operations manual roll-out was a large project with various different departments within the business contributing different procedures, in order to be pulled together into a manual to be distributed to our 20 retail stores. I was elected to contribute to and also manage the collaborators to ensure work was completed and manuals ready to ship by a deadline. This project, in particular, tested my self-management, project management and negotiation skills.

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#### Activity 4

#### Be able to work collaboratively with others, as a member of a team or working group

#### Executive Summary

This report provides information on teams and their dynamics as well as detailing the importance of team work. I will discuss the theories behind the stages in team formation and team development.

Finally defining and evaluating political behaviour in order to distinguish whether it can ever benefit an organisation. Recommendations will include using the theories of team models and development when forming or leading a team.

#### Introduction

In order to be able to work collaboratively with others as a member of a team demonstrate I need to develop my understanding of team dynamics, behaviours and roles within teams. This will aid in the development of my skills to e This ties in with the developing professional practice in human resources unit of the CIPD level 5 award.

#### Teamworking

Teams are a naturally occurring phenomenon in all organisations so there is a big focus on building having or building best teams. HR professionals must work with others within the HR function and with others from different backgrounds (Johns & Perkins, 2016, p.83), therefore strong team working skills are essential. Teams and groups are found in organisations and their individuals have a social interaction in order to work towards a common goal (Watson, 2014, p.209). The two terms tend to be mutually used, however, there are both differences and similarities between them. Teamwork requires a leader able to develop a vision within the team and to utilise individual talents to achieve a goal or outcome (Giddings and Williamson, 2007, p.10). Other than working towards a common goal, effective teams tend to have certain characteristics, these include, diversity of its members, good communication, trust and respect.

A study based on cardiac surgical teams (Giddings and Williamson, 200) focused on their leadership and behaviours in order to support teamwork and found that effective team working and communication was key to patient care.

According to Belbin (2019) there 9 'team roles', a successful team needs all 9 of the team role behaviours. Individuals may have more than one 'team role' that they identify with as a result of their personality or requirements of a team. Each role has its strengths and weaknesses outlined (see figure 1) but not every role may be required all of the time or at each stage of team development. Organisations can use the Belbin model and tests, that are available, to build a strong team or improve pre-existing teams. Based on my Belbin team type questionnaire (EV29) my primary team role is the Team worker and my secondary role is the Implementor.

Figure 1  
Belbin Team Roles



### Team Dynamics

Group or team dynamics refers to the psychological or behavioural characteristics of a social group and looks at how groups form, their structure, roles, behaviours and how they function.

When a team has a positive dynamic, its members are creative and productive. In comparison, a team with poor group dynamics can encounter people's behaviour causing disruption to the task at hand. Diversity is important when building an effective team. If a team is just made up of similar individuals

communication and collaboration are a positive outcome, however, with like minded individuals there is likely to be very little conflict. Little or no conflict can lead to a lack of creative thinking, whereas if there is too much conflict a team can become demotivated, disruptive and unproductive. Teams with no direction or clear objectives can develop poor dynamics, as members can struggle to understand their role in the group therefore it is important to define objectives and roles from the outset. Both leaders and team members can contribute to a negative team dynamic (Mindtools, no date).

### Team Development

Tuckman's group stage theory has five stages of group development. Members of the group need to focus on issues through these stages in order to be successful in completing its objectives.

1. Forming.

At this stage the team members are beginning to get to know each other and start to understand the reasons for the teams existence. They are yet to understand the nature of the project or task, the roles and major goals. Transparency and trust at this stage must be developed in order for success at later stages. Leaders at this stage should make clear the teams objectives.

2. Storming.

In this stage, the team will probably experience a level of conflict as differences in views and opinions can occur. If conflict can not be effectively resolved the team will not be successful and will not, advance to the other stages.

3. Norming.

Here the team recognises differences and sets out expectations and standards and agrees on goals and how to achieve them. Role and responsibilities should be shared and the team should be cooperating well. Here leaders need to keep the team focused.

4. Performing.

By the performing stage the team will have matured and developed and will begin to achieve the goals set. An effective leader will monitor but not interfere with the team's performance, except to offer praise as milestones are reached.

5. Adjourning or mourning.

The final stage which was not included in Truckman's original model relates to the completion of the project and often the disbanding of the group. Team members may experience sadness or relief in this last stage. This is the time to celebrate achievements.

Truckman's' theory can be used and adapted to suit developing a team within an organisation.

## Organisational Politics

Politics is defined as “the political beliefs of a person or organisation;.....activities aimed at gaining power within an organisation: office politics” (Soanes and Hawker, 2006, p.787).

Armstrong (2016, p. 339) believes that political behaviour is inevitable in organisations. Managers need to be aware of political behaviour and drive it towards a common goal. Organisational politics can involve both desirable and undesirable behaviours used to achieve outcomes by either a group or individual. Political behaviour can be used to overtly or covertly to influence people to their way of thinking. This approach can be reasonably used, provided the organisation agrees that the end result is justifiable. For example, a project manager needs to meet a fast approaching deadline and may use their position and influence on their team to ensure the project is completed on time.

Political behaviour can include influencing, the “key elements are that influence is about getting the results with some degree of acceptance or co-operation.” (Yemm, 2008, p.22).

There are various approaches to influencing others, Yemm (2008) also states that there are 7 behaviours of an effective influencer; Friendliness, Empowerment, Visioning, Building alliances, Expertise and knowledge, Bargaining and Positioning. One or a combination of these can be used depending on the outcome you require. From personal experience, having been aware of and experienced colleagues using political behaviour has resulted in them competing within a project and actually meant that the work produced by both parties was of excellent quality, was able to be merged and was completed on time. However political behaviour can be deemed unhealthy and can cause breakdowns in relationships between individuals and departments.

## Conclusion

A good team that works well together is the key to success in an organisation. It is important for leaders to know their teams and communicate effectively with them. Political behaviour can be acceptable and beneficial in an organisation if managed properly.

## Recommendations

Having an understanding of the various models using the theories of team models and development when forming or leading a team. HR professionals and managers need to be aware of organisational politics and manage it properly.

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## Activity 5

### Be able to apply CPD techniques to devise, implement and review a personal development plan

#### Introduction

In order to devise a Personal development plan (PDP) I undertook all of the CIPD HR Profession Map assessments (EV22) at professional, band 2 level, to help me to identify my professional development needs.

I have chosen the 2 following professional areas to focus on:

- Leading HR (core)
- Employee engagement

I have also chosen the 2 following behaviours to work on:

- Skilled influencer
- Curious

I have chosen 4 key objectives for my PDP (EV34), based on the above professional areas and behaviours and as suggested development actions from my CPD profession map.

Develop the core professional area- Leading HR.

Ask a range of other people (such as your manager, a couple of your peers, a couple of your customers) for feedback on the work you deliver and the way you deliver it. Ask for some specific examples of areas you could improve, and strengths to build on. Ask your manager and trusted peers to offer some feedback on the extent of your HR expertise in the area you work in, and build their feedback into your development plan.

My Belbin primary team role is the Team worker (EV29) and although I am logical and diplomatic I know that I can be indecisive and am not keen on confrontation. I think this makes me 'shy' to ask for feedback for fear of confrontation. I will endeavour to seek feedback from colleagues in order to aid my CPD.

Develop professional area- Employee engagement

Work with your HR team to develop reports the connection between employee engagement performance data on absenteeism/retention. Ensure the analysis is discussed and fed into organisation-wide people plans.

I chose this objective as my HR & Legal director has this as one of her specialisms, hence I have had very little or basic experience with employee engagement initiatives to date. Based on my VARK learning style assessment I did before commencing my studies, I discovered that my learning preference is visual. This means that I prefer information to be presented visually ie. in diagrams, charts, flow charts, etc, rather than information presented in word only formats. This can include patterns, shapes and other visuals that are used to highlight and relay key information. I therefore believe that the type of information that can be drawn and presented from this objective will fit well with my visual preference.

I completed this objective in January by pulling and reviewing visual data from exit questionnaires and current employee retention rates and presented them to my manager. We discussed that certain factors, mainly lone working and career progression are factors in employee engagement and retention and intend to address in the future as part of my research project. Unfortunately, current projects mean that we are unable to explore further currently.

#### Develop HR behaviour- Skilled Influencer

Identify who are the key influencers within your function, and build relationships with them over time by finding ways to enable them to deliver their priorities.

I feel that this would be a useful exercise as I admit that although I know the main 3 influencers, I am aware that there are some on the sidelines and I am unsure of their roles in the business. I also understand that my influencing skills need work and I have a natural interest in this behaviour and the theories behind it. My Thomas-Kilman preferred style to handle conflict (EV32) is both compromising and accommodating so it will be interesting to try to explore other styles to gauge effects.

#### Develop HR behaviour- Curious

Attend external HR networking events or workshop eg CIPD event. Prioritise those run for your industry/sector and/or area of interest. Use the insights gained to improve HR advice and solutions in your own organisation.

Curious by nature I honestly selected this as a means to extend my networking, HR knowledge and to keep up with current events. I read a lot of HR updates from journals and newsletters but find it difficult to get out of the office to actually attend events and feedback to the team ideas and new initiatives.

On reflection I feel that I could have dedicated more time to My PDP and tried to attend more events or seminars and gain feedback from colleagues. I did find that there were barriers and time constraints, due to priority projects (redundancy) and the Christmas period with colleagues being on annual leave, which made things difficult. I will endeavour to plan in more time to work on my PDP in future.

## CIPD Candidate evidence matrix

(CEM1)

| <b>Candidate name:</b> Francesca Deias                                      |                                                     |                         |                                                                        | <b>CIPD Membership/registration No.:</b><br>55479930 |                   |                         |
|-----------------------------------------------------------------------------|-----------------------------------------------------|-------------------------|------------------------------------------------------------------------|------------------------------------------------------|-------------------|-------------------------|
| <b>Qualification title:</b> CIPD Level 5 Diploma in Applied Human Resources |                                                     |                         |                                                                        | <b>Unique Learner No. (ULN):</b><br>1904623          |                   |                         |
| 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 | 1.1, 1.3                | Course Timetable                                                       | EV1                                                  |                   |                         |
| 5CDPP                                                                       | Developing Professional Practice in Human Resources | 1.1, 1.2, 1.3           | Programme of Study Handbook                                            | EV2                                                  |                   |                         |
| 5CDPP                                                                       | Developing Professional Practice in Human Resources | 1.2, 1.3                | Coleg Sir Gar Apprenticeship Induction booklet                         | EV3                                                  |                   |                         |
| 5CDPP                                                                       | Developing Professional Practice in Human Resources | 1.1, 1.2, 1.3           | Induction Questionnaire                                                | EV4                                                  |                   |                         |
| 5CDPP                                                                       | Developing Professional Practice in Human Resources | 1.1                     | L5 Diploma Specification applied HR Regulated Qualifications Framework | EV5                                                  |                   |                         |
| 5CDPP                                                                       | Developing Professional Practice in Human Resources | 1.1, 1.3                | UWTSD Lever 5 Module Directory                                         | EV6                                                  |                   |                         |
| 5CDPP                                                                       | Developing Professional Practice in Human Resources | 1.1, 1.3                | Programme Structure                                                    | EV7                                                  |                   |                         |
| 5CDPP                                                                       | Developing Professional Practice in Human Resources | 1.2, 1.3                | UWTSD Distance Learning Guide                                          | EV8                                                  |                   |                         |

