Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

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Student Name: Carys Francis

Student Number: 1904626

CIPD Membership Number: 55382687

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: Cnary

Date: 13.01.2020

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3. Timetable
4. 'Managing your learning' document
5. College code of conduct, university code of conduct, CIPD code of conduct
6. Belbin team type questionnaire
7. Conflict styles questionnaire 'how do I manage differences'
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Developing Professional Practice in Human Resources

Activity 1 – understand the components of the HR career development programme

Introduction

For this task I am going to identify and collect information relating to this HR development programme to demonstrate that I understand what is required of me to participate and complete this course.

I am currently a student of two institutions – University of Wales Trinity Saint David and Coleg Sir Gar. I understand that I must attend the workshops on the set dates at the time specified to enable me to complete the sixteen modules. The two core texts for this programme include Stephen Taylor and Carol Woodhams 'Human Resource Management' and 'Studying Human Resource Management'.

Key components of the programme include the following: -

Programme handbook. – (see evidence No. 1)

The handbook provides information relating to the course and the modules. It provides information on support that is available to students completing the course including contact details for the programme manager, should I have any concerns or queries relating to this course. Guided learning hours recommends a total of 450 hours. Programme structure explains assessment details and number of allocated credits for the unit. Plagiarism, regulations, procedures and penalties are explained in brief and full contact can be accessed via http://wwwuwtsd.ac.uk/academic-office/university-regulations-student-guide/

Apprenticeship information, content, requirements, and contracts, Induction Questionnaire – (see evidence No. 2).

This advises regarding work based learning programmes including my learning style, individual learning plan and frameworks, etc. It also outlines policy statements, regulations and procedures, the student's rights and responsibilities and the Health and Safety at Work Act (1974).

Timetable – (see evidence No.3).

The course timetable is a well documented table of information which includes dates and times of workshops, the name of the module, the CIPD code, the university module code, submission dates and the method of assessment.

Managing Your Learning Document– (see evidence No. 4).

This document includes the credits for each module and advises on the 'guided learning hours' and 'self-directed learning hours' required to successfully complete this course.

Codes of practice, student and CIPD – (see evidence No.5).

The College Code of Conduct can be found on page 24-25 of the college Induction Booklet (2019-2020)

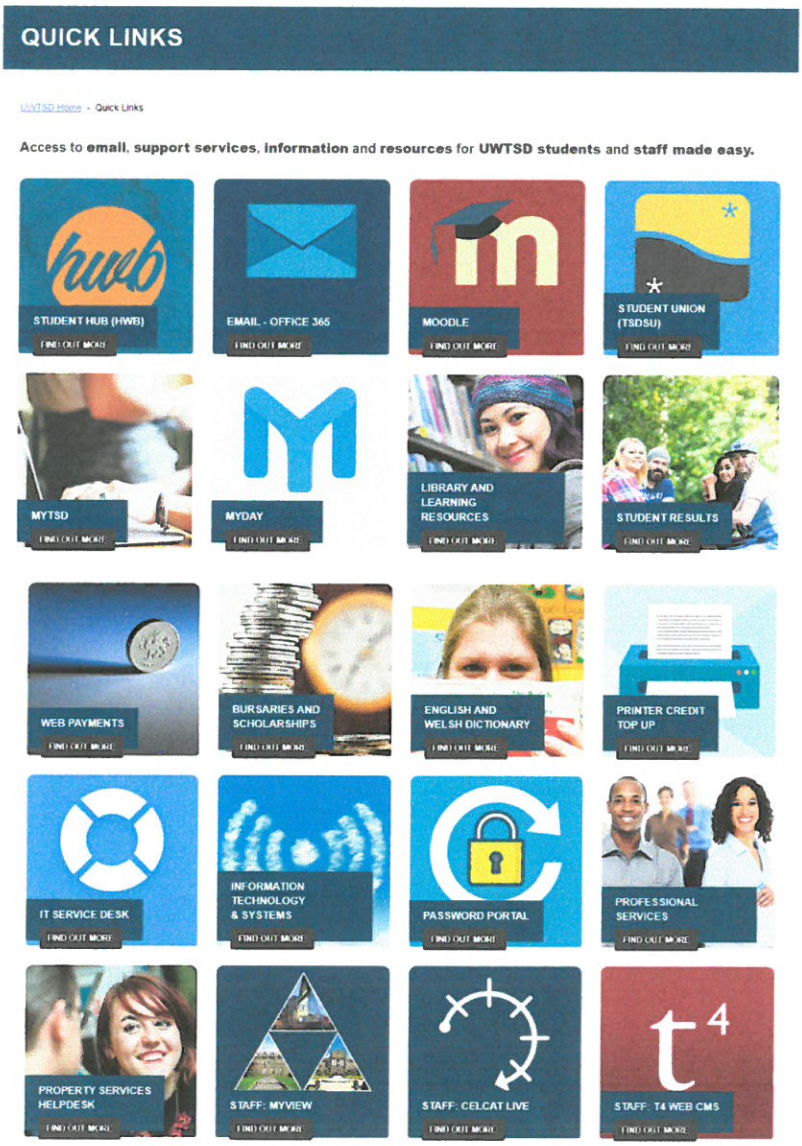
The University Code of Conduct is available at https://www.uwtsd.ac.uk/studentcharter/

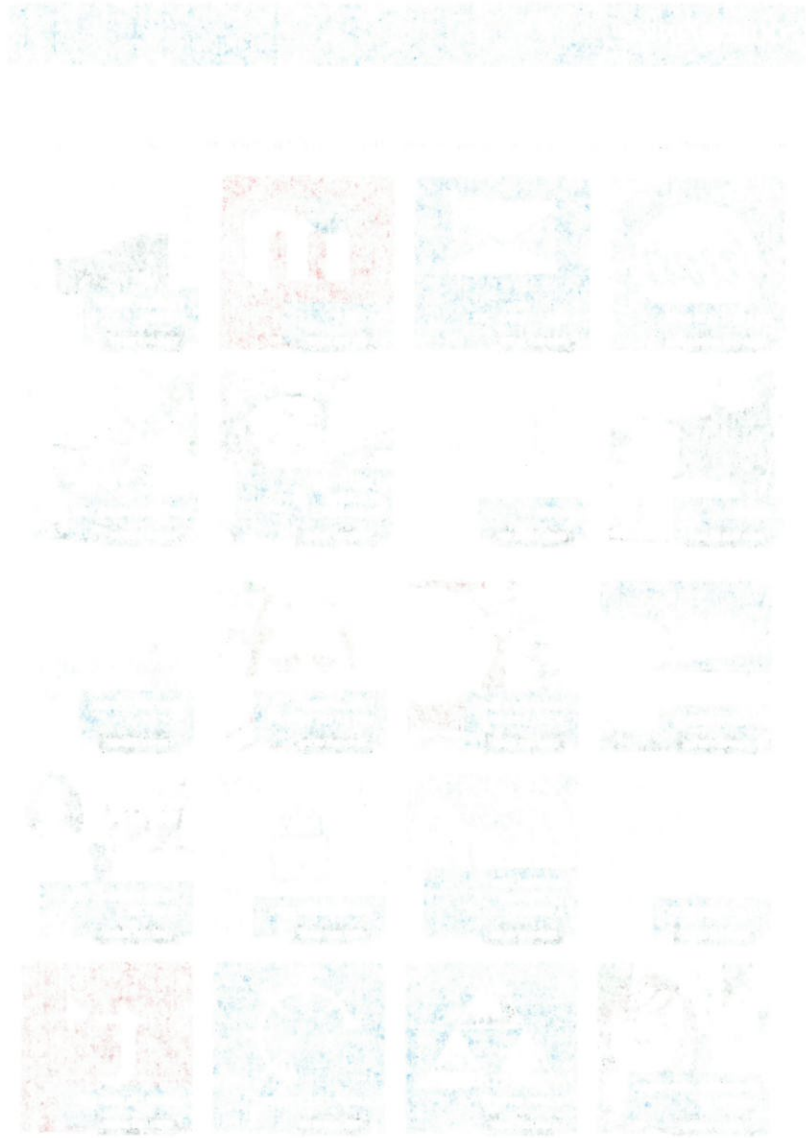
The CIPD Code of Conduct is available at: https://www.cipd.co.uk/Images/code-of-professional-conduct-2020_tcm18-14510.pdf

I must ensure that I meet the standards set in all three codes of conduct and adhere to these at all times.

