Kate Houston - 1403228

Qualification: CIPD Diploma in Applied Human Resources

Module Name:

Developing Professional Practice in Human Resources

Activities 1-5

Word Count: Activity 2 (1083 words)

Activity 4 (1097 words

Student Name: Kate Houston

Student Number: 1403228

CIPD Membership Number: 49777067

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: Kate Houston

Date: 3rd December 2018 (Activities 1, 3 and 5)

19th November 2018 (Activities 2 and 4)

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CIPD Candidate evidence matrix

(CEM1)

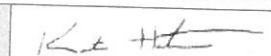
Candidate name: Kate Houston				CIPD Membership/registration No.: 49777067	
Qualification title: Developing Professional Practice in Human Resources				Unique Learner No. (ULN): 1403228	
Unit code	**Unit title**	**Evidence description**	**Evidence reference number**	**Assessor initials**	**I/V initials if sampled**
LO1	Activity 1	West Test result	Appendix 1		
LO1	Activity 1	Programme of study handbook for CIPD Level 5 Diploma in Applied Human Resources	Appendix 2		
LO1	Activity 1	Email of College forthcoming dates by Alison Williams	Appendix 3		
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LO5	Activity 5	Curious	Appendix 35		
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LO5	Activity 5	Development Plan for continuous professional development	Appendix 43		

Candidate declaration:

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

Signature:		**Date:**	**29th November 2018**

Kate Houston - 1403228

Developing Professional Practice in Human Resources

Activity 1

Identify and collect information relating to your HR development programme, including:

- **Key components of the programme**
- **Organisational arrangements**
- **Any codes of practice**
- **Key sources of further information**

In this activity I have presented all documentation relating to my course such as the key components to the programme together with the organisation's requirements and the code of practice both from CIPD membership to the student's code of practice.

I have completed different models and questionnaires to ascertain my learning style, team role model through to my conflict style in order to best deliver how I practice as a practitioner, how I fit in a team, how I learn, how I communicate and interact. These provide a useful insight to how I am perceived and what my current strengths and weaknesses are in any given situation which forms the basis of how I learn and move forward in my career.

I have attached appendices separately for activities 1, 3 and 5 as supporting evidence using an evidence matrix listing clearly what activity the appendices relate to.

In activity 1 they range from registering as an apprentice, what is expected from your employer as an apprentice, the study handbook and course details such as timetables and assignment information, employer's handbook, induction questionnaire through to the key sources such as how to navigate the University of Wales and Trinity of St David's website and user information on Moodle which will be utilised as a distance learner. These all provide a framework of my HR development from commencing the course to successfully completing the course and being able to use the designation AssocCIPD after my name.

Therefore to ensure I understand the information provided to date I will endeavour to identify and collect all components a learner undertaking this course has received to date, briefly explaining what each document or component are:-

In order to ensure leaners understand the course and its requirements leaners are met by Alison Williams, Training Adviser for Business with first contact being held at your own organisation. Alison discusses the course, the University and CIPD and the responsibility and standards your organisation, your Manager and yourself has when undertaking the qualification. The course in run through a Higher Level Apprenticeship Scheme and is fully funded therefore there are certain requirements which run alongside the CIPD qualification. At the end of the two years the learner (apprentice) will have, if not already achieved, key skills at level 3 in communication, application of number and digital literacy. To ensure learners meet these outcomes they will complete West Tests at the beginning of the course to ascertain their current

level and work towards achieving level 3 in all by meeting targets and re-assessing throughout the term of the course. I have achieved level 3 in both digital literacy and Communication and level 1 in application of number (see Appendix 1).

Key components of the programme

On registering onto the course each apprentice was provided with the programme of study handbook for CIPD Level 5 Diploma in Applied Human Resources. It details the course is equivalent to a second year university degree and is achieved by a Higher Apprenticeship qualification in HR Management taking two years to complete. It involves being taught on and off the job via the University of Wales and Trinity of St David's and within your organisation by your Manager providing training whilst undertaking your own job role thus gaining valuable knowledge and relevant experience. On completion of the CIPD apprentices will be permitted to use the designation AssocCIPD after their name.

Other details include current members of staff and their contact details, details of your own personal details and the importance of these being updated, modular terminology, the programme of study, course duration, term time table, information on assessments, CIPD moderator, the virtual learning environment, unit details detailing the purpose, aim of unit and the learning outcomes, CIPD membership, policies including plagiarism, library and learning resources, student services, study skills and the complaints process.

Julie Thomas, course tutor discusses plagiarism and the importance of referencing sources and acknowledging work of others correctly using quotations, synthesising and citations. Assessments are submitted electronically using Moodle and Turnitin which checks the apprentices work for plagiarism. The unfair practice and plagiarisms in the handbook reiterates the course tutors advice and outlines that the apprentice should not copy or pass off another's work whether unintentionally or accidently whether published or unpublished or copy another student's work (see Appendix 2).

Alison Williams, Training Adviser for Business provides dates for the year ahead in order to plan when the learner will be attending monthly workshops. This is important in order to plan when you will be attending college and to plan your organisation's requirements and your own job role's workload around these (see Appendix 3). Julie Thomas, course tutor provides on the induction day dates of the workshops together with the name of modules, the CIPD code, the university module code, submission date of assessment and the method of assessment (see Appendix 4).

The Induction Questionnaire is provided on the first day by Julie Thomas the course tutor after she has outlined the course its requirements and the resources available. The questionnaire ensures the learner has understood the course remit, its requirements and where to access the resources together with general Health & Safety requirements such as fire exits and first aid points. This questionnaire is signed by the learner and the course tutor (see Appendix 5).

Organisational arrangements

Alison Williams, Training Adviser for Business provides the Colegsirgar Employer Information Booklet which summarises the apprenticeship and traineeship programme ran by the Welsh Assembly Government. The guide ensures employers understand their obligations and responsibilities to the learner progressing in the workplace, how the apprentice achieves the framework by the collection of evidence, assessments and how to support them.