|                |                                                                                         |          |                                                       |      |  |  |
|----------------|-----------------------------------------------------------------------------------------|----------|-------------------------------------------------------|------|--|--|
| 5CDPP          | Developing Professional Practice in Human Resources                                     | 1.2      | UWTSD Student Code of Conduct                         | EV9  |  |  |
| 5CDPP          | Developing Professional Practice in Human Resources                                     | 1.2      | CIPD Code of Conduct                                  | EV10 |  |  |
| 5CDPP          | Developing Professional Practice in Human Resources                                     | 2.1. 2.2 | CIPD Profession Map Professional Areas & definitions  | EV11 |  |  |
| 5CDPP          | Developing Professional Practice in Human Resources                                     | 2.1. 2.2 | CIPD Profession Map bands and transitions             | EV12 |  |  |
| 5CDPP          | Developing Professional Practice in Human Resources                                     | 3.1      | Google Calendar                                       | EV13 |  |  |
| 5CDPP          | Developing Professional Practice in Human Resources                                     | 3.1      | Trello to-do list                                     | EV14 |  |  |
| 5CDPP          | Developing Professional Practice in Human Resources                                     | 3.1, 3.2 | HR meeting agenda                                     | EV15 |  |  |
| 5CDPP          | Developing Professional Practice in Human Resources                                     | 3.1      | Google HR Email Group                                 | EV16 |  |  |
| 5CDPP          | Developing Professional Practice in Human Resources                                     | 3.1      | Email from HR legal Director titles 'Merry Christmas' | EV17 |  |  |
| 5CDPP          | Developing Professional Practice in Human Resources                                     | 3.1      | Communication email to Managers re: End of Probations | EV18 |  |  |
| 5CDPP<br>5CELW | Developing Professional Practice in Human Resources<br><br>Understanding Employment Law | 3.1, 3.2 | Redundancy schedule quote                             | EV19 |  |  |

|                |                                                                                                                               |                    |                                                               |      |  |  |
|----------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------|------|--|--|
| 5CDPP          | Developing Professional Practice in Human Resources                                                                           | 3.2, 4.3           | Expenses meeting with accounts overview                       | EV20 |  |  |
| 5CDPP<br>5ARTP | Developing Professional Practice in Human Resources<br><br>Contributing to resourcing and talent planning in the organisation | 4.3                | Job advert collaboration with Marketing/Brand manager         | EV21 |  |  |
| 5CDPP          | Developing Professional Practice in Human Resources                                                                           | 4.3, 5.2           | My CPD Map- Skilled Influencer                                | EV22 |  |  |
| 5CDPP<br>5KEEG | Developing Professional Practice in Human Resources<br><br>Understanding Employee Engagement                                  | 3.2                | Employee engagement Thought Shower (Brainstorming) example    | EV23 |  |  |
| 5CDPP          | Developing Professional Practice in Human Resources                                                                           | 3.1                | Trello templates board for managing tasks                     | EV24 |  |  |
| 5CDPP          | Developing Professional Practice in Human Resources                                                                           | 3.1                | Trello example of a template and checklist for managing tasks | EV25 |  |  |
| 5CDPP          | Developing Professional Practice in Human Resources                                                                           | 3.1, 3.2, 4.1, 4.3 | Store Operations Manual Project                               | EV25 |  |  |
| 5CDPP          | Developing Professional Practice in Human Resources                                                                           | 5.1                | My CPD Map Dashboard                                          | EV26 |  |  |
| 5CDPP          | Developing Professional Practice in Human Resources                                                                           | 5.1, 5.2, 5.3      | My CPD Map- Leading HR & Employee Engagement                  | EV27 |  |  |

|       |                                                     |               |                                                      |      |  |  |
|-------|-----------------------------------------------------|---------------|------------------------------------------------------|------|--|--|
| 5CDPP | Developing Professional Practice in Human Resources | 5.1, 5.2, 5.3 | My CPD Map- Curious                                  | EV28 |  |  |
| 5CDPP | Developing Professional Practice in Human Resources | 5.2           | Belbin Team Type Questionnaire                       | EV29 |  |  |
| 5CDPP | Developing Professional Practice in Human Resources | 5.2           | 2 x Communication Effectiveness Questionnaires       | EV30 |  |  |
| 5CDPP | Developing Professional Practice in Human Resources | 5.2           | Communication Style Questionnaires                   | EV31 |  |  |
| 5CDPP | Developing Professional Practice in Human Resources | 3.2, 5.2, 5.3 | Thomas Kilman Conflict Mode Instrument Questionnaire | EV32 |  |  |
| 5CDPP | Developing Professional Practice in Human Resources | 5.2           | Learning Style Questionnaire- Honey & Mumford        | EV33 |  |  |
| 5CDPP | Developing Professional Practice in Human Resources | 5.1, 5.2, 5.3 | Personal Development Plan                            | EV34 |  |  |

#### 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.

|                   |                        |              |                        |
|-------------------|------------------------|--------------|------------------------|
| <b>Signature:</b> | <b><i>FS Deias</i></b> | <b>Date:</b> | <b>13 January 2020</b> |
|-------------------|------------------------|--------------|------------------------|

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 <sup>th</sup> September 2019                | Induction/Using a Research Approach in HR                                | 5CIHR     | BMPD5002               |                                                                         |                                                             |
| 23 <sup>rd</sup> October 2019                  | Using a Research Approach in HR                                          | 5CIHR     | BMPD5002               | Part One - 18/11/19<br>Part Two – 29/6/20                               | Part One - Written response.<br>Part Two - Research Report. |
| 20 <sup>th</sup> 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 <sup>th</sup> December 2019                  | Understanding the Contemporary HR Function                               | 5CMHR     | BMPD5003               | 17/2/20                                                                 | Slides and notes pages                                      |
| 22 <sup>nd</sup> January 2020                  | Understanding the Business Context of HR                                 | 5CBIC     | BMPD5001               | 16/3/20                                                                 | Written report, analysis notes                              |
| 19 <sup>th</sup> February 2020                 | Understanding Employment Law                                             | 5CELW     |                        |                                                                         |                                                             |
| 18 <sup>th</sup> March 2020                    | AM: Understanding Employment Law<br>PM: Recap on Research Report         | 5CELW     | BMPD5004               | 27/4/20                                                                 | Written answers to questions                                |
| 22 <sup>nd</sup> April 2020                    | Understanding the Management of Employment Relations                     | 5KCER     | BMPD5008               | 25/5/20                                                                 | Written answers to questions                                |
| 20 <sup>th</sup> May 2020                      | Understanding the Link between Individual and Organisational Performance | 5KIOP     | BMPD5006               | 14/9/20                                                                 | Slides and notes pages                                      |
| 24 <sup>th</sup> June 2020                     | Contributing to Improving Organisational Performance                     | 5AIOP     | BMPD5012               | 14/9/20                                                                 | Portfolio of Evidence                                       |
| 8 <sup>th</sup> and 15 <sup>th</sup> July 2020 | <i>Skills Workshops – only attend if advised by Alison Williams</i>      |           |                        |                                                                         |                                                             |
| 16 <sup>th</sup> September 2020                | Understanding Employee Engagement                                        | 5KEEG     | BMPD5007               | 19/10/20                                                                | Briefing paper                                              |
| 14 <sup>th</sup> October 2020                  | Contributing to Employee Engagement in the Organisation                  | 5AEEG     | BMPD5013               | 9/11/20                                                                 | Portfolio of Evidence                                       |

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

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

*Document updated on 31.7.19*



## **PROGRAMME OF STUDY HANDBOOK**

### **CIPD Diploma in Applied Human Resources**

#### **Level 5**

#### **INSTITUTE OF MANAGEMENT AND HEALTH**

**2019-2020**

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# APPRENTICESHIP

## College Induction 2019-2020



Learner Name: *Francesca Deias*

Tutor Name: *Julie Thomas*

Course: *CIPD Applied HR LS*

Date Induction booklet received: *25<sup>th</sup> September 2019*

Learner signature: *[Signature]*

Training adviser signature: .....



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

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

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

Induction QuestionnaireDiploma in Applied Human Resources

September 2019

|     | Question                                                                    | Answer                                                                            |
|-----|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 1.  | When, where and at what time will the course will be delivered?             | Pibworthwyd Campus<br>Wednesdays (1 per month)<br>9.30 - 4.30                     |
| 2.  | How many modules form part of the programme?                                | 16 (5 Core, 6 Knowledge, 5 Comp)                                                  |
| 3.  | When are the workshops this term?                                           | 23/10; 20/11; 4/12                                                                |
| 4.  | What is Moodle?                                                             | online platform                                                                   |
| 5.  | What is Eduroam?                                                            | Network                                                                           |
| 6.  | What is Turnitin?                                                           | Link to upload documents                                                          |
| 7.  | Do you know when you are required to hand in work?                          | YES                                                                               |
| 8.  | What are the core texts for this programme?                                 | Studying HR Management<br>HR Management: People & Orgs<br>Intro to Employment Law |
| 9.  | Do you know how to access the library catalogue?                            | YES: website or HUB                                                               |
| 10. | Do you know who to go to if you have a question/concern about the course?   | Julie Thomas                                                                      |
| 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 support services<br>01267 676830                                          |
| 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 (May 2021)                                                                |
| 19. | Have you been given access to the student handbook and time-table?          | YES                                                                               |
| 20. | What academic level is this qualification?                                  | 5                                                                                 |

Name: Francesca Deios

Signed: 

CIPD Membership Number (to be added when available): 554 79930

Signature of Lecturer: 

Date: 25/9/19

# **Level 5 Diploma Specification Applied Human Resources**

Regulated Qualifications Framework

December 2017

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## **MODULE DIRECTORY**

### **LEVEL 5**

#### **CIPD Diploma in Applied Human Resources**

#### **INSTITUTE OF MANAGEMENT AND HEALTH**

**2019-2020**

## **INTRODUCTION**

This Module Directory includes all the modules for Level 5 within the CIPD Diploma in Applied Human Resources in the academic year 2019-2020.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Director (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

## PROGRAMME STRUCTURE

| Order of Delivery | Module Code | Module (Unit)                                                            | Module Group | Credits | ASSESSMENT DETAILS                      |                     |
|-------------------|-------------|--------------------------------------------------------------------------|--------------|---------|-----------------------------------------|---------------------|
|                   |             |                                                                          |              |         | Method of Assessment                    | Submission Date(s)  |
| YEAR 1            |             |                                                                          |              |         |                                         |                     |
| 1                 | BMPD5002    | Using a Research Approach in HR                                          | Core         | 4       | Written response, research report       | 18/11/19<br>29/6/20 |
| 2                 | BMPD5000    | Developing Professional Practice in Human Resources                      | Core         | 8       | Portfolio of Evidence, Updated Plan     | 13/1/20<br>24/5/21  |
| 3                 | BMPD5003    | Understanding the Contemporary HR Function                               | Core         | 4       | Slides and notes pages                  | 17/2/20             |
| 4                 | BMPD5001    | Understanding the Business Context of HR                                 | Core         | 4       | Written report, analysis notes          | 16/3/20             |
| 5                 | BMPD5004    | Understanding Employment Law                                             | Core         | 6       | Written answers to questions            | 27/4/20             |
| 6                 | BMPD5008    | Understanding the Management of Employment Relations                     | A            | 4       | Written answers to questions            | 25/5/20             |
| 7                 | BMPD5006    | Understanding the Link between Individual and Organisational Performance | A            | 4       | Slides and notes pages                  | 14/9/20             |
| 8                 | BMPD5012    | Contributing to Improving Organisational Performance                     | B            | 8       | Portfolio of Evidence                   | 14/9/20             |
| YEAR 2            |             |                                                                          |              |         |                                         |                     |
| 9                 | BMPD5007    | Understanding Employee Engagement                                        | A            | 4       | Briefing paper                          | 19/10/20            |
| 10                | BMPD5013    | Contributing to Employee Engagement in the Organisation                  | B            | 8       | Portfolio of Evidence                   | 9/11/20             |
| 11                | BMPD5010    | Understanding the Management of Change                                   | A            | 4       | Slides or screen shots with notes pages | 11/12/20            |
| 12                | BMPD5015    | Contributing to the Management of Change                                 | B            | 8       | Portfolio of Evidence                   | 18/1/21             |
| 13                | BMPD5009    | Understanding Coaching and Mentoring in the Organisation                 | A            | 4       | Briefing paper                          | 15/2/21             |
| 14                | BMPD5014    | Contributing to Coaching and Mentoring in the Organisation               | B            | 8       | Portfolio of Evidence                   | 15/3/21             |
| 15                | BMPD5005    | Understanding Resourcing and Talent Planning                             | A            | 4       | Written answers to questions            | 19/4/21             |
| 16                | BMPD5011    | Contributing to Resourcing and Talent Planning in the Organisation       | B            | 8       | Portfolio of Evidence                   | 24/5/21             |



# **University Regulations**

## **Distance Learning**

### **Student Guide**

**September 2019**

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



# SE1: Student Code of Conduct

# Introduction

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

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

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

## General Principles

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

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

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

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

## Definitions

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



## 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.

## Professional area definitions

### The core professional areas



#### Introduction

The two professional areas *insights, strategy and solutions* and *leading HR* sit at the heart of the profession and are applicable to all HR professionals, regardless of role, location or stage of career, whether inside organisations or working with them.