Resources available to students

'Quick Links' (available at: https://www.uwtsd.ac.uk/quick-links/) is a useful tool, which allows students to easily access many different services and resources, including the IT helpdesk, library resources, student services and the distant learning guide.





Library resources are available electronically and as hard copies. The online library is available 24/7 and provides access to reports, online newspapers, e-journals and e-books. The online library can be accessed via Moodle/quick links.

Moodle is where I can access course information, and it can be accessed in three different ways, including: -

1. From MyDay (a dashboard on the campus PC or on internet explorer)
2. Using Quick Links
3. By inserting http://moodle.uwtsd.ac.uk into any internet browser

Turnitin is an online portal where students can submit coursework in-line with submission dates and check similarity scores.

Activity 2 - Understand the range of HR roles and behavioral requirements of HR Professionals

Executive summary

In this task I have explained how the CIPD HR profession map defines the HR profession and why the HRPM behaviours are essential to being an effective HR professional. I have also explained what the ten professional areas, eight behaviours and four bands are and how they apply to the role of a HR professional.

Introduction

The CIPD profession map sets out standards, which the HR professional and their organisation are governed by. The HR professional must possess knowledge pertinent to their area of practice and be able to successfully apply this appropriately within the workplace. (Johns and Perkins, 2016, p75).

Main body

A 'professional' is often thought of as someone who works in professions such as law, medicine, accountancy, law enforcement and security, teacher training and education, etc. However, a professional could also be defined as someone who is engaged in a specific activity and is committed to acquiring the correct skills and knowledge to enable them to fulfill their role. (Lester, 2015).

All behaviours, skills and expertise that are required by professionals are underpinned by a code of practice or ethics. HR professionals who are members of the CIPD are expected to abide by the CIPD code of professional conduct. If a HR professional, or any professional, fails to act ethically and does not adhere to their code of professional conduct then they cannot be considered as a member of a profession. (Johns and Perkins, 2016, p76).

The 2013 profession map sets out standards of effective people management and defines what the HR professional will need to know, and the requirements of the professional at each different stage in their HR career. (CIPD, 2020). It is based on research from around the world and is constantly reviewed to incorporate up-to-date evidence-based practice.

The profession map is made up of ten professional areas, eight core behaviours and four bands of professional competence.

The ten professional areas:

- Insights, strategy and solutions are fundamental key factors in helping the organisation recognise and identify essential strategies to make improvements and plan for the future.
- Leading HR is a primary role, which encompasses knowledge, skills and behaviours based on evidence-based practice.
- Employee relations ensure collaborative working with the organisation and its employees using frameworks encompassed within the context of policies and procedures.

- Service and delivery information focuses on maintaining excellent standards for the customer and the employee in the long term.
- Organisation design ensures optimum organisational design.
- Organisation development designs strategies to ensure maximum performance and organisational success.
- Resourcing and talent planning recognises the need for possessing the correct talents and resources.
- Learning and development embeds a culture which promotes positivity and development.
- Performance and reward acknowledges a skilled workforce and provides benefits for its employees.
- Employee engagement aims to strengthen the commitment of its employees to the organisational values and goals.

These ten areas sit within the four bands of professional competence. The four different bands classify the input that a HR professional will make at the different stages in their HR career and highlights the challenges faced through the transitional stage from one band to another. (CIPD, 2020). The profession map also provides guidance on how professionals at an early stage in their career can develop themselves and be prepared for any future roles at a higher band. (Woodhams and Perkins and Wilkinson, 2016, p112).

Band one delivers the immediate needs of the clients. Assisting with administration duties and data processing. They will deal with the current and present tasks, no future planning and they provide factual data.

Band two focuses on current and near term priorities whilst assisting managers with frameworks. They will advise and handle HR issues, and provide stakeholders with solutions and recommendations for the HR issues.

Band three will consult with stakeholders and senior managers, and lead the professional area whilst focusing on medium and longer-term goals. They will familiarise themselves with business issues/realities, provide new insights and ideas and challenge decisions when necessary.

Band four lead and develop the HR function within an organisation. They have a good understanding of the industry and core processes and work alongside key stakeholders to develop the organisation and HR strategies.

(Woodhams and Perkins and Wilkinson, 2016, p112).

The CIPD profession map expects HR professionals to possess and promote eight core behaviours which will have a positive impact on how they perform their duties within their role as a HR professional. It is essential to exhibit these behaviours as this will ensure continued professional development on a personal level and the improvement to services which will achieve wider organisational success.

Curious – this behavior is described as being focused and open minded which will lead on to inventing new ways to improve and promote the organisation. A downside of this may include the failure to identify other trends or developments that may be beneficial.

Decisive Thinker – shows the ability to quickly comprehend and analyse information in order to inform better decision making. However, this may include making decisions focused on the symptoms instead of the root cause. This may lead to solving the problem in the short term only.

Skilled Influencer – This is a person who understands how to influence others to make changes for the better of the organisation, keeping in mind the organisational goals. Alternatively, this approach may be perceived as manipulative and negative with the individual failing to consider another's perspective or viewpoint

Personally Credible – This individual promotes professionalism and trust which will add value to the organisation and its members, however, the individual may not always possess the knowledge and experience required which shows an understanding of the wider organisational goals.

Collaborative – demonstrates working well with other members of the team, inside and outside of the organisation.

Driven to Deliver – shows willpower and solution focused however, may be unable to identify performance issues in others or self.

Courage to Challenge – being confident to challenge differences of opinion appropriately. Disadvantages may include blaming others when things go wrong.

Role Model - exhibits behaviours of good example for others, inspiring others to imitate good practice/behavior. A good example would show that the individual considers the needs of the client or the organisation in the first instance.

(CIPD, 2020)

The new professional map encompasses two new specialist areas of knowledge, including people analytics, inclusions and diversity which promote improvements in the workplace resulting in better working lives. It is based on global research and it's findings. It now focuses on values based decision making rather that generic best practice. It is advisory thank dictating and focuses on highlighting the benefits and advantages of possessing key capabilities and professional values which result in better and well informed decision making. The standards are spilt into three categories, including core knowledge, core behaviours and specialist knowledge. (Cheese, 2018).

In Conclusion it is evident that the ten professional areas, eight behaviours, and four bands are an integral part of human resource management. The HR profession is underpinned by policies and procedures, code of conduct and ethics, which aid the transition through the different stages in their career.

References

Cheese, P. (2018) ' Our New Profession Map', *CIPD COMMUNITY* [blog]. 7 November. Available at: https://www.cipd.co.uk/community/blogs/b/peter_cheese/posts/our-new-profession-map (accessed 6 January 2020).

CIPD, 2020. *The 2013 Profession Map*. Available at: https://www.cipd.co.uk/learn/profession-map (accessed 5th January 2020).

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

Lester, S. (2015) *On Professions and being Professional.* Available at: https://www.devmts.org.uk/profnal.pdf (accessed 5th January 2020).

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

Activity 3 – be able to manage self and workload to meet performance requirements

Introduction

In this task I am going to give examples and provide evidence to confirm my ability to plan implement and monitor work projects, analyse basic techniques for analysing and resolving problems and apply methods for influencing, persuading and negotiating with others.

Main body

A HR professional must be able to conduct a management project. When conducting a project it is important to consider the five stages of project management. Stage one, is where the aims of the project are decided and where the decision making takes place. This stage allows people to brainstorm their ideas, a useful tool to use is De Bono's six thinking hats: -

White – information/ facts.