This is an information booklet between employer, employee (apprentice) and Colegsirgar defining the standards, responsibilities and policies to be withheld. It details information regarding the induction the apprentice will receive, it details the individual learning plan between the apprentice and Colegsirgar displaying the training they will receive and additional support required both on and off the job and it details progress reviews for the apprentice at regular intervals (see Appendix 6).

All students are given the contract between placement employer and the Welsh Assembly Government for the Higher Apprenticeship signed by ateb (my organisation) and the training adviser, Alison Williams, Training Adviser for Business which gives access to the training adviser to review or assess the learner's progress and check Health & Safety regularly (see Appendix 7).

All students are enrolled in this course are given an Apprenticeship Learning Agreement from Colegsirgar to the students employer (ateb in my case). This protects the student allowing attendance only in the event of redundancy can the agreement be made redundant (see Appendix 8).

A further apprenticeship booklet determining the College Induction is provided at the induction day. It details everything the student needs to know regarding the learning programme; the role of the training adviser, your own learning style VARK (refer to Appendix 9), your learning plan, the framework and employment rights and responsibilities. To ensure you progress in College it details your rights as a student and your entitlements, what the College expects from you, the student code of conduct and absence and attendance at College. It ensures you are kept safe therefore it details Health & Safety, fire procedures, manual handling, first aid and how to keep safe in College. There is also a section on your wellbeing, support networks are described together equal opportunities policy, anti-bullying policy and so forth. It even has literature on how to keep healthy with healthy eating tips (see Appendix 10).

Any codes of practice

The CIPD (2018) has a world-wide community of 145,000 members championing better work and working lives and sets high standards with regards to membership therefore all members are required to adhere to the standards and behaviours (obligations) as detailed in the Code of Professional Conduct.

John and Perkins (2016) state the Code is centred round the CIPD's core aims namely, 'to drive sustained organisation performance through HR, shaping thinking, leading practice and building HR capability'. It covers the professional's career working in any sized or type of organisation whether in a generalist or specialist capacity. The obligations are therefore designed around four main parts:-

Professional Competence and Behaviour

Refers to maintaining professional knowledge and competency by continuing to develop professionally, seeking support if the business requires new development activity, accepting responsibility for your own actions and decisions, providing high standards towards relevance, accuracy and timeliness in advice and information provided to stakeholders.

Ethical standards and integrity

Refers to exhibiting integrity, honesty, trust, confidence and respect when maintaining and developing business relationships. Members are required to demonstrate sensitivity for customs, practices, culture and personal beliefs of others and to champion business practices promoting equality of opportunity, diversity and inclusion supporting human rights and dignity.

Representative of the profession

Members are required to act in such a way that upholds reputation and values of the profession and the wider community, exhibiting leadership and ethical conduct complying with laws taking action if appropriate for those who may be engaged with unlawful conduct.

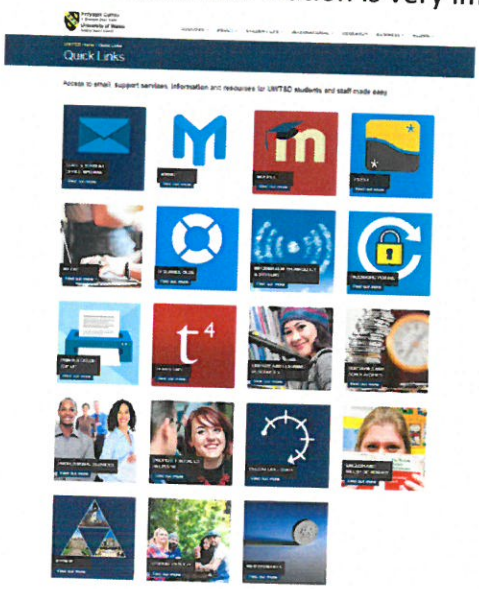
Stewardship

Refers to demonstrating fairness in the treatment of people, challenging others in respect of unlawful or unethical conduct and behaviour taking action if deemed necessary. Ensuring those working for them have the appropriate level of competency and supervision and support and finally promote people management and development practices to achieve business objectives (see Appendix 11).

The Colegsirgar Employer Information Booklet also details the Student's Code of Conduct it specifies the apprentice must attend all lessons, how to report absence and by what time, the apprentice fully participates in all workshops and participates in additional support such as the individual learning plan and manages and completes all targets set (see Appendix 12).

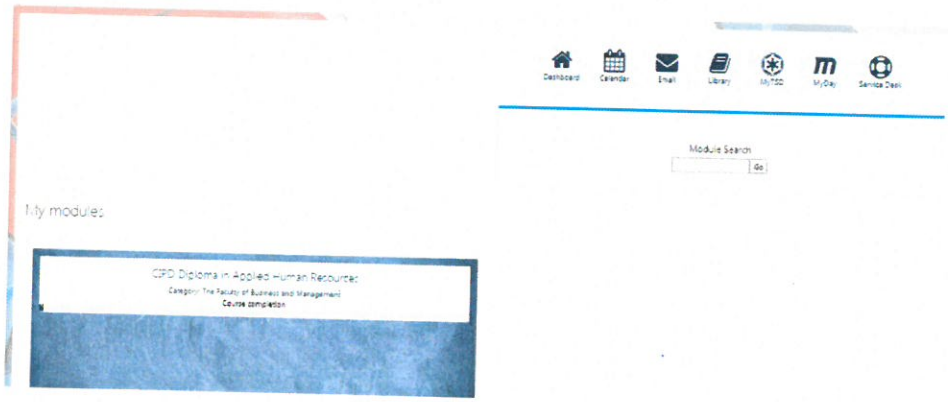
Key sources of further information

Further information can be found on the University of Wales Trinity Saint David's website see below screenshot of the links that can be accessed. This is especially important as I am distance learner therefore the use of the online library and access to module information is very important.