They underpin the direction of the profession as an applied business discipline with a people and organisation specialism, and describe how great HR professionals work for HR's purpose – sustainable organisation performance – to be made real by using insights to create HR strategies and deliver solutions that stick, taking people with them and staying agile and innovative.

Fundamental to the CIPD view of great HR is that without this core or professional foundation, HR will always speak at the 'technician' level. The Profession Map sets HR as a business discipline first and foremost.

| Core professional area                        | Definition                                                                                                                                                                                                                                |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CORE: Insights, strategy and solutions</b> | Develop understanding of the organisation and its context and use these insights to tailor strategy and solutions to meet organisational needs now and in the future.                                                                     |
| <b>CORE: Leading HR</b>                       | Act as a role model leader, maximising the contribution that HR, or your specialist function, makes throughout the organisation both through own efforts and through supporting, developing and measuring others across the organisation. |

| Professional area                | Definition                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Organisation design              | Ensure the organisation is appropriately designed to deliver maximum impact in the short and long term.                                                                                                                                                                                                                                                     |
| Organisation development         | Identify organisational and individual capability requirements and align strategy, people and processes to optimise effectiveness and achieve organisation goals. Design interventions to drive the appropriate culture, behaviours, skills, and performance and provide insight and leadership on change management strategy, planning and implementation. |
| Resourcing and talent planning   | Ensure that the organisation has the right resource, capability and talent to achieve immediate and strategic ambitions now and in the future.                                                                                                                                                                                                              |
| Learning and development         | Build individual and organisational capability and knowledge to meet current and strategic requirements, and create a learning culture to embed capability development.                                                                                                                                                                                     |
| Performance and reward           | Help create and maintain a high-achieving organisation culture by delivering programmes that reward and recognise key employee capabilities, skills, behaviours, experience and performance, and ensure that reward systems are market-relevant, fair and cost-effective.                                                                                   |
| Employee engagement              | Work to strengthen the connection that all employees have with their work, colleagues and to their organisation so that employees are more fulfilled by their work and make a greater contribution towards organisational objectives: give particular attention to good leadership and management.                                                          |
| Employee relations               | Ensure that the individual and collective relationship between the organisation and its employees are managed appropriately; within a clear framework underpinned by organisation culture, practices, policies and ultimately by relevant law.                                                                                                              |
| Service delivery and information | Ensure customer-focused HR service delivery excellence across the entire employee lifecycle, applying exceptional process and project management to enable effective and cost-efficient HR service delivery; provide the organisation with meaningful analytics to enable business improvement.                                                             |

## Bands and transitions

### The bands

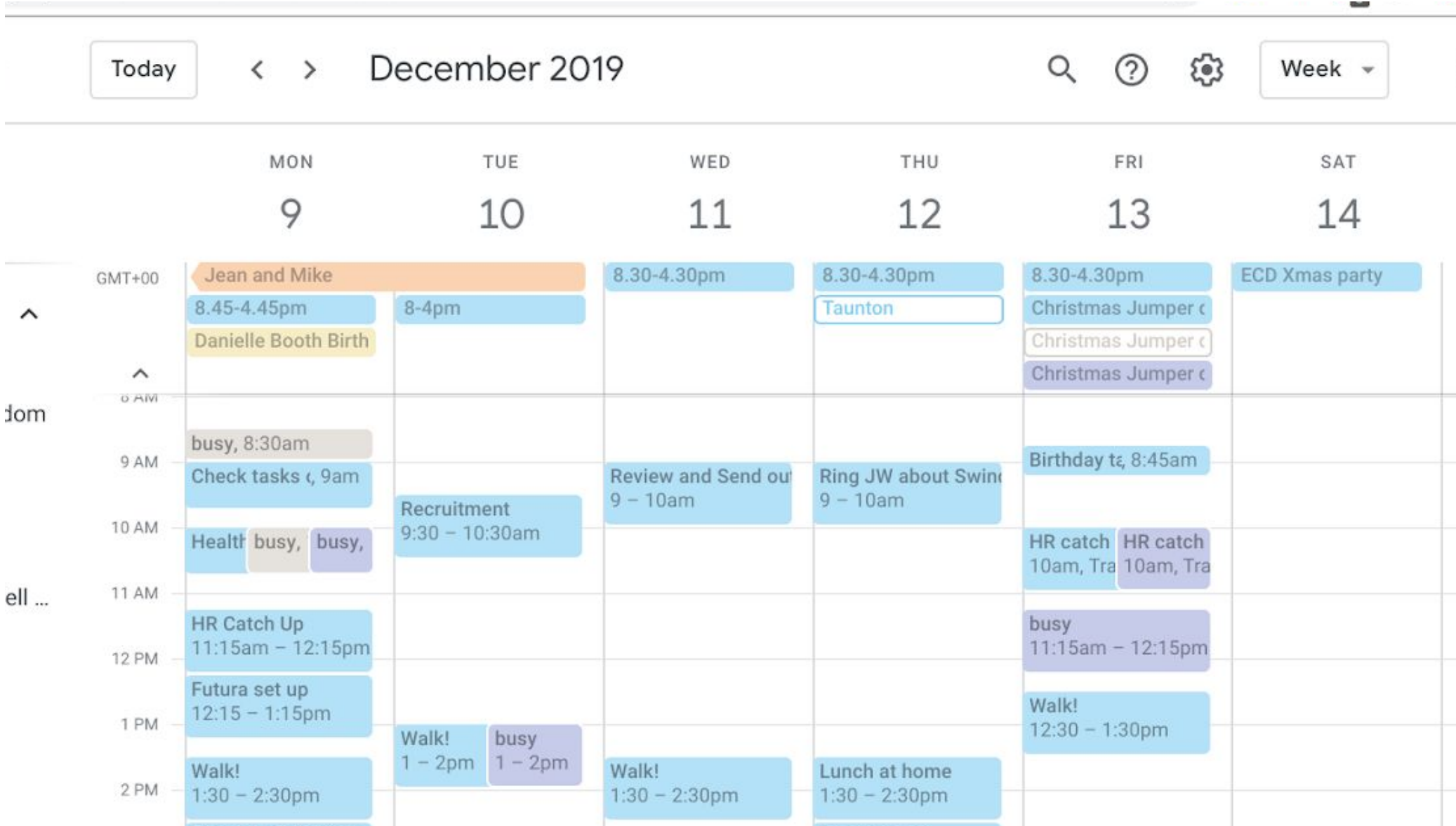
#### Introduction

The Profession Map knowledge and activities in the ten professional areas, as well as the statements in the behaviours, are displayed in four bands. The four bands of professional competence define the contribution that professionals make at every stage of their HR career in the following key areas:

- the relationship that the HR professional has with clients
- the focus of the activities performed by the HR professional
- where HR professionals spend their time
- what services they provide to clients
- how their contribution and success is measured.

Whether you are using the Profession Map for your own development or for your HR team's/organisation, the bands help to give a clear pathway and focus to your developmental planning and activities. All **professional areas** and **behaviours** set out the standards in these four bands or levels.

|                                                      | Band 1                                                                                               | Band 2                                                                                                                                   | Band 3                                                                                                                                  | Band 4                                                                                                                                                                                           |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Relationship with client</i>                      | Delivering fundamentals.                                                                             | Adviser, issues-fed.                                                                                                                     | Consultant, co-operative partner.                                                                                                       | Leadership colleague, client confidante and coach.                                                                                                                                               |
| <i>Focus of activity</i>                             | Client support and processing activity.<br><br>Immediate and ongoing.                                | Advising and managing individual or team-based human resource issues and problems.<br><br>Current or near term.                          | Leading the professional area.<br><br>Addressing the HR challenges at the organisational level.<br><br>Medium and longer term.          | Leading the function or professional area.<br><br>Leading the organisation.<br><br>Developing the organisational strategy.<br><br>Developing the HR strategy.<br><br>Partnering with the client. |
| <i>Where time is spent</i>                           | Providing information, managing data, process delivery.                                              | Understanding the issues and parameters, issue analysis, evaluation, solutions and likely consequences.                                  | Understanding the functional and business realities, providing insights and linkages, flexible and innovative solutions, risk analyses. | Understanding the organisational and industry realities and the client's needs, developing strategies and plans.                                                                                 |
| <i>Service to the client</i>                         | Facts and information.<br><br>Delivering fundamentals.<br><br>Process support.<br><br>Peace of mind. | Issues handled.<br><br>Flexible options and recommendations.<br><br>Issues and problems satisfactorily resolved.<br><br>Repeat business. | Ideas, insights and challenge.<br><br>Solutions.<br><br>Trusted partner.<br><br>Seat at the leadership table.                           | 'Safe haven' for challenging discussions around the hard issues, surfacing and reflecting 'the truth'.<br><br>Lead team colleague, sought by client as development and performance coach.        |
| <i>Measures</i>                                      | Execution excellence, efficiency, accuracy, flexibility and client satisfaction.                     | Issues and problems satisfactorily resolved.<br><br>Repeat business.                                                                     | Trusted partner.<br><br>Seat at the leadership table.                                                                                   | Lead team colleague, sought by client as development and performance coach.                                                                                                                      |
| <i>Relative skill balance: Behaviours: technical</i> | 30:70                                                                                                | 50:50                                                                                                                                    | 60:40                                                                                                                                   | 80:20                                                                                                                                                                                            |



The screenshot shows a Trello board titled "Fran to do list" with a search bar and navigation icons at the top. The board is organized into four columns: Priority, In progress, Ongoing, and Paused. Each column contains several task cards with details such as due dates, labels, and attachments.

**Priority Column:**

- 2019 Company Annual leave review (Due: 14 Jan, 5/7, Labels: CD, L)
- Complete Redundancy at risk letters (Due: 8 Jan, 3)
- Grace Kelsie CoT (Due: 17 Jan, 1/6)
- Alex Lines letter of Conern (Due: 17 Jan, 1)
- H&S Refresher presentation & Quiz (Due: 30 Nov 2019, 2)

**In progress Column:**

- Add Probation status to all employees on PeopleHR (1)
- Mental Health Awareness Project (1, Label: L)

**Ongoing Column:**

- My development plan (2)
- Template updates (1)
- Weekly absence report (Due: 15 Jan)
- OOE Supervisors & PeopleHR Updates (1, 2, Label: FD)
- Clean up Old vacancies on ATS (Due: 1 Oct 2019, 1, 1)
- Annual Equal Ops Monitoring

**Paused Column:**

- Kym Williams Secondment (9 Oct, 1, 1, Label: SM)
- Look at Phased Return from Maternity Letter wording (Due: 12 Apr 2019, 1)
- 2 year LOS holiday review (Due: 30 Mar, 1, 1)
- Store Operations Manuals (1, 3)
- IHG Card registration



**Groups**
NEW TOPIC
Refresh
Mark all as read
Actions
Filters
0 members
Settings

My groups  
Home  
My discussions  
Starred

▼ Favorites  
Click on a group's star icon to add it to your favorites

▼ Recently viewed  
Recruitment  
Absence  
All Company  
Human Resources

▼ Recent searches  
liric (in hr)  
emma (in hr)  
FORUM (in hr)  
forum (in hr)  
roxana (in recruit...)