Yellow – benefits/optimism.

Black – critical/judgment

Red - emotions and intuition

Green – creativity/alternative s and new ideas

Blue - Control mechanism and organisation.

(De Bono, 2020)

The next stage is planning and design. Other factors to be considered are scope, finding out what is need and costs of the project. It is important to set your SMART objectives – Specific Measurable, Achievable, Realistic and Timely. The third stage, execution, is when plans are put in place to commence the project, at this point it is important to consider who will be involved in the project and what task they will be responsible for completing. It is essential to communicate the goals clearly with others engaged in the project. The fourth stage is monitoring and controlling, this is where progress of the project is measured and is where you can identify if it is in line with the aims of the project, which were set out at the start. The fifth stage is the completion of the project. (Johns and Perkins, 2016, p79).

Example of Project Conducted

An area of improvement identified at my workplace involved implementing a new process for recruiting new staff. When I began my current employment as an HR administrator, I identified that there were no systems or processes in place for the recruitment and induction of new staff. The aim of the project was to implement an effective induction programme. I highlighted this to my line manager and brainstormed this with my colleagues. I was then given permission to recruit a training manager. Once we had hired a training manager, we worked collaboratively and consistently and with good teamwork saw quick results. The scope of the project gave a variety of staff the opportunity to be involved

in the process and we all worked together to implement a new effective induction training programme.

Throughout the implementation of the new changes, we arranged staff meetings in order to communicate effectively with all staff members. Other communication methods were utilised including emails and telephone calls. Benefits of implementing the new process ensured that all new employees were given a four-day induction programme which ensures that all employees are trained in-line with relevant legislation and guidelines. All existing employees were also put through this new process to ensure all care staff are trained to the same standard. When we came to monitor and evaluate this new induction process it was evident that there was a significant reduction in adverse incidents and errors (e.g. medication errors).

Skills used during this project

It is important to consider the methods used for negotiating, persuading and influencing others – all of which are used to ensure the team are on board with the changes or implementing a new project. In order to influence others to make changes or be on board with your vision for change you need to be able to persuade others to take appropriate actions necessary to develop the changes needed. You need to show respect and consideration for the views, as this will empower others members of the team to develop the vision collaboratively and mindful negotiation will ensure the end goal is met. (Johns and Perkins, 2016, p84)

Another useful tool for problem solving is the 'fishbone' analysis tool. The fishbone is a visual tool that enables you to see at a glance, causes of a problem or an area that is in need of improvement. You can also demonstrate to others what you have identified in a way that they can easily interpret also. (NHS Improvement, 2020).

Evidence included with this activity –

Belbin team type questionnaire (See evidence no 6)

Conflict styles questionnaire 'how do I manage differences' (See evidence no 7)

Learning styles questionnaire (See evidence no 8)

Communication effectiveness questionnaire (See evidence no 9)

Communication styles questionnaire (See evidence no 10)

Witness testimony (See evidence no 11)

References

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

De Bono, E. (2020) *The De Bono Group.* Available at: https://www.debonogroup.com/six_thinking_hats.php (accessed 8th January 2020).

NHS Improvement, 2020. *Cause and Effect (Fishbone).* Available at: https://improvement.nhs.uk/documents/2093/cause-effect-fishbone.pdf Accessed: 9th January 2020).

Activity 4 - Be able to work collaboratively with others as a member of a team or working group

Executive summary

In this task I will examine how group and team dynamics are considered in the workplace and how it impacts on the organisational goals and vision. Theories of team roles will be reviewed and how these are managed by the HR professional. Political behaviours can have a detrimental impact on the organisation requiring effective management by the HR professional.

Introduction

For this report I will explain the concept of group and team dynamics and the impact that this has on the success of a project of change or improvement. An explanation behind the political behaviours within team dynamics will be explained and how this impacts achieving the organizational vision and goals. Teamwork is essential in project management and effective management skills are a necessary trait of the HR professional.

Main Body

A group or team, are usually made up of two or more people. When embarking on a management project of improvement or change, there is often a need for collaborative working. The group or team working on the project will usually have the same vision or goal in common. It is important however to consider the team dynamics as the team members will rely on each other to succeed in their project. The team dynamics consist of the project idea, the personalities of the team members, teamwork and the relationships with the other team members and the individual personalities within the team. The team dynamics are described as psychological forces that will influence the direction of their performance and behaviours, all of which will have a bearing on the end result and the success of the project. An effective HR professional will get to know their employees and team members and identify who will be able to work well together for the success of project. They will be insightful to the personality traits of an individual, their work ethics and will review their previous performance indicators in order to proactively encourage team working when considering the outcome of the organisational vision and goal. (Watson and Reissner, 2014, pg210-220).

Political behaviour in organisations can have a negative impact on the organisation and the goals and vision. It can be detrimental on productivity and may also impede attempts to change or make improvements. A HR professional needs to consider this when implementing a project for change. Political behaviour manifests in ways such as sabotage, anti-establishment mindset and behaviours, negative team dynamics and low morale in the workplace.

Four types of organisational political behaviours include, the weeds, the high ground, the rocks and the woods. The behaviours need careful managing by the project leader. The project manager needs to identify at what levels these behaviours are and need to ensure that this does not impact and influence other team members in a detrimental manner as

this will impact on the politics at an organisational level. These behaviours can be managed when you establish the level of power involved, soft or hard. Soft power infers influence and relationships. Hard power is explicit and impacts on expertise, control mechanisms and directives. In brief, the weeds metaphor refers to the individuals' personal influence, which will thrive on its own and does not need support. If managed well, the weeds coalition could support a plan of improvement.

Power in "the rocks" can be described as a stable foundation, usually via a senior management team. It can promote stability and reassurance to other members of the team especially in times of crisis. The high ground incorporates systems and authority including rules, policies and structures, which under-pins the foundation. These provide guidelines, formal processes and systems to adhere to. (Jarrett, 2017)

Teamwork skills are an essential component when working with others effectively. A HR professional or an employee who is not able to work as part of a team will fail in their career. A HR professional will be able to develop and nurture their team, which will have a beneficial impact on their careers, the employees and the organisation. An effective HR professional will be able to provide their team with clear organisational goals. And objectives. Effective communicators will be able to interact with others in the workplace with the least amount of conflict. A healthy team environment adopts teamwork, friendly atmosphere, respect and loyalty. Cohesive teamwork builds positive morale in the workplace, motivating the employees to be more productive and satisfied in work. A HR professional invests in their workforce, supporting the employees and identifying individual strengths weaknesses and talents in order to establish ways to support and educate the team. A good team will be able to problem solve together, using their different knowledge and skills which in turn will lead to a better outcome for the organisation. Team members will feel a sense of achievement when working with others to reach and support the organisational goals. This will also have a positive impact on the individuals, improving their performance, being accountable for their roles and being part of a cooperation that depends on them.

Belbin's theory states that each individual has a pattern of behaviour that will impact on another individual in relation to how this will impact on a team and the progression they make. Belbin believes that you need to understand your role within your team and use this to develop and build on your strengths and weaknesses in order to make contributions as a valued team member and help create a balance within the team.

Belbin's model consists of nine team roles, managers and organisations. Based on Belbin's model of nine team roles, managers or organisations building working teams would be advised to ensure that each of the roles can be performed by a team member. Team role descriptions include the resource developer, team-worker, co-ordinator, plant, monitor evaluator, specialist, shaper, implementer and completer finisher. All of which would have behavioural weaknesses as well as make positive contributions. Belbin believes that some of these roles can be performed by the same person and some of the roles may not be compatible and easy to perform by all the members of the team. This is the reason that there may be a need to fulfil nine team roles, as different roles require team members with different skills and behaviours.