Kate Houston - 1403228

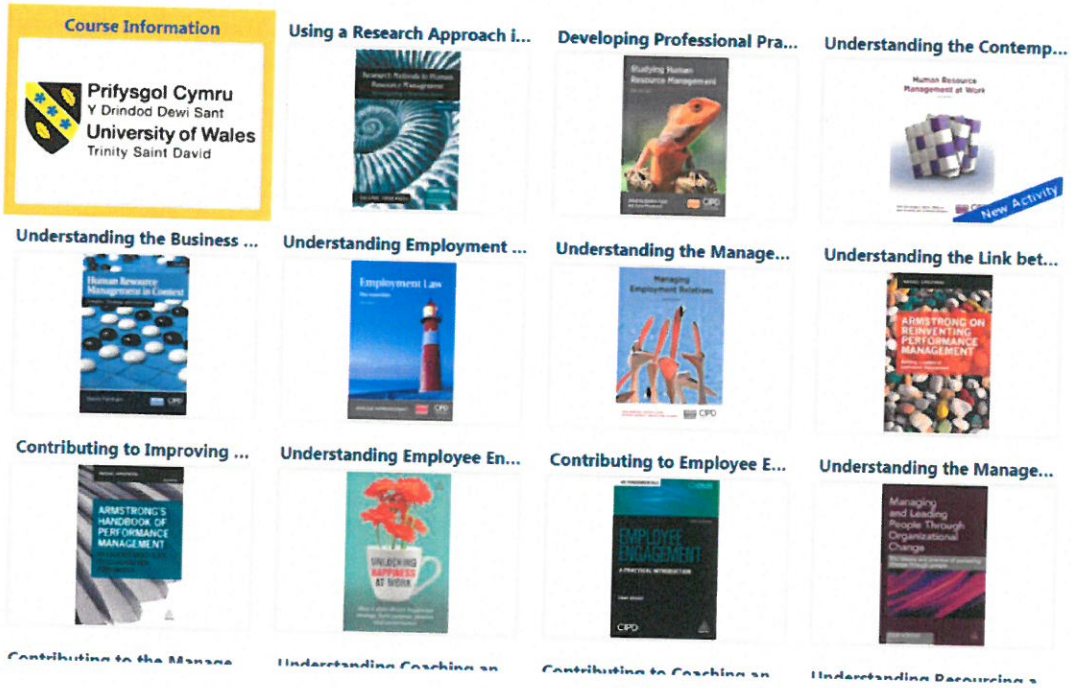
I access regularly Moodle which you can access using your username and password, see below.



You access emails here and this is how you communicate with your course tutor and alike. You have access to the calendar which lets you know important dates such as the next course workshop and which campus it is being held at together with deadline dates and links to Turnitin.

You can access your library account from here again accessing using your username and password. You can clearly see what loans you have currently, and fines and fees applicable to your account and future requests for books. You can also search for online peer reviews, newspapers and e-journals and alike.

You can access the IT Service Desk to download Office 365 or request IT help. Finally, this is where you access the modules you are studying please, see below.



You simply click on the module you are studying and you are able to access tutor's notes and any links with regards to mandatory and optional reading etc...

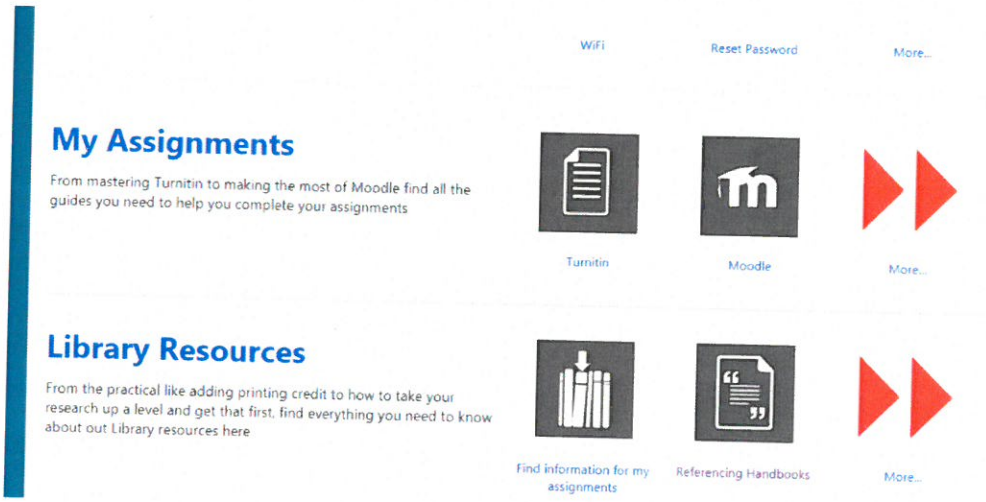
You can access your students' union site where you can have a voice, see your representatives and seek volunteering opportunities and much more.

Kate Houston - 1403228

You can access MyDay which is a one stop place for students to access help and advice, student guides, Moodle, student information and financial assistance, Office 365 etc... see email below.







To understand my learning style I undertook the Honey & Mumford questionnaire (see Appendix 13). Your learning style is weighted by very strong preference, strong preference, moderate preference, low preference and very low preference. My learning style is that of an activist which lays in the strong preference category next were pragmatist and reflector which I scored equally both being moderate preference and finally theorist coming out as low preference.

Firstly, an activist is that of someone who is open minded and enthusiastic whose days are filled with activity and thrive on challenges something of which I can identify with. However, it states that although I thrive on new challenges I get bored at the implementation stage. This is an area I should be mindful of and work towards correcting in order to achieve high performance. Disadvantages can be that you can do too many things at once, lack planning, being too pushy and can lack details. This is again something I shall be mindful throughout my career and through studying.

Next, was pragmatist who is someone who is keen on trying out new ideas and techniques to ascertain whether they work in practice. It states that I am a typical person who comes away from training sessions with new ideas but act on ideas that I am attracted to first. Disadvantages can be that they lack patience with people's suggestions, details can get in the way and not having the ability to consider alternatives.