[Privacy](#) - [Terms of Service](#)

Human Resources
Shared privately
30 of 6752 topics (99+ unread) ★

Tags · Members · About

|                          |                                                                                                                                           |          |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <input type="checkbox"/> | <b>Area con calls</b> (2)<br>By Charlotte - 2 posts - 0 views                                                                             | 11:38 AM |
| <input type="checkbox"/> | <b>Re: Pay Advance</b> (1)<br>By Charlotte - 1 post - 0 views                                                                             | 11:15 AM |
| <input type="checkbox"/> | <b>2020 Store Opening hours - shop trading hours - invitation to edit</b> (1)<br>By Ben Cartwright (via Google Sheets) - 1 post - 0 views | 10:54 AM |
| <input type="checkbox"/> | <b>Fwd: Gower Enterprises Health Shield Submission Changes</b> (1)<br>By me - 3 posts - 0 views                                           | 10:49 AM |
| <input type="checkbox"/> | <b>Pension</b> (2)<br>By Mark Eagleton - 2 posts - 0 views                                                                                | 10:43 AM |
| <input type="checkbox"/> | <b>Lateness</b> (3)<br>By Martyn Rowlands - 5 posts - 0 views                                                                             | 9:40 AM  |
| <input type="checkbox"/> | <b>Re: Leaving notice</b> (1)<br>By Phil Craston - 1 post - 0 views                                                                       | 9:39 AM  |
| <input type="checkbox"/> | <b>Fwd: Leaving notice</b> (2)<br>By Ben Cartwright - 4 posts - 0 views                                                                   | 9:35 AM  |
| <input type="checkbox"/> | <b>Son III</b> (2)<br>By Darren Slade - 2 posts - 0 views                                                                                 | Jan 11   |
| <input type="checkbox"/> | <b>Carmarthen Absence</b> (2)<br>By Jo Stephens - 2 posts - 0 views                                                                       | Jan 11   |
| <input type="checkbox"/> | <b>2020/01/13 - Weekly Newsletter Template - EDITOR'S DRAFT</b> (3)<br>By Ben Cartwright (Google Slides) - 3 posts - 0 views              | Jan 10   |
| <input type="checkbox"/> | <b>Amanda Probation Period</b> (1)<br>By Sian Morgan - 1 post - 0 views                                                                   | Jan 10   |

13/01/2020

Gower Enterprises Mail - Merry Christmas



Fran Deias &lt;fran.deias@ecigarettdirect.co.uk&gt;

---

## Merry Christmas

---

**Charlotte Dunworth** <charlotte.dunworth@ecigarettdirect.co.uk>

23 December 2019 at 17:24

To: Fran Deias &lt;fran.deias@ecigarettdirect.co.uk&gt;

Merry Christmas to you too Fran, and I hope you and the family have a wonderful time and you enjoy a well deserved break!

Your pay rise was very much earned and unanimously agreed by the directors - you've been an absolute super-star this year and Laura and I would not have coped without you! You've taken on a lot more responsibility and been an amazing support to Laura (and I!) during her pregnancy and now to Sian in finding her way around the company and how we do things.

I look forward to seeing what you do in 2020!!

Xx

Email Communication to managers

----- Forwarded message -----

From: **Fran Deias** <fran.deias@ecigarettdirect.co.uk>

Date: Tue, 12 Nov 2019 at 15:47

Subject: EOPR'S & Benefits

To: <retailmanager@ecigarettdirect.co.uk>, Emma Jenkins <emma.jenkins@ecigarettdirect.co.uk>, Lee Williams <lee.williams@ecigarettdirect.co.uk>, John Webb <john.webb@ecigarettdirect.co.uk>

Cc: Human Resources <hr@ecigarettdirect.co.uk>

Hi all,

After the launch of our new company benefits, I need to update you on all retail End of Probations (EOP).

New starter retail colleagues will not be eligible for certain company benefits until they pass probation.

This means that EOP review's need to be well managed and done in a timely manner, otherwise this may be to the detriment of the employee.

Please ensure that EOP reviews are scheduled in your calendar and that you notify HR immediately when a colleague passes probation or whether probation it is likely to be extended.

If you have any questions please let me know.

Many thanks,

Fran

**Fran Deias**

HR Administrator



t.01792 850194

e.fran.deias@ecigarettdirect.co.uk



Units 4-5 Bell Court, Felinfach  
Fforestfach, Swansea SA5 4HP  
t 01792 852843  
e [support@ecigarettedirect.co.uk](mailto:support@ecigarettedirect.co.uk)

#### REDUNDANCY SCHEDULE QUOTE

|                                                                |                      |
|----------------------------------------------------------------|----------------------|
| STORE                                                          |                      |
| NAME                                                           |                      |
| POSITION                                                       |                      |
| COMPANY START DATE                                             |                      |
| LENGTH OF SERVICE (at point of redundancy)                     | year(s)              |
| DATE OF BIRTH                                                  | <input type="text"/> |
| AGE (at point of redundancy)                                   |                      |
| SALARY / HOURLY RATE                                           | £                    |
| AVERAGE WEEKLY PAY (capped at £525 and based on last 12 weeks) | £                    |
| NOTICE PERIOD                                                  | week(s)              |
| PAY IN LIEU (Subject to normal statutory deductions)           |                      |
| REDUNDANCY PAY (Statutory Redundancy Weeks)                    | £                    |
| REDUNDANCY PAY (Statutory Redundancy Pay)                      | £                    |

Employees with 2 years continuous service or more are entitled to Statutory Redundancy Pay. Statutory Redundancy is calculated as below:

- 0.5 week's pay for each full year of service where age during year less than 22.
- 1.0 week's pay for each full year of service where age during year is 22 or above.
- 1.5 week's pay for each full year of service where age during year is 41+

In addition to the above figures, any accrued holiday pay will be paid and is subject to Tax and NI in the normal way.

**Please note that this is only a quote and subject to change. Any final amounts due will be outlined in writing if your role is confirmed as redundant.**

2018 Accounts meeting overview re: expenses

The accounts team highlighted that there were major issues with the current expenses process. It was difficult for them to manage, employees and managers were not following process and it was draining resources. The HR team agreed to meet with accounts to discuss a way forward.

**Attendees: JW, Financial Controller; CT, Senior Accounts assistant; KMW, Accounts assistant; LJ, HR Manager; Fran Deias, HR Administrator**

JW was concerned that the current process was draining time and resources from the team. JW felt that expenses were a HR function rather than accounts.

LJ & Fran agreed that the process sat with HR but the completion of the expenses run was, in fact, an accounts function.

JW strongly disagreed.

Specific problems were discussed so as a way forward Fran agreed to take on a 3 month expenses project where she would improve the process, training and process expenses for that time period instead of KMW. On the agreement that it would be passed back to KMW after 3 months.

JW & KMW agreed to this.

Fran realised that most employees and managers had never had any formal expenses training, with the exception of new starters since September 2018 and there was a big gap in training. Fran developed expenses guides and training materials and ran a training workshop with area managers to train them in managing expenses correctly and in line with company policy and procedure. The guides were also communicated to colleagues via email and published to the company intranet.

Fran collaborated and met with KMW to refine the information required from an accounting perspective. A new spreadsheet with API plugins from the HR system was created, based on the current spreadsheet that the accounts team were using and from guidance from KMW. Fran continued to run expenses for 2 months, each time giving feedback to managers and head of retail via a spreadsheet with issues and mistakes stilling being made by managers and employees.

After month 2 the results were hugely improved. A final meeting with the accounts team was held where Fran outlines all the changes implemented and agreed to train KMW to complete the process effectively, saving time. Fran also agreed to be on available to KMW with any issues and agreed to liaise with managers if compliance deteriorated at all. KMW was very happy with the improvements and despite a few queries was happy to work to the new process.

Since this final meeting at the end of 2018 there have been no reported issues from the accounts team in relation to expenses or the fact that it is not an accounts function.

Job Ad - New Version (Make a difference) ☆ 🔄

File Edit View Insert Format Tools Add-ons Help Last edit was 5 days ago

100% Normal text Arial 12 B I U A

Position: e.g. Customer Adviser - Part time  
Location: \*\*\*\*\*  
Salary: \*\*\*\*\*

**We make a real difference to people's lives. You can too.**

At E-Cigarette Direct we are close to our customers and are rewarded by seeing the fantastic positive effect vaping has on people's lives every single day.

Our retail stores are at the heart of what we do. Since 2008, we've helped thousands of happy customers switch to vaping. This is thanks to our carefully selected range of quality vaping solutions and highly knowledgeable teams.

We always operate with an honest, customer focused approach. Working together as a tight knit team to share our knowledge, provide great service, and change people's lives.

The successful candidate to join our team will be a friendly, confident 'people person' who is able to share our value in bringing a passion to what we do. They should enjoy a variety of tasks, and thrive on taking responsibility when working alone. Retail or vaping experience would be an advantage, but a positive attitude is far more important ... everything else we can teach!

**Benefits of working with E-Cigarette Direct:**

- A fun, collaborative and very rewarding work environment.
- A values led business where people come first.
- Opportunities for training and career development.
- Open communication with everyone from colleagues to directors.
- Healthcare cash plan.
- Cycle to work scheme.
- Free subscriptions to wellbeing platform/app.
- Free tea & coffee (all day long!).
- Generous staff discounts.

Jon Nelsey 11:29 7 Jan  
I really like the theory behind approach. Let's hope it translates to quality applicants.

Notifications Comment

Ben Dickeson 15:18 7 Jan · Re-open  
+fran.delias@ecigarettedirect.co.uk  
+sian.morgan@ecigarettedirect.co.uk  
Reply

Ben Dickeson 15:18 7 Jan  
Shorter version of intro text here.  
How does this sound?

Fran Delias 09:32 8 Jan  
Looks good to me. Just broken up one long sentence.

Fran Delias 09:33 8 Jan  
+sian.morgan@ecigarettedirect.co.uk Any thoughts?

← → ↻ mycpdmap.cipd.co.uk/results

**CIPD** Welcome back Francesca (STUDENT)  
You're currently assessing as a PROFESSIONAL

Dashboard Learn more Exit

## STUDENT ASSESSMENT

Your assessment results

Emerging ————— Exceeding

### Skilled Influencer

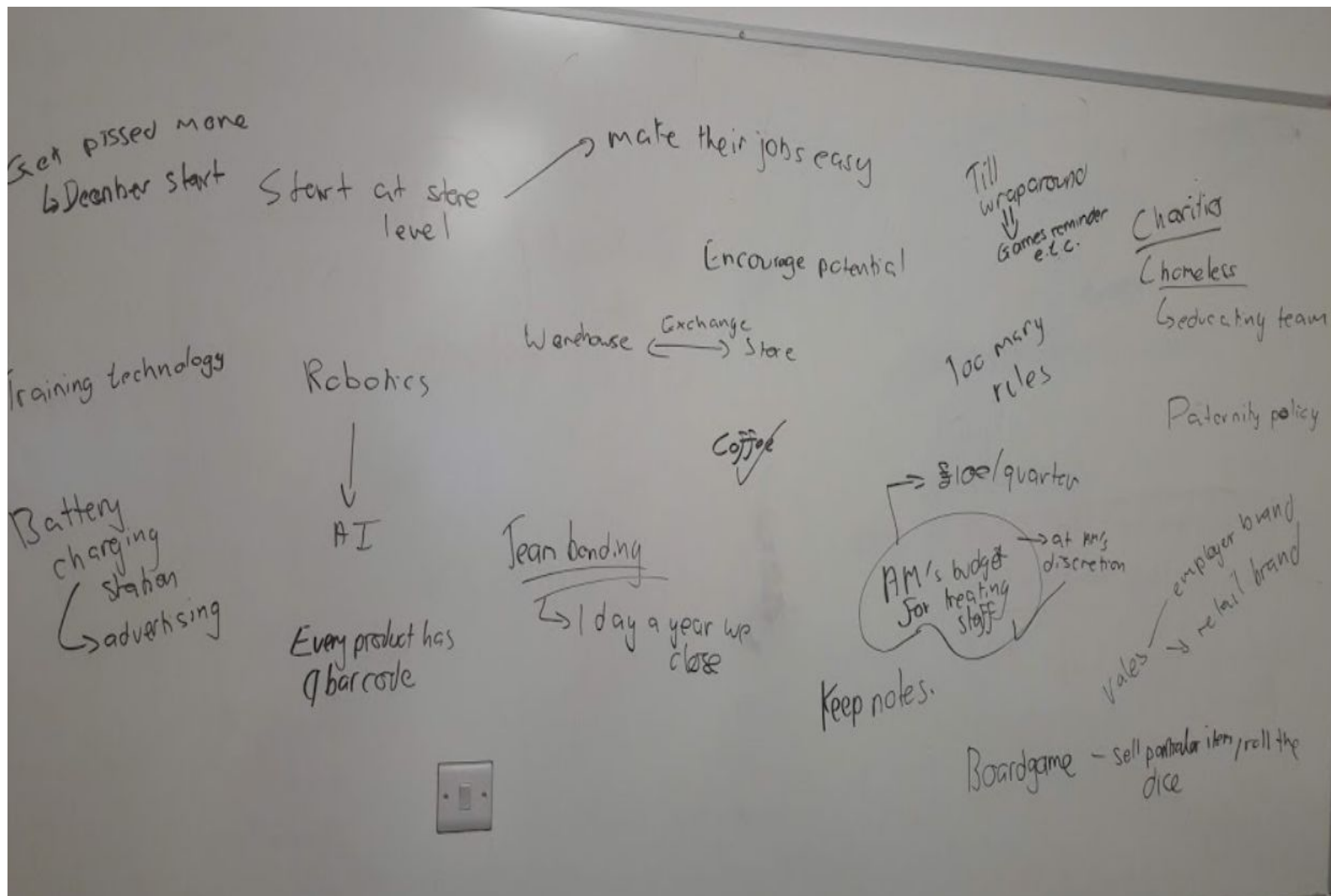
Summary Development actions Reading & Research Courses & Events

- Identify who are the key influencers within your function, and build relationships with them over time by finding ways to enable them to deliver their priorities.
- Use personality psychometrics (such as MBTI and FIRO-B) to provide further insights into your influencing style and how to adapt your style to influence people with different styles and preferences.
- Undertake a stakeholder analysis and map to identify key stakeholder groups for a particular project or intervention. Assess each group's current position to inform your approach to communication, involvement and governance.