In conclusion this report has demonstrated that effective team working and good HR management are key contributory factors in organisational success. Successful outcomes for projects for change and improvement within the workplace increase when employees are working within a healthy work environment and the organisational goals and vision are at the forefront of the workforce. (mindtools, 2020)

References

Watson, G. and Reissner, S. (2014) *Developing skills for business leadership*. 2nd ed. London: CIPD

Jarrett, M. (2017) *the four types of organisational politics.* Available at: https://hbr.org/2017/04/the-4-types-of-organizational-politics?autocomplete=true (accessed 10th January 2020).

Mindtools. (2020) *belbins team roles.* Available at: https://www.mindtools.com/pages/article/newLDR_83.htm (Accessed: 10th January 2020)

Activity 5 – be able to apply CPD techniques to devise, implement and review a personal development plan

Introduction

For this activity I am going to undertake a self-assessment using the CIPD HR Profession Map and use the outcomes to identify my professional development needs and create a personal development plan.

Using the CIPD HR Profession Map, I assessed myself against three professional areas and two behaviours:

- Core professional area – Insights, Strategy and Solutions
- Core professional area – Leading HR
- Professional area – Employee Engagement
- Behaviour – Decisive Thinker
- Behaviour – Collaborative

Based on the outcomes of my assessments, I chose three development options to be included in my personal development plan. (see evidence no 12).

Evidence included with this activity –

My personal development plan (see evidence no 12)

CIPD HR Profession Map assessment results (see evidence number 13)

Evidence 1.

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

PROGRAMME OF STUDY HANDBOOK

CIPD Diploma in Applied Human Resources

Level 5

INSTITUTE OF MANAGEMENT AND HEALTH

2019-2020

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INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study at Level 5 in the academic year 2019-2020.

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.

The CIPD Level 5 Diploma in Applied HR, is a Higher Apprenticeship qualification in HR Management. It is equivalent to the second year of a university degree in the UK.

The Higher Apprenticeship will enable apprentices to develop knowledge and skills in human resource management, while being employed and earning a salary. Employers will have a chance to expand their human resource function and better support their most valuable asset: their people.

The apprenticeship takes two years to complete with apprentices dividing their time between:

- undertaking their role
- being taught on-the-job (e.g. being trained by a manager)
- being taught off-the-job (e.g. attending UWTSD).

On successful completion of the CIPD's Level 5 Diploma in Applied Human Resources candidates are entitled to use the designation AssocCIPD after their name.

CIPD professional membership is recognised globally by employers and could help increase earning potential. The apprenticeship will ensure the student receives on the job training whilst studying so they will acquire the relevant experience and knowledge at the same time; something not all students are fortunate enough to gain.

FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the student representative for your programme of study, through module evaluation questionnaires, through informal meetings with your personal tutor, teaching staff, or Programme Manager, through focus groups to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. Your opinion is valued.

PROGRAMMES OF STUDY AND PROGRAMME MANAGERS

This handbook covers the following Programmes of Study. The name and contact details of the Programme Manager are also listed below.

Programme of Study	Programme Manager	Tel. No.	E-mail
CIPD Diploma in Applied Human Resources	Julie Thomas	01792 481000 ext 3233	julie.thomas@uwtsd.ac.uk

SUPPORT DURING YOUR STUDIES

A member of academic staff will be identified at the beginning of the academic year to act as a point of first contact for support issues. Further support can also be accessed through the Student Services department.

(1) CIPD Diploma in Applied Human Resources

The Level 5 Diploma in Applied Human Resources is comprised of 16 modules (units), totalling 90 credits (QCF), delivered over 2 years. The units are grouped as follows:

No. of units	Module type	Credits
5	*Core units*	*26*
6	*Group A* - knowledge based units	*24*
5	*Group B* - competence based units	*40*

The length of the block of teaching per unit will depend on the number of CIPD specific credits afforded to the unit. Details of the units are supplied later on in the handbook, and will be accessible on Moodle.

Guided Learning Hours

The CIPD guided learning hours for this programme of study is 450 hours:

250 hours to cover the core units and Group A optional units.
200 hours to cover the Group B optional units

This programme will be delivered monthly with additional skills workshops throughout the year to meet these requirements.

Students will be expected to supplement the classroom contact hours with self-directed learning to cover reading and the preparation of assessment evidence.

CIPD-Specific Assessment Arrangements

Formative assessment is embedded throughout the course to encourage self-development, with summative assessment at the end of each unit as recommended by the CIPD. Details of the assessment will be released by the unit tutor at the beginning of the unit delivery. The range of assessment methods utilised ensures that all the learning outcomes and assessment criteria are met in a way that enhances the student's learning experience. They should allow candidates to demonstrate a clear grasp of the concepts and their ability to link theory to practice and to communicate clearly in the HR field at the appropriate level. These include assignments, case studies, group and individual presentations, blogs, work-related activities and reports. Assessment of the group B units will be via portfolios of evidence gathered in the workplace.

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 29/6/20
2	BMPD5000	Developing Professional Practice in Human Resources	Core	8	Portfolio of Evidence, Updated Plan	13/1/20 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

Evidence 2

colegsirgâr colegceredigion



APPRENTICESHIP

College Induction 2019-2020

Learner Name: ....Carys....Francis.....

Tutor Name: ....Julie....Thomas.....

Course:...CIPD Diploma in Applied Human Resources

Date Induction booklet received: ....25:09:19.....

Learner signature: .....Cfrancis.....

Training adviser signature: .....

UNDEB EWROPEAIDD
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Welsh Government

Cronfa Gymdeithasol Ewrop
European Social Fund

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

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

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

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TO be used in portfolio.

Induction Questionnaire

Diploma in Applied Human Resources

September 2019

	Question	Answer
1.	When, where and at what time will the course will be delivered?	09.30 -16.30 on Wednesdays. Pibwrlwyd campus.
2.	How many modules form part of the programme?	16
3.	When are the workshops this term?	23rd Oct, 20th Nov, 4th Dec.
4.	What is Moodle?	access course information
5.	What is Eduroam?	The wifi network
6.	What is Turnitin?	An online system to turn in work.
7.	Do you know when you are required to hand in work?	Yes
8.	What are the core texts for this programme?	Stephen Taylor + Carol Woodhams Human Resource management Studying Human Resource Manage +
9.	Do you know how to access the library catalogue?	Yes
10.	Do you know who to go to if you have a question/concern about the course?	Yes - 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?	moodle. student support.
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 credits.
18.	What is the length of the programme?	2 years
19.	Have you been given access to the student handbook and time-table?	Yes.
20.	What academic level is this qualification?	CIPD Diploma in Levels.

Name: Carys Francis

Signed: C Francis

CIPD Membership Number (to be added when available): SS382687

Signature of Lecturer: J Thomas

Date: 20/11/19

Evidence 3

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

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

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

Document updated on 31.7.19

Evidence 4

CIPD Diploma in Applied Human Resources

Managing your Learning

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

Guided learning hours includes off and on the job learning.

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

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

(Welsh Government, 2017)

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

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

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

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

How to manage your learning:

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

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

The Business School

12th September 2018

Evidence 5

What the College expects from you

The main expectation of all learners who come to college is that they treat everyone with whom they come into contact, with **respect.** The college also expects learners to respect college property.

The college has a **Code of Conduct** which sets out how you are expected to act when you are in college. This includes times when you are travelling to college, taking part in educational visits or taking part in other college activities such as work placement.

The main Code of Conduct is set out below.

Student code of conduct

All learners must sign up to the Student Code of Conduct.