In equal scoring to the pragmatist the reflector, is someone who likes to ponder experiences and can often stand back and watch. They collect data first hand and from others and think thoroughly before coming to conclusions but tends to postpone making conclusions demonstrating cautiousness. They tend to take a back seat in meetings and observe others in action. Disadvantages can be easily distracted, waste time getting started and sometimes are indecisive.

Lastly the theorists which I scored the lowest in who tends to be a perfectionist who likes to analyse and synthesise they are keen on principles, theories, models and systems thinking. Disadvantages can be needs a lot of information before getting started, gets bogged down in theory and heavily relays on expert opinions without considering other views.

I therefore must focus whilst studying and through my career to better plan, try not to be pushy, become more patient of other people's suggestions, try not to get distracted, to try and stop wasting time getting started and become more decisive. I need to have greater involvement in group work and increase my verbal skills to become a better theorists to increase my intellectual ability.

I used the Belbin's Team Role Model questionnaire to ascertain my preferred role in a team. On completion of the questionnaire I found my preference was that of a Team Worker that is diplomatic who listens and averts friction however, weaknesses include indecisiveness and being easily influenced. My second preference is that of Specialist who provides rare knowledge and skills however, weaknesses include overlooking the bigger picture and dwells on technicalities. When studying or working I will endeavour to try and look at the bigger picture and be less indecisiveness however, play to my strengths in the group by listening and being the peacemaker (see Appendix 14).

As part of the College induction I completed a VARK assessment to determine whether I am a visual, aural, read/write or kinaesthetic learner. It identified I am an aural learner therefore to take in information I should attend classes, attend discussions and tutorials, discuss topics with the tutor and others. I will be better at explaining new ideas to other people and I will be good at remembering details of stories. In order to understand learning I may find my notes will not be sufficient. As before, I should listen therefore I should expand on my notes taken after the class. It may be helpful to tape record my notes and to listen to them later, read my summarised notes aloud or to explain them to another person may also be beneficial to aid my learning. To perform well in tests or completing an assignment I could imagine talking to my tutor or spend time in a quiet place recalling my ideas. I should practice writing answers to old exams questions and speak my answer aloud or inside my head (see Appendix 9).

As part of the course it is important to know how you manage differences therefore I used the Thomas/Kilman Conflict Mode Instrument to identify my conflict style. Any score of 6 or above is a preference however, the results are not fixed and you can use the questionnaire at different times to reflect how you deal with conflict again. At this point of time I scored 8 for compromising, 7 for cooperating and 6 for competing.

I scored highly on compromising, it may be that I concentrate heavily on practicalities and tactics of compromise losing sight of the larger principles, values in the long-term. I may undermine interpersonal trust and deflect attention away from the merits of the issues that were discussed.

I scored relatively highly for cooperating, I may spend time discussing issues in depth that do not require it. I may avert risk by not making a decision or postponing action also working collaboratively takes time and energy which is a scarce resource.

I scored 6 on competing therefore showing a preference. Perhaps people feel they should not disagree with you or no longer feel they can influence you which could mean you close off from information. I could be seen to have more confidence than others and people will be less likely to ask for information or express their opinions (see Appendix 15).