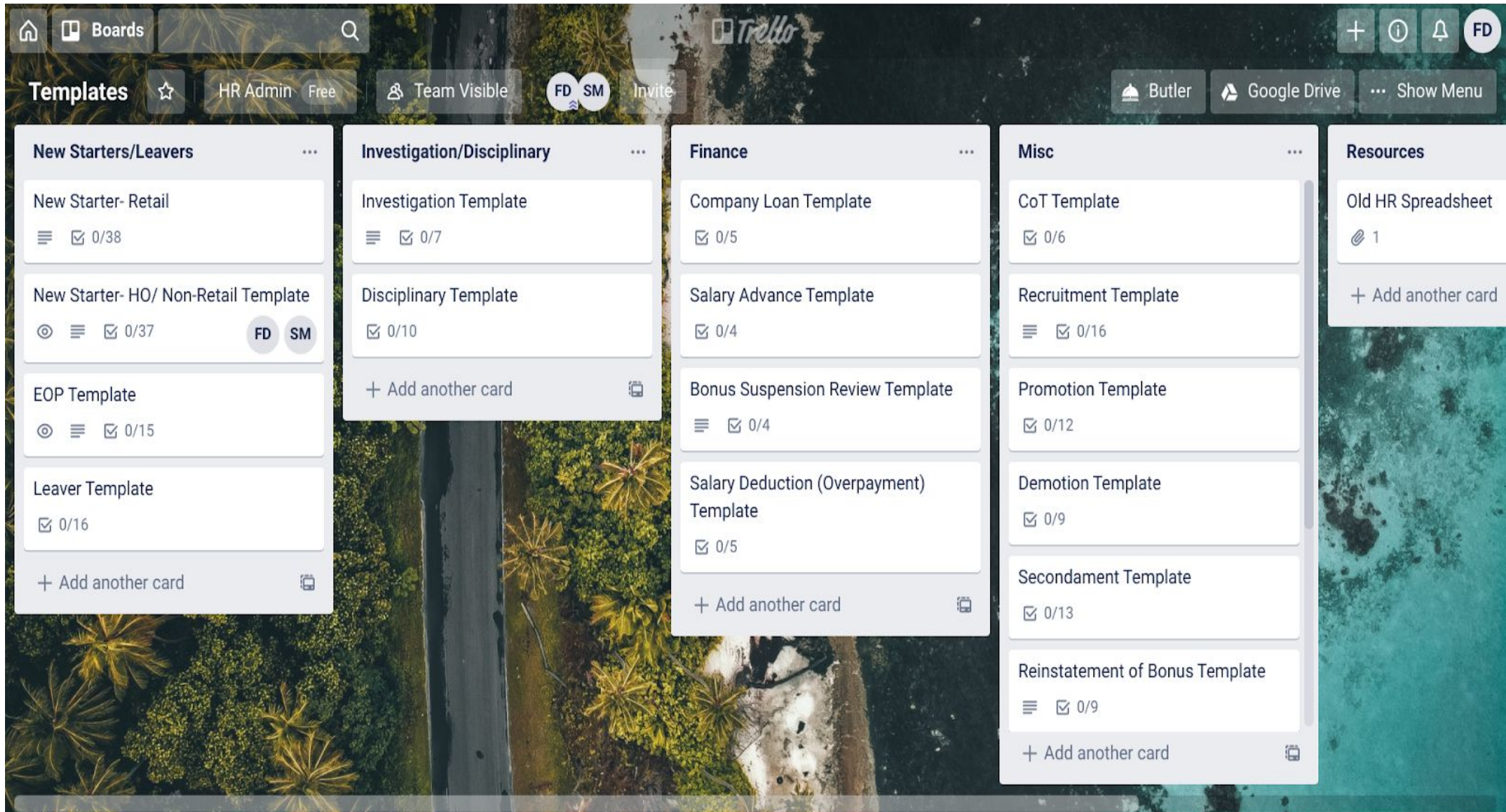
How did you do? Be social...

Take another assessment Go to dashboard

Terms and Conditions

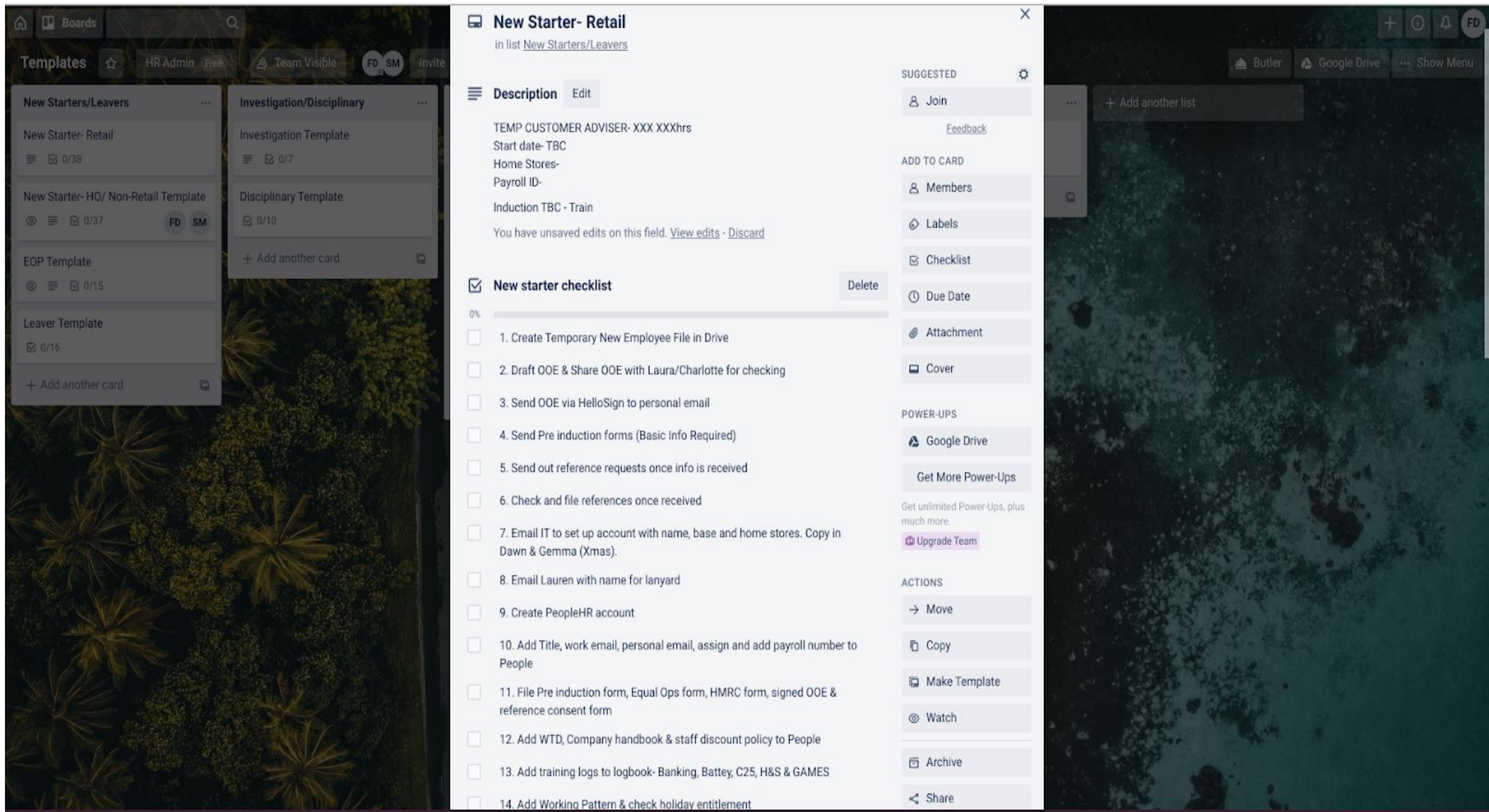


EV24  
Screenshot of Trello Templates Board



EV25

Extract of Trello New Starter Checklist Template



# e-cigarette DIRECT

## Expenses Process

## Aims

- To get it right first time
- Save time and resources
- Claim back as much VAT as possible
- Save money!



## Why is this important?

- To maintain accurate and auditable records
- Adhere to Company policy
- Maintain an efficient and streamlined process
- Ensure we claim back everything we are entitled to
- Ensure timely reimbursements to employees
- Keeps our Accounts team and the Tax Man/Woman happy :)



## 2019 E Cigarette Direct Policy & Procedure guides

| 2019 Version                                   | Intranet/Drive | Project Manager(s)                      | Project Monitor | Roll out date        | 2018 Version                                  |
|------------------------------------------------|----------------|-----------------------------------------|-----------------|----------------------|-----------------------------------------------|
| <a href="#">2019 Gift Card Guide</a>           | Y/Y            | Ben C                                   | Will            | READY                | <a href="#">2018 GC P&amp;P</a>               |
| <a href="#">2019 Samples Made Simples</a>      | Y/Y            | Ben C & Michael                         | Jon             | READY                | NA                                            |
| <a href="#">2019 BANKING version 3.0</a>       | Y/Y            | Adam                                    | Ben C           | READY (for Printing) | <a href="#">Banking 2.1</a>                   |
| <a href="#">2019 Loyalty Card P&amp;P</a>      | Y/Y            | Ben C                                   | Will            | READY                | NA                                            |
| <a href="#">2019 C25 P&amp;P</a>               | Y/Y            | Ben C                                   | Charlotte       | READY                | <a href="#">2018 C25</a>                      |
| <a href="#">2019 Stock - Returns</a>           | Y/Y            | Danny                                   | Adam            | READY 13/06          | <a href="#">2018 Returns Process</a>          |
| <a href="#">2019 Stock Deliveries Guide</a>    | Y/Y            | Michael & Danny                         | Adam            | READY 14/06          | <a href="#">2018 Booking in stock P&amp;P</a> |
| <a href="#">2019 Battery Safety Guide</a>      | TBC            | Will & Michael                          | Ben C           | By end of April      | <a href="#">2018 BS</a>                       |
| <a href="#">2019 Stock - Stock Takes</a>       | Y/Y            | Danny & Adam                            | Ben C           | READY 14/06          | <a href="#">2018 Stock Takes Guide</a>        |
| <a href="#">2019 ECD Consumer Rights Guide</a> | Y/Y            | Charlotte                               | Ben C           | READY                | <a href="#">2018 Guide to consumer rights</a> |
| <a href="#">Store Operations Manual</a>        | NA             | Charlotte / Jon / <a href="#">Ben C</a> | Fran            | READY 14/06          | <a href="#">Previously known as BIBLE</a>     |
| <a href="#">2019 People HR Expenses Guide</a>  | Y/Y            | Fran                                    | Ben C           | READY                | <a href="#">People HR Expenses Guide</a>      |

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CIPD

Welcome back **Francesca** (STUDENT)  
You're currently assessing as a **PROFESSIONAL**

Dashboard

Learn more

Exit

STUDENT ASSESSMENT

Your assessment results

Click on each area for further information

Summary

Development actions

Reading & Research

Courses & Events

Select a completed area of the map to see your assessment results and recommendations.