Learning and Working

You are expected to:

- Aim for ***excellence*** in all you do;
- Attend all lessons [that is achieve 100% attendance];
- Report any absence by phoning your campus office and training adviser **before 10am** on each day of absence;
- Be on time for all lessons;
- Take part fully in your course including tutorials, careers guidance, visits, work experience and any additional support arranged for you;
- Be equipped for all lessons with paper, pens and relevant materials ;
- Have your Student ID Card with you at all times when at college;
- Complete all your work by the agreed deadlines;
- Make progress against any targets agreed and set;
- Work together with other learners to achieve your goals;
- Attend all examinations that you are entered for;
- Only use the IT facilities as outlined in the IT Acceptable Use Policy;
- Discuss with your tutor and training adviser any intention to change or leave your course;

Behaviour

You are expected to:

- Treat and talk to all staff, learners and the local community with **respect;**
- Not participate in any act or threat of violence, bullying intimidation or verbal abuse;
- Behave in an appropriate and reasonable way at all times;

- Not use offensive language;
- Value the college environment by not dropping litter;
- Not damage college furniture or buildings;
- Smoke only in designated smoking shelters;
- Respect the college's commitment to equality and not discriminate against groups or individuals;
- Switch off all mobile phones in learning areas [i.e. classroom or learning resource centres] unless agreed by the tutor and only use your mobile in an appropriate way in student common areas;
- Abide by the rules for behaviour on college transport, education visits and public areas such as libraries and canteens ;
- Avoid wearing clothing with offensive slogans or logos;
- Never bring drugs or alcohol etc onto college premises or be under the influence of drugs or alcohol;

What will happen if things are not going as well as the college expects?

If the Code of Conduct is not followed then the college has a **Disciplinary Procedure** which can result in warnings or exclusion from college.

The disciplinary process consists of the following levels:

Stage 1 **Cause for Concern Notes** – for recording minor breaches of the Code of Conduct

Stage 2 **First Written Warnings** – for recording more serious breaches

Stage 3 **Final Written Warning** – for recording serious and substantial breaches

Stage 4 **Exclusion** – for dealing with matters judged to be "gross misconduct"

It is important that you understand this procedure. Re-read it carefully and discuss any aspects you are unsure of with your tutor.

When you are sure you understand, sign and date the following statement:

I confirm that I understand and accept the college's Code of Conduct

Signature: Chany

Date: 25.09.19

THE UNIVERSITY WILL...

STUDENTS WILL...

As part of the University Community

Recognise the important of equality and diversity by treating all members of the university community with respect both in person and on other channels such as social media.

Make a positive contribution to the university community and the local communities that the University is based in and students live in.

Participate in student feedback and representative processes to enhance the student experience of all.

Commitment to Study

Make a positive contribution to their learning community and participate constructively in group work.

Engage fully with their studies:

- attend scheduled classes and proactively seek support if needed;
- prepare for classes as required;
- attempt every assessment component of each of their modules.
- engage proactively with feedback from tutors to improve academic work.

Use the facilities and resources of the University with respect and consideration.

Support

Proactively seek support when needed, whether this is generic academic support from a personal tutor, financial support, specialist support related to a disability, counselling support, or support in relation to a facility.

Work in partnership with the supporting member of staff to solve and address any issues.

Work together with other students as part of the community of staff and students.

Administration & compliance

Enrol on an annual basis and make arrangements for the payment of academic-related fees owed to the University on time or as agreed with the University.

Administration & compliance

Enrol on an annual basis and make arrangements for the payment of academic-related fees owed to the University on time or as agreed with the University.

Provide accurate and up to date personal information and contact details.

Access their University student email account and Moodle at least twice weekly, recognising these are the platforms that will be used to communicate urgent and important information.

Familiarise themselves with and follow University Regulations. Comply with all relevant policies, including the IT and Acceptable Usage Policy, the Harassment and Bullying Policy, and aa Student Code of Conduct.

For UWTSD Group students: respect and abide by the constitution and policies of the Students' Union.

THE STUDENTS' UNION WILL...

COLLABORATIVE PARTNERSHIP INSTITUTIONS WILL ENSURE THAT...

CIPD
Championing better work and working lives

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.

Evidence 6

Belbin team type questionnaire

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

How to complete the questionnaire

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

When involved in a project with other people:

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

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

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	1
D	My ability rests on being able to draw people out whenever I detect they have something of value to contribute to group objectives	
E	I can be relied upon to finish any task I undertake	1
F	I am prepared to be blunt and outspoken in the cause of making things happen	1
G	I can usually tell whether a plan or idea will fit a particular situation	2
H	I can offer a reasoned and unbiased case for alternative sources of action	1
I	Producing ideas is one of my natural assets	

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	3
B	I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing	4
C	I have a tendency to talk a lot once the group gets on to a new topic	3
D	My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues	
E	I am sometimes seen as forceful and authoritarian when dealing with important issues	
F	I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere	
G	I am apt to get caught up in ideas that occur to me and so lose track of what is happening	
H	I am reluctant to contribute unless that subject deals with an area I know well	
I	I am reluctant to express my opinions or proposal or plans that are incomplete or are insufficiently detailed	

Section 3

When involved in a project with other people:

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

Section 4

My characteristic approach to the group is that:

A	I contribute when I know what I'm talking about	3
B	I am not reluctant to challenge the view of others or hold a minority view myself	
C	I can usually find a line of argument to refute unsound propositions	
D	I think I have a talent for making things work once a plan has to be put into operation	1
E	I prefer to avoid the obvious and to open up lines that have not been explored	2
F	I bring a touch of perfectionism to any job I undertake	3
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	1

Section 5

I gain satisfaction in a job because:

A	I enjoy analysing situations and weighing up all the possible choices	2
B	I feel that I am using my special qualifications and training to advantage	2
C	I like to feel I am fostering good working relationships	2
D	I can have a strong influence on decisions	1
E	I have a chance of meeting new people with different ideas	
F	I can get people to agree on priorities and objectives	
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	3

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	2
B	I would be ready to work with the person who showed the most positive approach	2
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	
E	I like to read up as much as I conveniently can on the subject	
F	In spite of conflicting pressure I would press ahead with whatever needed to be done	
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	3

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	4
D	I am inclined to feel I am wasting my time and would do better on my own	3
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	
G	I am conscious of demanding from others the things I cannot do myself	
H	I hesitate to express my personal views in front of difficult or powerful people	
I	I tend to show boredom unless I am actively engaged with stimulating people	

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

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)
  Implementer

- Your secondary team role
  Completer Finisher + Specialist.

Roles	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Totals
Completer Finisher	E 1	I 0	B 2	F 3	G 0	D 0	C 4	10
Implementer	G 2	A 3	H 1	D 1	I 3	F 0	E 3	13
Monitor Evaluator	H 1	D 0	G 2	C 0	A 2	I 3	B 0	8
Specialist	C 1	H 0	E 1	A 3	B 2	E 0	D 3	10
Co-ordinator	D 0	B 4	A 1	H 0	F 0	C 1	G 0	6
Team worker	B 3	F 0	I 1	I 1	C 2	B 2	H 0	9
Resource Investigator	A 1	C 3	F 0	G 0	E 0	H 0	I 0	4
Shaper	F 1	E 0	C 1	B 0	D 1	G 2	A 0	5
Plant	I 0	G 0	D 1	E 2	H 0	A 2	F 0	5

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

A word of warning

Don't become a self-fulfilling prophecy. The questionnaire shows only your preferred style, it does not mean that you cannot operate in the other areas, only that given the choice you will adopt your preference.

Belbin® Team Role Summary Descriptions



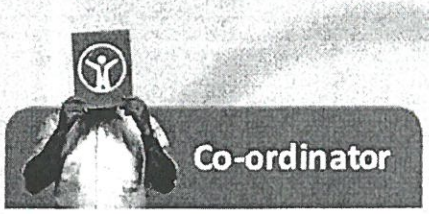
Contribution: Outgoing, enthusiastic. Explores opportunities and develops contacts.

Allowable Weaknesses: Might be over-optimistic, and can lose interest once the initial enthusiasm has passed.



Contribution: Co-operative, perceptive and diplomatic. Listens and averts friction.

Allowable Weaknesses: Can be indecisive in crunch situations and tends to avoid confrontation.