Appendix 1

Digital Literacy

< Back to courses list

Learning plan

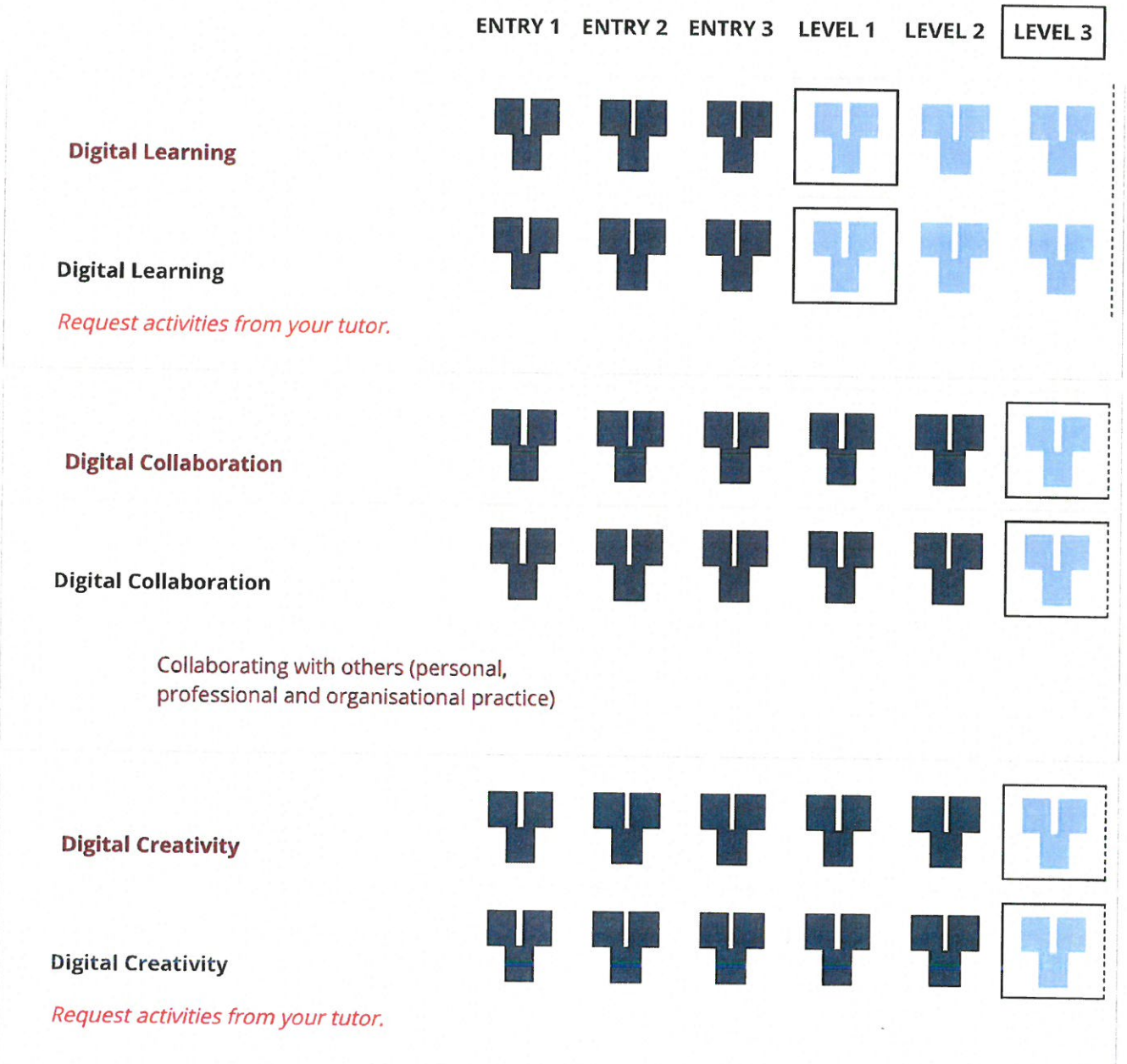
Learning plan: Kate Houston

Well done, Kate Houston. Your initial assessment result was Level 3.

Your current level is: Level 3

Your target level is: Level 3

Below are some activities for you to work through to improve your skills and reach your target.



Appendix 1

Digital Information Literacy

Critically analyse and review techniques

Analysing digital information

Obtain, organise and classify information

Find, evaluate and use digital information

Digital Productivity

Critically evaluate tools, technologies and techniques

Selecting, using and evaluating digital technologies, tools and techniques

Manage information storage

Organise, store, share, permission and protect digital information

Digital Responsibility

Digital Responsibility

Digital responsibility protocols

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Appendix 1

Application of Number 2015

< Back to courses list

Learning plan

Learning plan: Kate Houston

Well done, Kate Houston. Your initial assessment result was Level 1.

Your current level is: Level 1

Your target level is: Level 1

Below are some activities for you to work through to improve your skills and reach your target.

ENTRY 1 | ENTRY 2 | ENTRY 3 | **LEVEL 1** | LEVEL 2 | LEVEL 3

Fractions, Decimals and Percentages

Decimals

- Decimal measures
- Working out materials (1) (Construction)
- Working out materials (2) (Construction)

Fractions

- Compare fractions
- Finding parts
- Fractions

Percentages

- Everyday percentages

Appendix 1

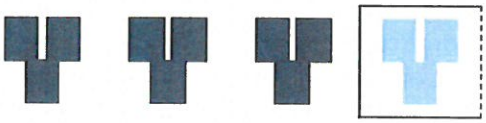
Percentages (Manufacturing)

Working out tolerances (Manufacturing)

Measures, Money and Time



Money

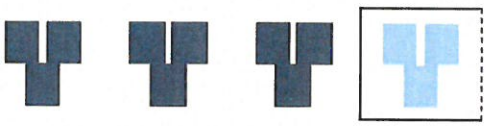


Cashing up (Passenger Transport)

Managing money

Working with money (Retail)

Time



Calculating time

Filling in timesheets (Care)

Time planning (Care)

Using measures

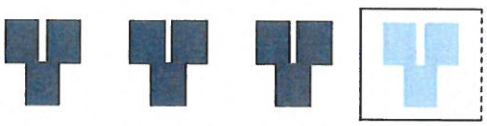


Metric measures (Hospitality)

Negative numbers

Using measures

Shape, Space and Position



Appendix 1

Calculating with shapes

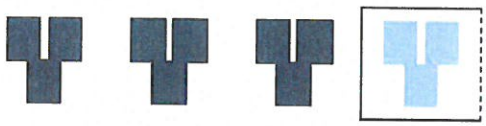


Measuring shapes

Volume

Working out perimeters (Construction)

Statistics and Probability



Probability

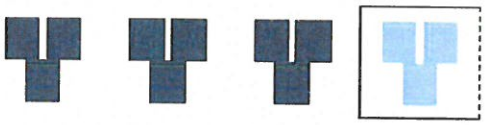


Probability

Take a chance!