How did you do?  
Be social...

+ Take another assessment

Go to dashboard

65

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**CIPD** Welcome back **Francesca** (STUDENT)  
You're currently assessing as a **PROFESSIONAL**

Dashboard Learn more Exit

## STUDENT ASSESSMENT

Your assessment results

**Leading HR**

Summary Development actions Reading & Research Courses & Events

- Champion the use of metrics and measures in the organisation. Demonstrate a commercial mindset by ensuring that measures and KPIs are integrated into all people plans and projects, and that all projects are appropriately costed in terms of budget and resources, clearly showing a return on investment.
- Become an expert in your field by putting time aside to develop your knowledge and expertise in your organisation's policies and procedures, as well as relevant law and practice. Spend time with the business to ensure your advice is relevant and appropriate to your organisation's culture.
- Ask a range of other people (such as your manager, a couple of your peers, a couple of your customers) for feedback on the work you deliver and the way you deliver it. Ask for some specific examples of areas you could improve, and strengths to build on. Ask your manager and trusted peers to offer some feedback on the extent of your HR expertise in the area you work in, and build their feedback into your development plan.

Emerging Exceeding

## STUDENT ASSESSMENT

Your assessment results



### Employee engagement

Summary

Development actions

Reading & Research

Courses & Events

- Work with your HR team to develop reports that demonstrate the connection between employee engagement performance data (such as retention, absenteeism, productivity) with organisational performance as measured by sales, customer service etc. Ensure the analysis is discussed and fed into organisation-wide people plans.
- Discuss the results of employee engagement research (in your own and other organisations) with senior line managers. Work with them to identify strategies to drive greater engagement from their employees.
- Design and deliver employee engagement solutions for your organisation.
- Identify what really engaged employees in your organisation. Consider how to align individual and organisational objectives so maximum engagement is achieved.
- Identify an area of concern or declining trend from employee engagement results and advise senior managers on a range of interventions to tackle this, highlighting the relative costs and

## EV29

### Belbin team type questionnaire

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

#### How to complete the questionnaire

On the following pages are a series of statements divided into seven sections.

Your points may be distributed among several sentences as in the example above. In extreme cases they may be spread among all sentences or ten points may be given to a single sentence.

At the end, there are further instructions on how to tally your score.

#### Section 1

##### What I believe I can contribute to a team

|   |                                                                                                                                    |   |
|---|------------------------------------------------------------------------------------------------------------------------------------|---|
| A | I think I can quickly see and take advantage of new opportunities                                                                  | 1 |
| B | I can work well with a very wide range of people                                                                                   | 3 |
| C | My specialist knowledge and experience is usually my major asset                                                                   | 2 |
| D | My ability rests on being able to draw people out whenever I detect they have something of value to contribute to group objectives | 2 |
| E | I can be relied upon to finish any task I undertake                                                                                |   |
| F | I am prepared to be blunt and outspoken in the cause of making things happen                                                       |   |
| G | I can usually tell whether a plan or idea will fit a particular situation                                                          | 2 |

|   |                                                                            |  |
|---|----------------------------------------------------------------------------|--|
| H | I can offer a reasoned and unbiased case for alternative sources of action |  |
| I | Producing ideas is one of my natural assets                                |  |

## Section 2

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

|   |                                                                                                                    |          |
|---|--------------------------------------------------------------------------------------------------------------------|----------|
| A | I am not at ease unless meetings are well structured and controlled and generally well conducted                   | <b>2</b> |
| B | I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing | <b>1</b> |
| C | I have a tendency to talk a lot once the group gets on to a new topic                                              |          |
| D | My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues             | <b>1</b> |
| E | I am sometimes seen as forceful and authoritarian when dealing with important issues                               |          |
| F | I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere               | <b>2</b> |
| G | I am apt to get caught up in ideas that occur to me and so lose track of what is happening                         | <b>1</b> |
| H | I am reluctant to contribute unless that subject deals with an area I know well                                    | <b>2</b> |
| I | I am reluctant to express my opinions or proposal or plans that are incomplete or are insufficiently detailed      | <b>1</b> |

### Section 3

**When involved in a project with other people:**

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

### Section 4

**My characteristic approach to the group is that:**

|   |                                                                                   |          |
|---|-----------------------------------------------------------------------------------|----------|
| A | I contribute when I know what I'm talking about                                   | <b>3</b> |
| B | I am not reluctant to challenge the view of others or hold a minority view myself |          |

|   |                                                                                                             |   |
|---|-------------------------------------------------------------------------------------------------------------|---|
| C | I can usually find a line of argument to refute unsound propositions                                        | 1 |
| D | I think I have a talent for making things work once a plan has to be put into operation                     | 2 |
| E | I prefer to avoid the obvious and to open up lines that have not been explored                              |   |
| F | I bring a touch of perfectionism to any job I undertake                                                     |   |
| G | I am likely to be the one to make contacts outside the group or the firm                                    |   |
| H | While I am interested in all views I have no hesitation in making up my mind once a decision has to be made |   |
| I | I maintain a quiet interest in getting to know colleagues better                                            | 4 |

## Section 5

**I gain satisfaction in a job because:**

|   |                                                                            |   |
|---|----------------------------------------------------------------------------|---|
| A | I enjoy analysing situations and weighing up all the possible choices      |   |
| B | I feel that I am using my special qualifications and training to advantage | 1 |
| C | I like to feel I am fostering good working relationships                   | 3 |
| D | I can have a strong influence on decisions                                 |   |
| E | I have a chance of meeting new people with different ideas                 |   |

|   |                                                            |   |
|---|------------------------------------------------------------|---|
| F | I can get people to agree on priorities and objectives     | 2 |
| G | I feel in my element where I give a task my full attention |   |
| H | I can find an opportunity to stretch my imagination        |   |
| I | I am interested in finding practical solutions to problems | 4 |

## Section 6

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

|   |                                                                                                                         |   |
|---|-------------------------------------------------------------------------------------------------------------------------|---|
| A | I would feel like devising a solution of my own and then trying to sell it to the group                                 |   |
| B | I would be ready to work with the person who showed the most positive approach                                          |   |
| C | I would find some way of reducing the size of the task by establishing what different individuals might best contribute | 1 |
| D | My natural sense of urgency would help to ensure that we did not fall behind schedule                                   | 1 |
| E | I like to read up as much as I conveniently can on the subject                                                          | 2 |
| F | In spite of conflicting pressure I would press ahead with whatever needed to be done                                    | 2 |
| G | I would take the lead if I felt the group was making no progress                                                        | 2 |

|   |                                                                                                  |   |
|---|--------------------------------------------------------------------------------------------------|---|
| H | I would open up discussions with a view to stimulating new thoughts and getting something moving |   |
| I | I believe I would keep cool and maintain my capacity to think straight                           | 2 |

## Section 7

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

|   |                                                                                   |   |
|---|-----------------------------------------------------------------------------------|---|
| A | I am apt to show my impatience with those who are obstructing progress            |   |
| B | Some people criticise me for being too analytical                                 |   |
| C | My desire to check that we get the important details right are not always welcome | 1 |
| D | I am inclined to feel I am wasting my time and would do better on my own          |   |
| E | I find it difficult to get started unless the goals are clear                     | 3 |
| F | I am sometimes poor at putting across complex points that occur to me             | 2 |
| G | I am conscious of demanding from others the things I cannot do myself             | 2 |
| H | I hesitate to express my personal views in front of difficult or powerful people  | 2 |
| I | I tend to show boredom unless I am actively engaged with stimulating people       |   |

## Scoring

The table below is used to compile your Belbin scores.

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

Then add up your totals for each team role.

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

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

| <b>Roles</b>          | <b>Section<br/>1</b> | <b>Section<br/>2</b> | <b>Section<br/>3</b> | <b>Section<br/>4</b> | <b>Section<br/>5</b> | <b>Section<br/>6</b> | <b>Section<br/>7</b> | <b>Totals</b> |
|-----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|---------------|
| Completer<br>Finisher | E                    | I<br><b>3</b>        | B                    | F                    | G                    | D<br><b>1</b>        | C<br><b>1</b>        | <b>5</b>      |
| Implementer           | G<br><b>2</b>        | A<br><b>2</b>        | H                    | D<br><b>2</b>        | I<br><b>4</b>        | F<br><b>2</b>        | E<br><b>3</b>        | <b>15</b>     |
| Monitor<br>Evaluator  | H                    | D<br><b>1</b>        | G<br><b>2</b>        | C<br><b>1</b>        | A                    | I<br><b>2</b>        | B                    | <b>6</b>      |
| Specialist            | C<br><b>2</b>        | H                    | E<br><b>1</b>        | A<br><b>3</b>        | B<br><b>1</b>        | E<br><b>2</b>        | D                    | <b>9</b>      |
| Co-ordinator          | D<br><b>2</b>        | B<br><b>1</b>        | A                    | H                    | F<br><b>2</b>        | C<br><b>1</b>        | G<br><b>2</b>        | <b>8</b>      |
| Team worker           | B                    | F                    | I                    | I                    | C                    | B                    | H                    |               |

|              |          |          |          |          |          |          |          |           |
|--------------|----------|----------|----------|----------|----------|----------|----------|-----------|
|              | <b>3</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>3</b> |          | <b>2</b> | <b>17</b> |
| Resource     | A        | C        | F        | G        | E        | H        | I        |           |
| Investigator | <b>1</b> |          | <b>1</b> |          |          |          |          | <b>2</b>  |
| Shaper       | F        | E        | C        | B        | D        | G        | A        |           |
|              |          |          | <b>3</b> |          |          | <b>2</b> |          | <b>5</b>  |
| Plant        | I        | G        | D        | E        | H        | A        | F        |           |
|              |          | <b>2</b> |          |          |          |          | <b>2</b> | <b>4</b>  |

### Using the team type information

Now that you are more aware of your preferred style of working you can choose how to use the information.

### Playing to your strengths

Whatever your preferred team type, see it as a strength.

Seek out tasks or projects requiring your skills.

Look for opportunities to work in teams that need your team-type to achieve the right balance.

### Become more flexible

Remember the team type questionnaire shows your preferred style, this does not mean it needs to be your only style!

Think about your second, third, fourth choices - would you like to work more on these areas?

If you work in a team that does not have the right balance, could you think about taking on another team type role?

See other people's team type as a strength and think about how you could work more effectively together

Seek out tasks and projects to develop strengths in other areas (often we prefer doing things we are good at)

### Using the information with others

You now have information about your team type, and may wish to think about using the questionnaire within your own team

Explain what it's all about – it's not a test, it's about individual preferences

Agree how you will all be able to use the information

Share your own team type – go first

Use the information to try out new ways of working together

**COMMUNICATION EFFECTIVENESS QUESTIONNAIRE****Francesca Deias- Self-assessment****1. I maintain good eye contact and give people my full attention**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**2. I smile warmly at people when they appear to want to talk to me**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | X      |

**3. I let people finish what they are saying without interrupting**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**4. I show genuine interest when people are talking to me**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**5. I encourage people to speak their minds openly and share concerns**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**6. I appear in the right frame of mind for all important discussions**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              | X         |            |        |

**7. My body language is conducive to attentive listening**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              | X         |            |        |

**8. I listen enthusiastically and positively**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            |        |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | X |  |
|--|--|--|---|--|

**9. I do not trivialise the ideas or views expressed by other people**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**10. I am calm and patient in conversation and discussion**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**11. I am well prepared for meetings**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              | X         |            |        |

**12. I avoid making the other person feel as if they are being interrogated**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**13. I communicate feelings as well as ideas and facts**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              | X         |            |        |

**14. I speak up when I am confused or unsure**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              | X         |            |        |

**15. I summarise what I have heard to make sure I have understood clearly**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**16. I give people time, attention and encouragement so they can get the message across**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**17. I communicate clearly when giving information and instruction**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**18. I openly demonstrate that I appreciate feedback from other people**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              | X         |            |        |

**19. I do not insult or demean the other party when offering critical comments**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | X      |

**20. I am able to get complicated ideas across clearly**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              | X         |            |        |

**21. I deliver my communication at a pace and way that is comfortable for others**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              | X         |            |        |

**22. I demonstrate that I am helpful and genuine in conversations**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**23. My written communications are clear and concise**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**24. I keep everyone informed where appropriate**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**Please provide any further details on what I do well:**

I feel that I am good at keeping everyone informed and am clear and concise in my communications.