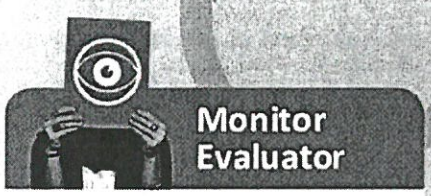
Contribution: Mature, confident, identifies talent. Clarifies goals. Delegates effectively.

Allowable Weaknesses: Can be seen as manipulative and might offload their own share of the work.



Contribution: Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.

Allowable Weaknesses: Might ignore incidentals, and may be too pre-occupied to communicate effectively.



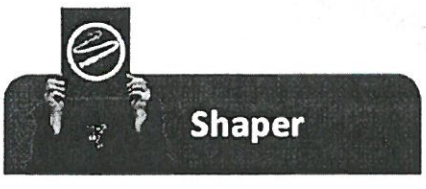
Contribution: Sober, strategic and discerning. Sees all options and judges accurately.

Allowable Weaknesses: Sometimes lacks the drive and ability to inspire others and can be overly critical.



Contribution: Single-minded, self-starting and dedicated. They provide specialist knowledge and skills.

Allowable Weaknesses: Can only contribute on a narrow front and tends to dwell on the technicalities.



Contribution: Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.

Allowable Weaknesses: Can be prone to provocation, and may sometimes offend people's feelings.



Contribution: Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done.

Allowable Weaknesses: Can be a bit inflexible and slow to respond to new possibilities.



Contribution: Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.

Allowable Weaknesses: Can be inclined to worry unduly, and reluctant to delegate.

For more information:
+44 (0)1223 264975 I www.belbin.com

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Evidence 7

Thomas/Kilman Conflict Mode Instrument

HOW DO I MANAGE DIFFERENCES?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Source: Kenneth Thomas & Ralph Kilman (1976).

Thomas/Kilman Conflict Mode Instrument

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Source: Kenneth Thomas & Ralph Kilman (1976).

Thomas/Kilman Conflict Mode Instrument

Your scores on the 5 styles for handling conflict

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

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

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

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 form 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?

Evidence 8

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.**

✓ 3. **I tend to solve problems using a step-by-step approach.**

✗ 4. **I believe that formal procedures and policies restrict people.**

✓ 5. **I have a reputation for saying what I think, simply and directly.**

✗ 6. **I often find that actions based on feelings are as sound as those based on careful thought and analysis.**

✓ 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**

✗ 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.**

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.

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.

21. In discussions I like to get straight to the point.

22. I tend to have distant, rather formal relationships with people at work.

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.

26. I find it difficult to produce ideas on impulse.

27. I believe in coming to the point immediately.

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.

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.

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.

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.

37. I tend to judge people's ideas on their practical merits.

38. Quiet, thoughtful people tend to make me feel uneasy.

39. I often get irritated by people who want to rush things.

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.

43. In discussions I usually produce lots of spontaneous ideas.

44. In meetings I put forward practical, realistic ideas.

45. More often than not, rules are there to be broken.

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.

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.

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.

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.

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.

61. In discussions with people I often find I am the most dispassionate and objective.

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.

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.

69. Most times I believe the end justifies the means.

70. I do not mind hurting people's feelings so long as the job gets done.

71. I find the formality of having specific objectives and plans stifling.

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.**

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

Ring your scores on this chart and join up.

Activist	Reflector	Theorist	Pragmatist	
20	20	20	20	
19				
18		19	19	Very strong preference
17	19			
16		18	18	
15				
14		17	17	
13	18	16		
12	17	15	16	Strong preference
	16			
11	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	
	7	6	7	
2	6	5	6	
	5	4	5	Very low preference
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*

Evidence 9

COMMUNICATION EFFECTIVENESS QUESTIONNAIRE

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

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

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

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

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

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

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

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

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

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

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

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

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

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

8. **I listen enthusiastically and positively**

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

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

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

10. I am calm and patient in conversation and discussion

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

11. I am well prepared for meetings

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

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

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

13. I communicate feelings as well as ideas and facts

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

14. I speak up when I am confused or unsure

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

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

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

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

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

17. I communicate clearly when giving information and instruction

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

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

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

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

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

20. I am able to get complicated ideas across clearly

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

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

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

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

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

23. My written communications are clear and concise

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

24. I keep everyone informed where appropriate

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

Please provide any further details on what I do well:

I always ensure I make eye contact when communicating with someone.
I am always well prepared for business meetings and try my best to communicate clearly.

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

I would like to improve the way I communicate my feelings.

Thank you for your time

Evidence 10

Communication Style Questionnaire

This questionnaire is designed to help you assess your ***preferred communication style***.

Thinking about your behaviour at work, write a score against each statement to represent which best typifies your behaviour where

4 = agree strongly, 3 = agree somewhat, 2 = disagree somewhat, and 1 = disagree strongly.

As with all questionnaires, the level of your honesty and self-awareness will impact on the accuracy of the outcome...so, be truthful to yourself!

---

3 1. I express my opinions in an honest and appropriate manner.

1 2. I can get angry and let this show.

4 3. I find it difficult to say 'no'.

1 4. If I do not agree with a task that my boss has given me, I find a way of dragging my feet on it.

4 5. I feel comfortable in asking for help from someone if they know more than me.

3 6. I feel guilty if I leave on time for a valid reason and other people are still working.

1 2 7. I can be sarcastic.

3 8. I think my way of doing things is better than other people's.

1 9. If someone takes advantage of me, I find a way of evening the score.

3 10. I feel I have a right to say no to other people's requests and to negotiate a compromise.

2 11. If I am in a large meeting, I find I do not speak up.

4 12. I like to be in control of a situation.

1 13. I stare people down.

4 14. I make good eye contact with other people.

1 15. If I am unsure about a task that I have been given, I find it uncomfortable to ask for help.

1 16. I talk about other people behind their backs.

1 17. When I have to deal with someone in authority, I find it difficult to look them directly in the eye.

3 18. I am a good listener and equally other people listen to what I have to say.

4 19. Rather than confronting someone about an issue, I would rather give them the cold shoulder or drop hints to other people that I am not happy.

2 20. I am not afraid to be direct with someone, even if they think I am being rude.

Self-Assessment: Results

To assess your preferred communication style, transfer the scores you have given to each statement to the boxes below.

Then total each column downwards.

Look at the column where your score is the ***highest.***

This is the communication style you use *most* of the time.

Q1 3	**Q3** 4	**Q4** 1	**Q2** 1
Q5 4	**Q6** 3	**Q7** 1	**Q8** 3
Q10 3	**Q11** 2	**Q9** 1	**Q12** 4
Q14 4	**Q15** 1	**Q16** 1	**Q13** 1
Q18 3	**Q17** 1	**Q19** 4	**Q20** 2
Total 17	**Total** 11	**Total** 8	**Total** 11
Assertive	**Passive**	**Passive Aggressive**	**Aggressive**

Evidence 11

CDA Care

"Sustaining Independence"

2nd January 2020

To whom it may concern,

My name is Grant Griffiths, and I am the Responsible Individual at CDA Care Ltd. I have known and worked with Carys Francis for six years and in this time have always found Carys to demonstrate a high level of professionalism and take an interest in everything she does. Carys takes her role as HR Manager very seriously and is always eager to further develop her skills and knowledge.

Carys has been employed at CDA Care for almost three years starting as a HR Administrator, and was promoted to HR Manager in May 2019. Carys is responsible for overseeing all HR and Recruitment within our organisation and works very closely with our Recruitment Administrator, Training Manager, Director, Registered Managers, and myself.

During her time here at CDA Care Carys has played a huge part in the improvement of processes, one of the main ones being the brand new recruitment and induction process she implemented when she first started. In April 2020, all domiciliary care workers need to be registered with Social Care Wales by law, which Carys is currently helping with by assisting our staff to complete their applications for registration.