Understand probability

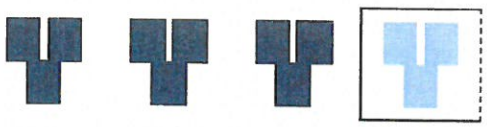
Statistics



Mean average

Range

Using Data



Present data

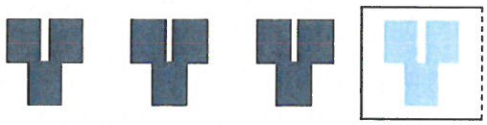


Collecting data

Making a bar chart

Presenting data

Understand data



Charts and graphs

Drawing shapes and plans on a grid

Reading timetables

Whole Numbers



Calculating with numbers



Elementary properties of numbers

Formulae expressed in words

Formulae expressed in words

Numbers



Elementary properties of numbers

Large numbers

Rounding and estimating

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Appendix 1

Communication (English) 2015

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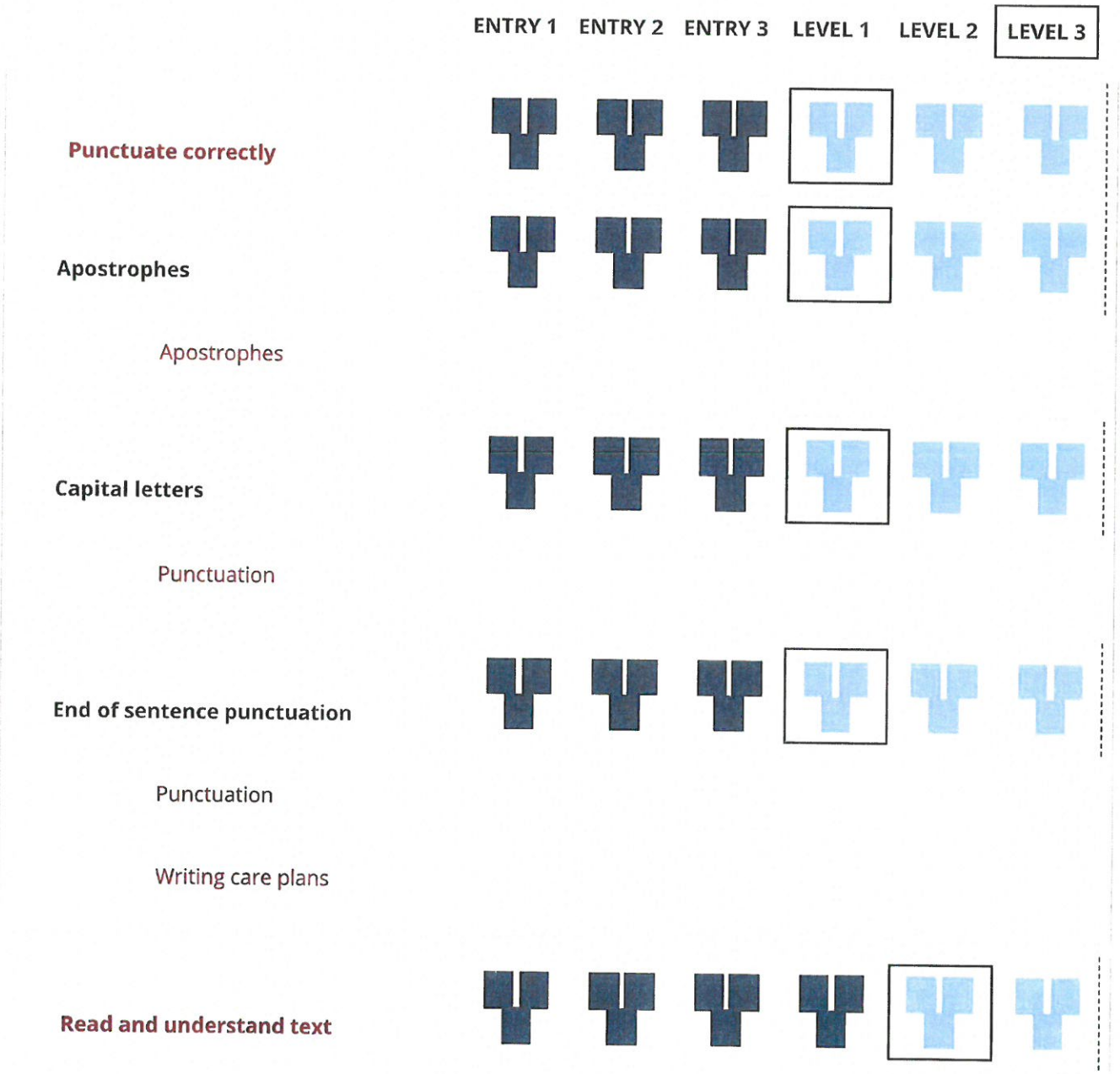
Learning plan

Learning plan: Kate Houston

Well done, Kate Houston. Your initial assessment result was Level 3.
Below are some activities for you to work through to improve your skills and reach your target.

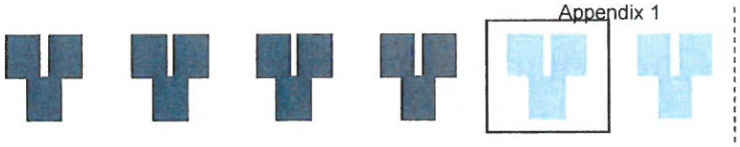
Your current level is: Level 3

Your target level is: Level 3



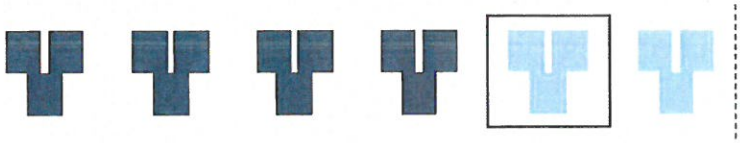
Appendix 1

Inference and bias



Recognising points of view

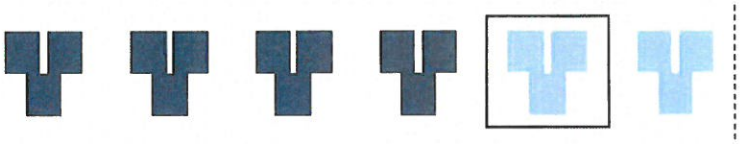
Purpose and audience



Evaluating texts

Understanding the purpose of a text

Understand/extract information

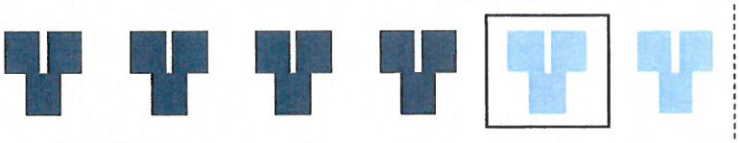


Identifying main points and summarising

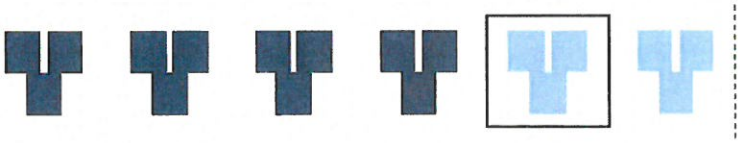
Recognising points of view

Selecting and summarising information

Read and understand words



Words, signs and symbols



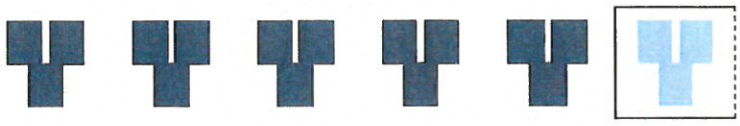
Read tricky words

Synonyms

Read text to find information



Find information



Locate and select relevant information

Appendix 1

Speaking and Listening



Speaking and Listening

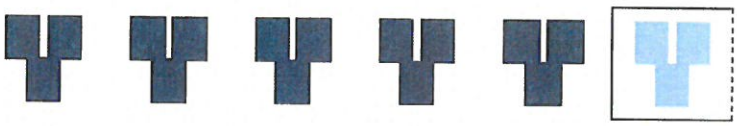


Request activities from your tutor.