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

I think I could work on being in the right frame of mind for all important discussions and also being more conscious of my body language so it is conducive to attentive listening.

**COMMUNICATION EFFECTIVENESS QUESTIONNAIRE**

FRANCESCA DEIAS

**1. I maintain good eye contact and give people my full attention**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | X      |

**2. I smile warmly at people when they appear to want to talk to me**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**3. I let people finish what they are saying without interrupting**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**4. I show genuine interest when people are talking to me**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**5. I encourage people to speak their minds openly and share concerns**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | X      |

**6. I appear in the right frame of mind for all important discussions**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**7. My body language is conducive to attentive listening**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**8. I listen enthusiastically and positively**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            |        |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | X |  |
|--|--|--|---|--|

**9. I do not trivialise the ideas or views expressed by other people**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | X      |

**10. I am calm and patient in conversation and discussion**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**11. I am well prepared for meetings**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | X      |

**12. I avoid making the other person feel as if they are being interrogated**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | X      |

**13. I communicate feelings as well as ideas and facts**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | X      |

**14. I speak up when I am confused or unsure**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**15. I summarise what I have heard to make sure I have understood clearly**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | X      |

**16. I give people time, attention and encouragement so they can get the message across**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | X      |

**17. I communicate clearly when giving information and instruction**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**18. I openly demonstrate that I appreciate feedback from other people**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**19. I do not insult or demean the other party when offering critical comments**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | X      |

**20. I am able to get complicated ideas across clearly**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**21. I deliver my communication at a pace and way that is comfortable for others**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**22. I demonstrate that I am helpful and genuine in conversations**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**23. My written communications are clear and concise**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | X      |

**24. I keep everyone informed where appropriate**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | X          |        |

**Please provide any further details on what I do well:**

I feel you are approachable and willing to listen patiently to any issues or problems your colleagues have whether it be something trivial or more serious and offer sound, thoughtful advice.

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

**Thank you for your time**

Completed by Daniel Shortt, Stock and Facilities Manager

## HOW DO I MANAGE DIFFERENCES?

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

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

1. **A** There are times when I let others take responsibility for solving the problem.  
B Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
2. **A** I try to find a compromise solution.  
B I attempt to deal with all of his and my concerns.
3. A I am usually firm in pursuing my goals.  
**B** I might try to soothe the other's feelings and preserve our relationship.
4. **A** I try to find a compromise solution.  
B I sometimes sacrifice my own wishes for the wishes of the other person.
5. A I consistently seek the other's help in working out a solution.  
**B** I try to do what is necessary to avoid useless tensions.
6. A I try to avoid creating unpleasantness for myself.  
**B** I try to win my position.
7. **A** I try to postpone the issue until I have had some time to think it over.  
B I give up some points in exchange for others.
8. **A** I am usually firm in pursuing my goals.

- B I attempt to get all concerns and issues immediately out in the open.
9. A I feel that the differences are not always worth worrying about.  
B I make some effort to get my way.
10. A I am firm in pursuing my goals.  
B I try to find a compromise solution.
11. A I attempt to get all concerns and issues immediately out in the open.  
B I might try to soothe the other's feelings and preserve our relationship.
12. A I sometimes avoid taking positions which could create controversy.  
B I will let him have some of his positions if he lets me have some of mine.
13. A I propose a middle ground.  
B I press to get my points made.
14. A I tell him my ideas and ask him for his.  
B I try to show him the logic and benefits of my position.
15. A I might try and soothe the other's feelings and preserve our relationship.  
B I try to do what is necessary to avoid tensions.
16. A I try not to hurt the other's feelings.  
B I try to convince the other person of the merits of my position.
17. A I am usually firm in pursuing my goals.  
B I try to do what is necessary to avoid useless tensions.
18. A If it makes the other person happy, I might let him maintain his views.  
B I will let him have some of his positions if he lets me have some of mine.
19. A I attempt to get all concerns and issues immediately out in the open.  
B I try to postpone the issue until I have had time to think it over.
20. A I attempt to immediately work through our differences.  
B I try to find a fair combination of gains and losses for both of us.

21. A In approaching negotiations, I try to be considerate of the other person's wishes.  
B I always lean toward a direct discussion of the problem.
22. A I try to find a position that is intermediate between his and mine.  
B I assert my wishes.
23. A I am very often concerned with satisfying all our wishes.  
B There are times when I let others take responsibility for solving the problem.
24. A If the other's position seems very important to him, I would try to meet his wishes.  
B I try to get him to settle for a compromise solution.
25. A I try to show him the logic and benefits of my position.  
B In approaching negotiations, I try to be considerate of the other person's wishes.
26. A I propose a middle ground.  
B I am nearly always concerned with satisfying all our wishes.
27. A I sometimes avoid taking positions which could create controversy.  
B If it makes the other person happy, I might let him maintain his views.
28. A I am usually firm in pursuing my goals.  
B I usually seek the other's help in working out a solution.
29. A I propose a middle ground.  
B I feel that the differences are not always worth worrying about.
30. A I try not to hurt the other's feelings.  
B I always share the problem with the other person so that we can work it out.

Source: Kenneth Thomas & Ralph Kilman (1976).  
Thomas/Kilman Conflict Mode Instrument

## Your scores on the 5 styles for handling conflict

No set of scores will ever describe you perfectly. They provide a way to talk about your *most preferred and least preferred* style for handling conflict -about your conflict comfort zone. You do not always approach things in exactly the same way; but neither do you try something

different each time. Your starting point for managing conflict tends to be your comfort zone.

Transfer your score from the 30 questions to this sheet by circling the A or the B letters below that you circled on each question. Then add up each column to get a score for each style.

|    | Competing<br>(forcing) | Cooperating<br>(problem<br>solving) | Compromising<br>(sharing) | Avoiding<br>(withdrawal) | Accommodating<br>(smoothing) |
|----|------------------------|-------------------------------------|---------------------------|--------------------------|------------------------------|
| 1  |                        |                                     |                           | A                        | B                            |
| 2  |                        | B                                   | A                         |                          |                              |
| 3  | A                      |                                     |                           |                          | B                            |
| 4  |                        |                                     | A                         |                          | B                            |
| 5  |                        | A                                   |                           | B                        |                              |
| 6  | B                      |                                     |                           | A                        |                              |
| 7  |                        |                                     | B                         | A                        |                              |
| 8  | A                      | B                                   |                           |                          |                              |
| 9  | B                      |                                     |                           | A                        |                              |
| 10 | A                      |                                     | B                         |                          |                              |
| 11 |                        | A                                   |                           |                          | B                            |
| 12 |                        |                                     | B                         | A                        |                              |
| 13 | B                      |                                     | A                         |                          |                              |
| 14 | B                      | A                                   |                           |                          |                              |
| 15 |                        |                                     |                           | B                        | A                            |
| 16 | B                      |                                     |                           |                          | A                            |
| 17 | A                      |                                     |                           | B                        |                              |
| 18 |                        |                                     | B                         |                          | A                            |
| 19 |                        | A                                   |                           | B                        |                              |
| 20 |                        | A                                   | B                         |                          |                              |
| 21 |                        | B                                   |                           |                          | A                            |
| 22 | B                      |                                     | A                         |                          |                              |
| 23 |                        | A                                   |                           | B                        |                              |
| 24 |                        |                                     | B                         |                          | A                            |
| 25 | A                      |                                     |                           |                          | B                            |
| 26 |                        | B                                   | A                         |                          |                              |
| 27 |                        |                                     |                           | A                        | B                            |
| 28 | A                      | B                                   |                           |                          |                              |
| 29 |                        |                                     | A                         | B                        |                              |

|       |           |             |              |          |               |
|-------|-----------|-------------|--------------|----------|---------------|
| 30    |           | B           |              |          | A             |
|       | Competing | Cooperating | Compromising | Avoiding | Accommodating |
| Total | 6         | 6           | 7            | 4        | 7             |

Source: Kenneth Thomas & Ralph Kilman (1976).

**The maximum score for any style is 12 and the total aggregate score is 30. A score of more than 6 on any style would indicate a preference for that mode, while a score of less than 6 would indicate relative neglect.**

This is only a one-point-in-time measure of your reaction to conflict situations and should not be taken as having great validity. The best way to use it is to see it as a corroborative device for your own perception of your preferred style.

### **FOLLOW-UP**

You need practice and application if you are to develop your skills in resolving conflicts.

We may be better managers if we accept that conflict and 'politics' are part of organisational life, rather than symptoms of organisational ill health – though there may be a difference between constructive and destructive conflict and politics.

## **A. Competing**

### **Uses:**

- When quick, decisive action is vital, e.g. emergencies
- On important issues where unpopular courses of action need implementing, e.g. cost cutting, enforcing unpopular rules, discipline
- On issues vital to company welfare when you know you're right
- To protect yourself against people who take advantage of non-competitive behaviour

### **If you scored High:**

- Perhaps people have learned that it's unwise to disagree with you, or have given up trying to influence you. This closes you off from information.
- Are subordinates afraid to admit ignorance and uncertainties? In competitive climates we fight for influence and respect. This means acting more certain and confident than one feels. People are less able to ask for information and opinion – they are less able to learn.

### **If you scored Low:**

- Do you often feel powerless in situations? Are you unaware of the power you do have, unskilled in its use, or uncomfortable with the idea of using it? This may hinder your effectiveness by restricting your influence.
- Do you have trouble taking a firm stand, even when you see the need? Sometimes concerns for others' feelings or anxieties about using power cause us to vacillate. Postponing may mean delay and adding to suffering and/or resentment of others.

## **B. Cooperating**

### **Uses:**

- For an integrative solution where both concerns are important and not to be compromised
- When the objective is to learn, e.g. testing assumptions, understanding others' views
- To merge insights from different perspectives
- To gain commitment by incorporating other's views into a consensual decision
- To work through hard feelings that interfere with an interpersonal relationship.

**If you scored High:**

- Do you spend time discussing issues in depth that do not seem to deserve it?
- (Collaboration takes time and energy-perhaps the scarcest organisational resources. Trivial problems don't require optimal solutions, and not all personal differences need to be hashed out. The overuse of collaboration and consensual decision making sometimes represents a desire to minimise risk-by diffusing responsibility for a decision or by postponing action.)
- Does your collaborative behaviour fail to elicit collaborative responses from others?
- (The exploratory and tentative nature of some collaborative behaviour may make it easy for others to disregard collaborative overtures; or the trust and openness may be taken advantage of. You may be missing some cues which would indicate the presence of defensiveness, strong feelings, impatience, competitiveness, or conflicting interests.)

**If you scored Low:**

- Is it hard for you to see differences as opportunities for joint gain as opportunities to learn or solve problems?
- (Although there are often threatening or unproductive aspects of conflict, indiscriminate pessimism can prevent you from seeing collaborative possibilities and thus deprive you of the mutual gains and satisfactions which accompany successful collaboration.)
- Are subordinates uncommitted to your decisions or policies? (Perhaps their own concerns are not being incorporated into those decisions or policies.)

## **C. Compromising**

**Uses:**

- When goals are moderately important, but not worth the effort or potential disruption of more assertive modes
- When two opponents with equal power are strongly committed to mutually exclusive goals - are in labour-management bargaining
- To achieve temporary settlements to complex issues
- To arrive at expedient solutions under time pressure
- As a backup mode when collaboration or competition fails to be successful

**If you scored High:**

- Do you concentrate so heavily upon the practicalities and tactics of compromise that you sometimes lose sight of larger issues-principles, values, long-term objectives, company welfare?
- Does an emphasis on bargaining and trading create a cynical climate of gamesmanship? (Such a climate might undermine interpersonal trust and deflect attention away from the merits of the issues discussed.)

**If you scored Low:**

- Do you find yourself too sensitive or embarrassed to be effective in bargaining situations?
- Do you find it hard to make concessions? (Without this safety valve, you may have trouble getting gracefully out of mutually destructive arguments, power struggles, etc.)