I believe Carys possesses excellent work related skills – communication, attention to detail, teamwork, problem solving, collaboration skills, and so on, and this has been evidenced by all of the improvements she has made to the processes at CDA Care. Carys works very well both by herself and as part of a team. I have witnessed Carys demonstrating excellent communication and teamwork skills whilst working as part of a team, she is always able to get her point across clearly by tailoring her message to suit her audience.

Yours Sincerely,

Mr Grant Griffiths
Responsible Individual
CDA Care Ltd

01792 952483 info@cdacare.co.uk www.cdacare.co.uk

CDA Care Ltd., Poplar House, Tawe Business Village, Phoenix Way, Enterprise Park, Swansea, SA7 9LA

Registered in Wales - Company Registration: 11379985

Evidence 12

Development plan

NAME:	Carys Francis	**MEMBERSHIP NUMBER:**	55382687
COVERING THE PERIOD FROM:	January 2020	TO:	January 2021

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

Planned outcome

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

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Relevant law relating to my role as a HR Manager	Regularly keep myself updated on employment law and any changes to employment law.	Websites such as Gov.co.uk, ACAS, CIPD, xperthr.	Completion of course.	January 2021.
Create and conduct effective employee surveys to gain a better understanding of employee engagement within my organisation	Thoroughly research and conduct a pilot survey.	CIPD factsheet on employee engagement. CIPD tool: engagement for sustainable organisation performance.	Successful survey completed. Completion of course.	January 2021.
Gain a better understanding of significant issues	Make time to regularly read business and news publications.	Gov website. Research to discover	Completion of course.	January 2021.

affecting my organisation.		more resources and environmental influencers.		

Evidence 13

CIPD

Carys (STUDENT)
Currently assessing as a PROFESSIONAL

TAKE A STUDENT ASSESSMENT

Your assessment results

Insights, strategy & solutions

Your Level: Developing

Summary

Insights, Strategy and Solutions is about developing your understanding of your organisation and its context, and using these insights to develop strategies and solutions which meet the needs of your business in the short and long term. At your level you typically need to network widely and use your knowledge of HR and business trends, best practice and thought leadership to understand the organisation and its people capability. You'll use information about the organisation's financial performance and strategic goals to develop detailed and costed business cases for new HR projects which identify return on investment. You'll work with the business to create and implement HR solutions and programmes, and will be able to demonstrate the impact on the organisation using HR and business metrics.

How prepared am I?

What you've told us indicates that your knowledge and skills in this core area are developing. This usually applies to someone who has a foundation in HR, but is yet to contribute significantly to sustained organisation performance at this level.

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

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

In order to be able to work at the next level up within the HR profession, you typically need to partner with senior colleagues to develop insights into the organisation's strategy, and understand the commercial drivers which impact your business in the long term. You'll stay ahead of the latest HR innovations, using them to inform the way you develop and cost business cases for significant people projects. Working with business heads and directors, you'll be accountable for the delivery of large, organisation-wide people programmes, and measuring the impact on the business through people and financial metrics.

What are my strengths and gaps for my current level?

Where I am competent

- Bringing insights into the organisation to identify opportunities, risks and priorities
- Developing HR solutions that address organisational risks and opportunities
- Implementing HR solutions that address organisational risks and opportunities
- Evaluating the impact of HR programmes and projects
- Up-to-date best practice and thought leadership in HR / specialist area
- The organisation's performance (including financial performance)
- The capabilities and skills that are needed in the organisation to make it competitive

My Gaps

- Developing business cases for HR solutions with appropriate costings
- Networking with specialist colleagues and experts to understand trends and innovations in HR
- Significant issues currently affecting the organisation, including external factors (eg, legal, financial, market factors)
- Relevant law for own role (or where to access legal information if required)
- Project management tools and approaches

Development actions

- Find out the different HR specialisms within your organisation, and speak to each area to learn who your specialist colleagues are. Who are the experts in your organisation and how do they get things done? Take time to get to know them and their work better.
- Spend time reading and researching the latest HR thinking using the CIPD website and other relevant people publications. Pick one or two insights that could improve the way things are done in your organisation, and share them with your peers and colleagues.
- When you next spend time developing an HR solution / policy / programme, consider - what business problem are you solving? Is this HR for HR's sake, or are you developing a solution which is actually going to make a difference to the business.
- When it comes to developing people solutions for your business, make your standard approach one where you provide a cost-benefit analysis based on financial information, along with metrics to measure the impact of the work.
- Share your own approach to project implementation with others in the organisation, and develop them to take on aspects of implementation themselves.
- Take the time to share good news stories and learning from programmes and projects with your wider HR community.
- Regularly read commercial and financial publications and reviews to ensure your business knowledge is up to date.
- With your team, review your department's objectives and consider how they contribute to the organisation's specific performance measures.
- Build your external network and make time in your week to read the major business and news publications and understand how external factors can impact your organisation.
- Review other organisations' approach to recruiting, retaining and developing talented people. What elements of their approach could you successfully adopt in your organisation, or with your business area?
- Become an expert in your field by regularly updating yourself on relevant employment law, by using websites, organisations and law / people publications.
- Spend some time shadowing an expert in project management to understand the principles and practice of project management, and any specific approach to projects which is taken in your organisation. Update yourself on the most popular project approaches, such as PRINCE 2.

Reading & Research

BOOK: Human Resource Management at work
Marchington and Wilkinson

BOOK: International Human Resource Management
Rennie and McGee

BOOK: Intro to Organisational Behaviour
Butler and Rose

BOOK: Human Resources Management in context
Farnham

Courses & Events

QUALIFICATION: Intermediate Certificate in Human Resource Management

QUALIFICATION: Intermediate Certificate in Human Resource Development

QUALIFICATION: Intermediate Diploma in Human Resource Management

QUALIFICATION: Intermediate Diploma in Human Resource Development

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TAKE A STUDENT ASSESSMENT

Your assessment results

Leading HR

Your Level: Developing

Summary

Leading HR is about maximising the contribution that HR makes in your organisation by supporting, developing and leading others across the business, and by acting as a role model. At your level you typically need toapproach HR with a commercial mindset, advising and supporting business managers on people-related issues. When it comes to the people strategy you'll develop budgets, objectives, milestones and metrics to support the successful delivery of integrated people plans. You'll know how to engage and motivate others, and you'll build the capability of the HR team to keep them at the leading edge. You'll also build your own expertise by regularly seeking out and acting on feedback.

How prepared am I?

What you've told us indicates that your knowledge and skills in this core area are developing. This usually applies to someone who has a solid base in HR, but is still developing their experience of leading teams and projects which deliver sustained organisation performance at this level.

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

What's it like Leading HR at a more senior level?

In order to be able to work at the next level up within the HR profession, you typically need to demonstrate strong people management and leadership capability, bringing a commercial mindset to both HR and the business. You'll translate the people strategy into operating and financial plans, ensuring that people services are delivered at best value. As an HR leader, you'll continually seek out and act on feedback, building the professional, technical and commercial capability of the HR team.

What are my strengths and gaps for my current level?