Spell correctly



Homophones



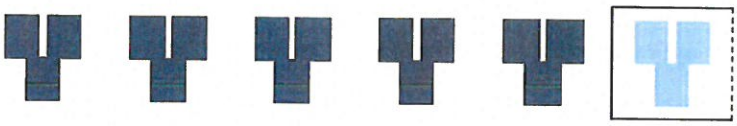
Spelling

Prefixes and suffixes



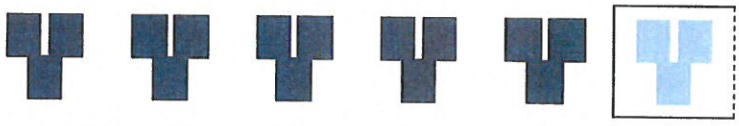
Spelling

Spelling and spelling rules

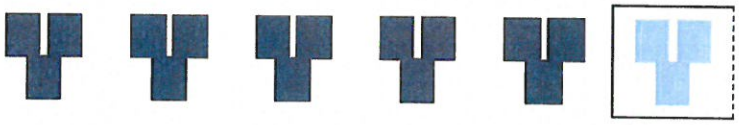


Spelling

Use correct grammar



Word types



Sentence grammar

Write sentences



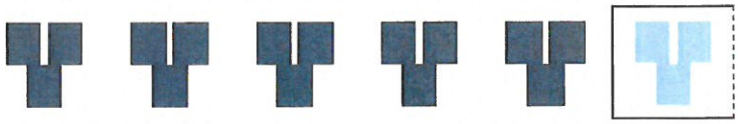
Sentence grammar

Appendix 1

Write relevant and appropriate text



Appropriate language



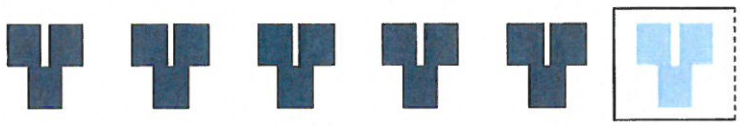
Appropriate language

Organise/structure writing



Request activities from your tutor.

Plan and draft



Request activities from your tutor.

Present information



Appropriate language

Proofread



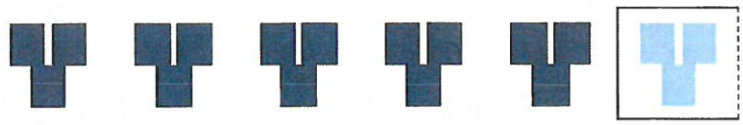
Request activities from your tutor.

Relevant information



Request activities from your tutor.

Suitable formats



Request activities from your tutor.

Summarise



Request activities from your tutor.



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

PROGRAMME OF STUDY HANDBOOK

CIPD Level 5 Diploma in Applied Human Resources

THE BUSINESS SCHOOL

2017-2018

Alison Williams1 - Re: Draft Timetable - Apprenticeship

From: Julie Thomas <julie.thomas@uwtsd.ac.uk>
To: Alison Williams1 <Alison.Williams1@colegsirgar.ac.uk>
Date: 09/08/2018 15:03
Subject: Re: Draft Timetable - Apprenticeship

Hi Alison

If you see Alison Richards, please could you ask her for an email address? She didn't put one on the application form.

Thanks.

Julie

From: Alison Williams1 <Alison.Williams1@colegsirgar.ac.uk>
Sent: 08 August 2018 23:25
To: Julie Thomas
Subject: RE: Draft Timetable - Apprenticeship

Hi Julie,
Thanks very much for sending this information through to me. I've asked for a room for induction and a room going forward for delivery, it hasnt been confirmed as yet. Please let me know if there's anything I can do, I'm off tomorrow and Monday and then out and about all next week doing the start paperwork with everybody ready for the course.
Regards,
Alison.
Sent from my Vodafone Smart
On 9 Aug 2018 12:10, Julie Thomas <julie.thomas@uwtsd.ac.uk> wrote:

> Hi Alison
>
> Assuming the monthly workshops are approved, please find below a list of workshop dates:
> 19th and 26th September
> 17th October
> 14th November
> 12th December
> 16th January
> 13th February
> 6th March
> 3rd April
> 1st May
> 5th June

9 30
4 30

Timetable – CIPD Diploma in Applied Human Resources 2018-2020

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
19th September 2018	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
26th September 2018	Using a Research Approach in HR	5CIHR	BMPD5002	Part One - 22/10/18 Part Two – 11/2/19	Part One - Written response. Part Two - Research Report.
17th October 2018	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	19/11/18 plus submission of updated Personal Development Plan on 18/5/20	Portfolio of Evidence
14th November 2018	Understanding the Contemporary HR Function	5CMHR	BMPD5003	21/12/18	Slides and notes pages
12th December 2018	Understanding the Business Context of HR	5CBIC	BMPD5001	28/1/19	Written report, analysis notes
16th January 2019	AM: Understanding the Business Context of HR PM:Understanding Employment Law	5CELW			
13th February 2019	Understanding Employment Law	5CELW	BMPD5004	11/3/19	Written answers to questions
6th March 2019	Understanding the Management of Employment Relations	5KCER	BMPD5008	29/4/19	Written answers to questions
3rd April 2019	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	10/6/19	Slides and notes pages
1st May 2019	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	1/7/19	Portfolio of Evidence
5th June 2019	Understanding Employee Engagement	5KEEG	BMPD5007	29/7/19	Briefing paper
3rd July 2019	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	18/9/19	Portfolio of Evidence
18th September 2019	Understanding the Management of Change	5KMOC	BMPD5010	4/11/19	Slides or screen shots with notes pages