## **D. Avoiding**

**Uses:**

- When an issue is trivial, of only passing importance, or when other more important issues are pressing
- When you perceive no chance of satisfying your concerns, e.g. when you have low power or you are frustrated by something which would be very difficult to change (national policies, someone's personality, etc.)
- When the potential damage of confronting a conflict outweighs the benefits of its resolution
- To let people cool down – to reduce tensions to a productive level and to regain perspective and composure
- When gathering more information outweighs the advantages of an immediate decision
- When others can resolve the conflict more effectively
- When the issue seems tangential or symptomatic of another more basic issue.

**If you scored High:**

- Does your coordination suffer because people have trouble getting inputs on issues?
- Does it often appear that people are “walking on eggshells?” (Sometimes a dysfunctional amount of energy can be devoted to caution and the avoiding of issues, indicating that issues need to be faced and resolved.)
- Are decisions on important issues made by default?

**If you scored Low:**

- Do you find yourself hurting peoples' feelings or stirring up hostilities? (You may need to exercise more discretion in confronting issues or more tact in framing issues in non-threatening ways. Tact is partially the art of avoiding potentially disruptive aspects of an issue.)
- Do you often feel harried or overwhelmed by a number of issues? (You may need to devote more time to setting priorities – deciding which issues are relatively unimportant and perhaps delegating them to others.)

## **E. Accommodating**

**Uses:**

- When you realise that you are wrong – to allow a better position to be heard, to learn from others, and to show that you are reasonable.
- When the issue is much more important to the other person than to yourself – to satisfy the needs of others, and as a goodwill gesture to help maintain a cooperative relationship.
- To build up social credits for later issues which are important to you?

- When continued competition would only damage your cause when you are outmatched and losing.
- When preserving harmony and avoiding disruption are especially important.
- To aid in the managerial development of subordinates by allowing them to experiment and learn from their own mistakes.

**If you scored High:**

- Do you feel that your own ideas and concerns are not getting the attention they deserve?
- (Deferring too much to the concerns of others can deprive you of influence, respect, and recognition. It also deprives the organisation of your potential contributions.)
- Is discipline lax?
- (Although discipline for its own sake may be of little value, there are often rules, procedures, and assignments whose implementation is crucial for you or the organisation.)

**If you scored Low:**

- Do you have trouble building goodwill with others? (Accommodating on minor issues which are important to others are gestures of goodwill.)
- Do others often seem to regard you as unreasonable?
- Do you have trouble admitting it when you are wrong?
- Do you recognise legitimate exceptions to rules?
- Do you know when to give up?

### LEARNING STYLES QUESTIONNAIRE

(Honey & Mumford - revised 1986)

*This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences - so that you are in a better position to select learning experiences that suit your style.*

*There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it (/). If you disagree more than you agree put a cross by it (x). Be sure to mark each item with either a tick or cross.*

1. I have strong beliefs about what is right and wrong, good and bad. /
2. I often act without considering the possible consequences. x
3. I tend to solve problems using a step-by-step approach. x
4. I believe that formal procedures and policies restrict people. /
5. I have a reputation for saying what I think, simply and directly. x
6. I often find that actions based on feelings are as sound as those based on careful thought and analysis. x
7. I like the sort of work where I have time for thorough preparation and implementation./
8. I regularly question people about their basic assumptions. /
9. What matters most is whether something works in practice. /
10. I actively seek out new experiences. /

11. When I hear about a new idea or approach I immediately start working out how to apply it in practice. x
12. I am keen on self discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc. /
13. I take pride in doing a thorough job./
14. I get on best with logical, analytical people and less well with spontaneous, 'irrational' people. x
15. I take care over the interpretation of data available to me and avoid jumping to conclusions. /
16. I like to reach a decision carefully after weighing up many alternatives./
17. I'm attracted more to novel, unusual ideas than to practical ones. x
18. I don't like disorganised things and prefer to fit things into a coherent pattern./
19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done. /
20. I like to relate my actions to a general principal. x
21. In discussions I like to get straight to the point. /
22. I tend to have distant, rather formal relationships with people at work. x
23. I thrive on the challenge of tackling something new and different. /
24. I enjoy fun-loving, spontaneous people. /
25. I pay meticulous attention to detail before coming to a conclusion. x
26. I find it difficult to produce ideas on impulse. x
27. I believe in coming to the point immediately. x
28. I am careful not to jump to conclusions too quickly. /
29. I prefer to have as many sources of information as possible - the more data to think over the better. x

30. Flippant people who don't take things seriously enough usually irritate me. /
31. I listen to other people's points of view before putting my own forward./
32. I tend to be open about how I'm feeling. x
33. In discussions I enjoy watching the manoeuvrings of the other participants./
34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance. x
35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc. /
36. It worries me if I have to rush out a piece of work to meet a tight deadline. x
37. I tend to judge people's ideas on their practical merits. x
38. Quiet, thoughtful people tend to make me feel uneasy. /
39. I often get irritated by people who want to rush things. x
40. It is more important to enjoy the present moment than to think about the past or future. /
41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition. /
42. I tend to be a perfectionist. x
43. In discussions I usually produce lots of spontaneous ideas. x
44. In meetings I put forward practical, realistic ideas. /
45. More often than not, rules are there to be broken. x
46. I prefer to stand back from a situation and consider all the perspectives. /
47. I can often see inconsistencies and weaknesses in other people's arguments./
48. On balance I talk more than I listen. x

49. I can often see better, more practical ways to get things done. /
50. I think written reports should be short and to the point. /
51. I believe that rational, logical thinking should win the day. /
52. I tend to discuss specific things with people rather than engaging in social discussion. X
53. I like people who approach things realistically rather than theoretically. /
54. In discussions I get impatient with irrelevancies and digressions. /
55. If I have a report to write I tend to produce lots of drafts before settling on the final version. X
56. I am keen to try things out to see if they work in practice. /
57. I am keen to reach answers via logical approach. /
58. I enjoy being the one that talks a lot. X
59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations. /
60. I like to ponder many alternatives before making up my mind. X
61. In discussions with people I often find I am the most dispassionate and objective. X
62. In discussions I am more likely to adopt a 'low profile' than to take the lead and do most of the talking. /
63. I like to be able to relate current actions to a longer term bigger picture. /
64. When things go wrong I am happy to shrug it off and 'put it down to experience'. /
65. I tend to reject wild, spontaneous ideas as being impractical. X
66. It's best to think carefully before taking action. /
67. On balance I do the listening rather than the talking. /

68. I tend to be tough on people who find it difficult to adopt a logical approach.X
69. Most times I believe the end justifies the means.X
70. I do not mind hurting people's feelings so long as the job gets done. X
71. I find the formality of having specific objectives and plans stifling. X
72. I am usually one of the people who puts life into a party./
73. I do whatever is expedient to get the job done. /
74. I quickly get bored with methodical, detailed work. /
75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events./
76. I am always interested to find out what people think. /
77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc./
78. I steer clear of subjective or ambiguous topics. X
79. I enjoy the drama and excitement of a crisis situation. /
80. People often find me insensitive to their feelings. /

(Honey and Mumford 1986)

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

*Ring your scores on this chart and join up.*

| Activist | Reflector | Theorist | Pragmatist |                        |
|----------|-----------|----------|------------|------------------------|
| 20       | 20        | 20       | 20         | Very strong preference |
| 19       |           |          |            |                        |
| 18       |           | 19       | 19         |                        |
| 17       | 19        |          |            |                        |
| 16       |           | 18       | 18         |                        |
| 15       |           |          |            |                        |
| 14       |           | 17       | 17         |                        |
| 13       | 18        | 16       |            | Strong preference      |
| 12       | 17        | 15       | 16         |                        |

|    |    |    |    |                     |
|----|----|----|----|---------------------|
| 11 | 16 |    |    |                     |
|    | 15 | 14 | 15 |                     |
| 10 | 14 | 13 | 14 | Moderate preference |
| 9  | 13 | 12 | 13 |                     |
| 8  | 12 | 11 | 12 |                     |
| 7  |    |    |    |                     |
| 6  | 11 | 10 | 11 | Low preference      |
| 5  | 10 | 9  | 10 |                     |
| 4  | 9  | 8  | 9  |                     |
| 3  | 8  | 7  | 8  | Very low preference |
|    | 7  | 6  | 7  |                     |
| 2  | 6  | 5  | 6  |                     |
|    | 5  | 4  | 5  |                     |
| 1  | 4  | 3  | 4  |                     |
|    | 3  | 2  | 3  |                     |
| 0  | 2  | 1  | 2  |                     |
|    | 1  | 0  | 1  |                     |
|    | 0  |    | 0  |                     |

## LEARNING STYLES - GENERAL DESCRIPTIONS

### **Activists**

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once'. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.

### **Reflectors**

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

### **Theorists**

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. 'If it's logical it's good'. Questions they frequently ask are: 'Does it make sense?' 'How does this fit with that?' 'What are the basic assumptions?' They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

### **Pragmatists**

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is: 'There is always a better way' and 'If it *works* it's good'.

° Honey and Mumford 1986

## Development plan

|                              |                 |                           |               |
|------------------------------|-----------------|---------------------------|---------------|
| <b>NAME:</b>                 | Francesca Deias | <b>MEMBERSHIP NUMBER:</b> | 55479930      |
| COVERING THE PERIOD<br>FROM: | November 2019   | TO:                       | February 2020 |

| 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 professional practice in HR            | Attend November workshop and complete 5 assessment activities                                                                                                                                                                                                                                                                                                                                                                            | CIPD website<br>Library<br>Moodle      | Attend the workshop and pass the module                            | 20/11/19<br>13/01/20                   |
| Develop the core professional area- Leading HR | Ask a range of other people (such as your manager, a couple of your peers, a couple of your customers) for feedback on the work you deliver and the way you deliver it. Ask for some specific examples of areas you could improve, and strengths to build on. Ask your manager and trusted peers to offer some feedback on the extent of your HR expertise in the area you work in, and build their feedback into your development plan. | Support from colleagues & manager      | Receive feedback and work on it                                    | February 2020                          |
| Develop professional area- Employee engagement | Work with your HR team to develop reports the connection between employee engagement performance data on absenteeism/retention. Ensure the analysis is discussed and fed into organisation-wide people plans.                                                                                                                                                                                                                            | Access to HR employee Data             | Production of reports and meeting with manager to discuss findings | January 2020                           |

|                                          |                                                                                                                                                                                                                            |                                                    |                                                                                                                                                        |             |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Develop HR behaviour- Skilled Influencer | Identify who are the key influencers within your function, and build relationships with them over time by finding ways to enable them to deliver their priorities.                                                         | Director information and responsibilities          | Build positive relationships with the key influencers and build rapport.                                                                               | August 2020 |
| Develop HR behaviour- Curious            | Attend external HR networking event or workshop eg CIPD event. Prioritise those run for your industry/sector and/or area of interest. Use the insights gained to improve HR advice and solutions in your own organisation. | Support from manager to attend events or workshops | Attend an event or workshop bring insights back to business and look to implement appropriate ones. Possibly focus on upcoming employment law updates. | April 2020  |
|                                          |                                                                                                                                                                                                                            |                                                    |                                                                                                                                                        |             |
|                                          |                                                                                                                                                                                                                            |                                                    |                                                                                                                                                        |             |

## Development record

| Key dates | What did you do?                                                                    | Why?                              | What did you learn from this?                                                | How have/will you use this? Any further action? |
|-----------|-------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------------------|-------------------------------------------------|
| 20/11/19  | Attended university workshop on Developing Professional Practice in Human Resources | As part of my CIPD Level 5 course | Introduction to Developing professional practice in HR, theories and models. | Used in preparation for Unit assignments.       |

|          |                                                                                                          |                                                                                |                                                                         |                                                                                                                                      |
|----------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 08/01/20 | Reviewed data from exit questionnaires and current employee retention numbers and discussed with manager | To look for ways forward to improve employee retention and employee engagement | Certain factors, mainly lone working and career progression are factors | Intend to explore lone working and define competencies for career progression in upcoming research project and competencies project. |
| 13/01/20 | Submitted a body of work based on Developing Professional Practice in Human Resources                    | Requirement of CIPD L5 course                                                  | Understanding and application of professional practice in HR            | Applied some aspects to my day to day work                                                                                           |
|          |                                                                                                          |                                                                                |                                                                         |                                                                                                                                      |