Where I am competent

- Confidently advising employees and managers on HR and people-related issues
- Assessing the capability of the HR team to deliver professional HR practice, in line with the organisation's needs
- Ensuring that HR delivery plans are fully integrated into the HR strategy
- Approaches to engaging and motivating individuals from different backgrounds
- Ways to assess the capability of a team against the organisation's requirements
- Approaches to managing and evaluating team performance

My Gaps

- Interpreting budgets and other financial and non-financial data to draw conclusions
- Demonstrating a commercial mindset in own approach to HR
- Proactively seeking and acting on feedback to develop as an HR professional
- Building high performing teams using good people practices
- Developing objectives, milestones and metrics (eg, service level agreements, Key Performance Indicators) for HR plans
- Supporting the development and monitoring of HR budgets

Development actions

- 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 appropriate costed in terms of budget and resources, clearly showing a return on investment.
- Ensure your development plan includes continuing development of your own knowledge and expertise. Make sure you remember to develop areas of expertise that interest you less, as well as those which you're actively involved in - it will make you a more rounded professional.
- 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.
- Take opportunities to coach members of the HR function outside of your direct team. Seek out relevant managers from within your organisation who could mentor and coach HR team members to provide a broader perspective.
- Apply the organisation's talent processes to your own team to develop clear talent management and succession plan for all critical roles.
- For each people plan / project you're working on, develop objectives and measures which can be evaluated at the end - consider both financial metrics to demonstrate return on investment, as well as people and business metrics. Set out a project plan with key dates, milestones where you need to check in and get sign off with key stakeholders, and resources.
- Towards the end of each financial year, ask to be involved with the development of next year's HR budget. Share your insights into the people priorities that your team needs to focus on for the next 12 months, and have ready some costed plans to support those budgets. Take responsibility for one or more budgetary areas for the for the HR team.
- Take the lead on overseeing people planning for your department to ensure they are not only integrated into the overall people strategy, but that they are integrated with each other.
- Reseach the latest thinking on motivation and engagement from the CIPD website. How could you adapt the approaches further to benefit your team?
- Share your approach to managing and evaluating team performance with your peers across the organisation. Can you develop a consistent approach across HR which demonstrates the impact of HR on the business?
- Spend time with the finance team to understand how to read and use budget sheets, P&L sheets and other financial information which is regularly shared in the organisation (don't limit yourself to HR financial data - consider data around the organisation's performance as well).

Reading & Research

BOOK: Managing employment relations
Gennard and Judge

PODCAST: CIPD Podcast 86 - Look ahead to 2014
CIPD

FACTSHEET: HR outsourcing
CIPD

RESEARCH: Megatrends: the trends shaping work and working lives
CIPD

Courses & Events

QUALIFICATION: Intermediate Certificate in Human Resource Management

QUALIFICATION: Intermediate Certificate in Human Resource Development

QUALIFICATION: Intermediate Diploma in Human Resource Management

QUALIFICATION: Intermediate Diploma in Human Resource Development

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CIPD

Cuys (STUDENT)
Currently assessing as a PROFESSIONAL

TAKE A STUDENT ASSESSMENT

Your assessment results

Employee engagement

Your Level: Developing

Summary

When you work in Employee Engagement you're working to strengthen the connection that all employees feel with their work, their colleagues and with the organisation, increasing the level of contribution they make by improving the fulfilment they get from their work. At your level you typically need to help the organisation research and identify the key drivers for employee engagement and support the implementation of engagement plans at a local level. You'll work with managers and their staff to improve engagement by enabling employees to increase their contribution to the organisation.

How prepared am I?

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

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

What's it like working within Employee Engagement at a more senior level?

In order to be able to work at the next level up within Employee Engagement, you typically need to focus on the link between employee engagement and the organisation's overall performance. You'll work with managers to make sure employees and other stakeholders understand and respect the organisation's values and behaviours. You'll also make sure that key messages about the employer brand are reflected at all stages of the employee lifecycle.

What are my strengths and gaps for my current level?

My strengths

- Challenging managers to be open to feedback and to use engagement data to inform their decision making

Where I am competent

- Developing practical initiatives to improve the engagement of employees
- Managing processes for employees to raise concerns about values and behaviours (eg, feedback schemes)
- The factors which influence people's behaviour at work
- Different research methods

My Gaps

- Designing and conducting employee research and surveys to build understanding of engagement in the organisation
- Implementing practical and timely engagement initiatives with teams
- Monitoring and measuring key business performance metrics and trends relating to engagement

Development actions

- Conduct an employee segmentation / grouping exercise with senior managers. Draw distinctions between different groups of employees and identify the strategies that will drive greater connection and engagement for specific segments.
- 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.
- Compare and benchmark your organisation's approach to employee engagement with other organisations in your sector as well as with wider organisations who have been recognised as leaders in this area (e.g. award winners). Identify and share best practice which will be of benefit to your organisation.
- 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 benefits of each.
- Define key measures and performance metrics (such as retention, attendance, productivity) to evaluate the impact of engagement interventions and track these regularly to assess impact. Refer to existing case studies and evaluation research on the CIPD and 'Engage for Success' websites.
- Become the most networked member of your HR team. Develop your organisational radar and keep your 'finger on the pulse' to bring insights and feedback to your HR colleagues.
- Develop your external network to include a number of well-recognised employee engagement experts and consultancies, and share the latest research and models on employee motivation and engagement and innovative practice that can be applied in your organisation. Share your insights with HR colleagues.

Reading & Research

TOOL: Engagement for sustainable organisation performance
CIPD

BOOK/TOOLKIT: Employee engagement
McGee and Rennie, CIPD

FACTSHEET: Employee engagement
CIPD

FACTSHEET: Employer brand
CIPD

Courses & Events

QUALIFICATION: Intermediate Certificate in Human Resource Management - Employee Engagement module

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CIPD

Carys (STUDENT)
Currently assessing as a PROFESSIONAL

TAKE A STUDENT ASSESSMENT

Your assessment results

Decisive Thinker

Your Level: Developing

Summary

When you're displaying decisive thinking, you're demonstrating the ability to analyse and understand data and information quickly. You're using information, insights and knowledge in a structured way to identify options, make recommendations and make robust, defendable decisions.

How prepared am I?

What you've told us indicates that your behaviour in this area is developing. This usually applies to someone who is demonstrating some of the behaviours expected at this level, but is yet to demonstrate and develop their competence more broadly in this area.

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

What are my strengths and gaps for my current level?

Where I am competent

- Gathering , analysing and critiquing information from different sources before making a decision
- Comparing and contrasting situations and information, identifying patterns and trends to inform decisions
- Applying own judgement and objective criteria when developing HR solution or approaches

My Gaps

- Identifying suitable analytical tools or data gathering approaches, depending on the specific context

Development actions

- Review the decisions you made in connection to a project or significant piece of work. Consider the range of information and data that was valuable in making your decisions and drawing your conclusions and what additional information, data and tools would have been useful. Also think about the pace and timing of your decisions and what factors influenced this.
- Use a number of new analytical or decision making tools or techniques when making your next challenging decision and then critically evaluate the benefits and drawback of each to inform your future practice.

Reading & Research

BOOK: Judgment in managerial decision making
Bazerman and MOORE

Courses & Events

COURSE: An introduction to HR information

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TAKE A STUDENT ASSESSMENT

Your assessment results

Collaborative

Your Level: Meeting Expectations

Summary

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

How prepared am I?

What you've told us indicates that your behaviour in this area is meeting expectations. This usually applies to someone who is demonstrating many of the behaviours expected at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you demonstrate collaboration. If you're keen to develop your collaboration skills, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment.

What are my strengths and gaps for my current level?

My strengths

- Actively involving others in work, willingly sharing own experience and expertise

Where I am competent

- Building mutually-beneficial relationships, listening to and gaining the respect and confidence of others
- Recognising sensitive or controversial situations and planning how to manage them

My Gaps

- Making time to get to know individuals and what motivates them

Development actions

- Deepen your knowledge of the individuals you work with and, particularly, your team members. You may want to organise a team event which includes a personality psychometric (MBTI or FIRO-B personality tools may be useful) or a strengths-based tool (e.g. StrengthsFinder or StandOut). Consider how you can better leverage the strengths of individuals in the team.
- Seek to resolve sensitively a current interpersonal issue or misunderstanding within your team or the wider department. If appropriate, offer to facilitate a discussion between two or more parties to find a constructive way forward drawing on mediation techniques.

Reading & Research

BOOK: Managing to collaborate: the theory and practice of collaborative advantage
Huxam and Vangen

BOOK: HBR's 10 must reads on collaboration
Goleman and Boyatzis

Courses & Events

COURSE: Advanced facilitation skills

TOOLCLICKS: Delegating effectively

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