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

Induction Questionnaire

Diploma in Applied Human Resources

September 2018

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Carmarthen College, Wednesdays 9 30 -4.3c
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	Sept - Dec 7 Jan - 5th April 23 April - Mid-July
4.	What is Moodle?	resource ICT tool
5.	What is Eduroam?	Campus WiFi
6.	What is Turnitin?	SUBMIT ASSIGNMENTS
7.	Do you know when you are required to hand in work?	YES REFER TO TIMETABLE
8.	What is the core text for this programme?	Studying HR Management. HR Management: People & Organisation
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?	TUTOR OR YES - STUDENT SERVICES
11.	What is the name of the Training Adviser?	Alison Williams
12.	What is the name of the Course Lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	YES
14.	Do you need to be a member of the CIPD?	YES
15.	What support is available for study skills?	Student Services
16.	Do you know where the fire-exits and first aid points are for the building?	YES
17.	How many credits is the programme?	90
18.	What is the length of the programme?	2
19.	Have you been given access to the student handbook and time-table?	YES
20.	What academic level is this qualification?	

Name: KATE HAUSTON

Signed: K L Haus

CIPD Membership Number (to be added when available):

Signature of Lecturer:

Date: 17/10/18

colegsirgâr

Employer Information Booklet



Coleg Sir Gâr Graig Campus Sandy Road Pwll Llanelli SA15 4DN	Coleg Sir Gâr Ammanford Campus Dyffryn Road Ammanford SA18 3TA	Coleg Sir Gâr Gelli Aur Campus Gelli Aur Llandeilo SA32 8NJ	Coleg Sir Gâr Pibwrlwyd Campus Pibwrlwyd Carmarthen SA31 2NH	Coleg Sir Gar Jobs Well Campus Jobs Well Road Carmarthen SA31 3HY

'These programmes are part funded by the European Social Fund through the Welsh Government'

UNDEB EWROPEAIDD
EUROPEAN UNION

Llywodraeth Cymru
Welsh Government

Cronfa Gymdeithasol Ewrop
European Social Fund

CONTRACT BETWEEN PLACEMENT EMPLOYER AND B -WBL

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

ateb Group Ltd. - Victoria Evans. (Employer's Name)

in respect of work-based training for:

Kate Houston (Learner's Name)

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

1. This contract shall take effect as from the date of exchange of signed copies of the Learning Agreement.
2. All financial arrangements and hours of work between the Approved Trainer, Employer and the Learner shall be detailed in writing.
3. It shall be the responsibility of the employer to pay the Learner an agreed wage as detailed in a contract of employment complying with the national minimum wage.

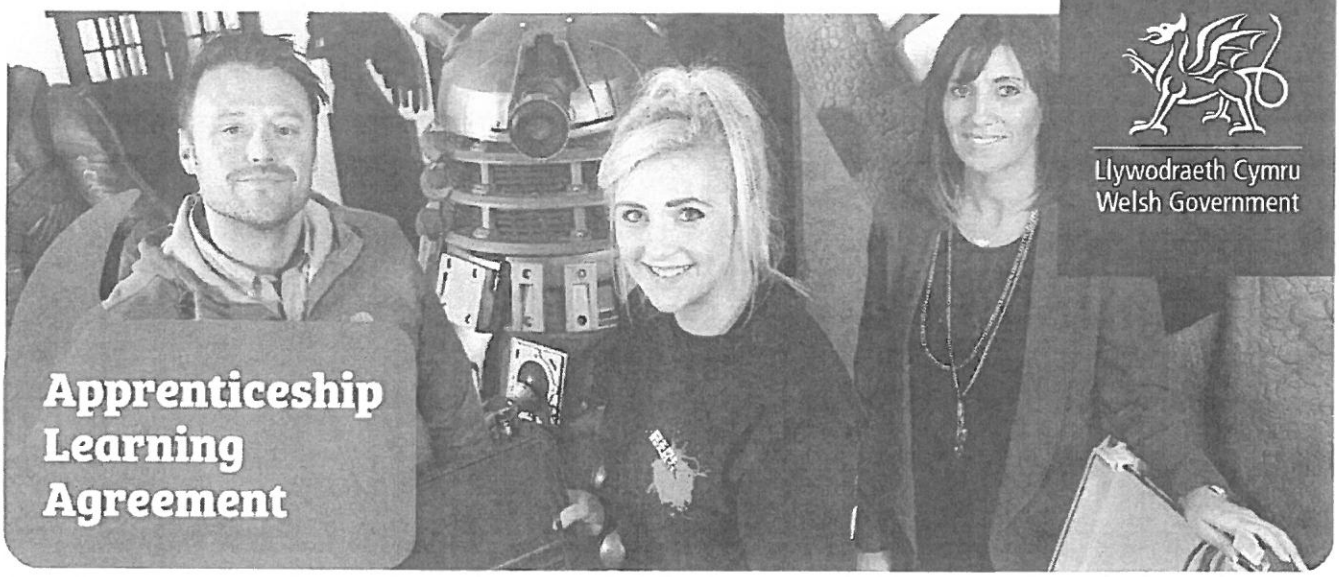
   ~~Coleg Sir Gar will pay the Trainee a maximum training allowance of £ 30 / £ 50 per week~~ (Delete as appropriate) AW
4. It shall be the responsibility of the placement employer to take necessary steps for securing the health, safety and welfare and ensure equal opportunities for all learners participating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

Signed and a copy received by:

PLACEMENT EMPLOYER — Date: 10.9.18

A Williams
TRAINING ADVISER — Date: 10 9 18.

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.



To be completed by the provider

This agreement made on 10.9.18. (*date Apprenticeship commences*)
between Victoria Evans. (*the employer representative*)
of Ateb Group Ltd. (*the name of the company*)
at Meyler House, St. Thomas Green, Haverfordwest SA61 1QP (*the address of the company*)
and Kate Hauston. JR845276A. (*the apprentice and N.I number*) and
Coleg Sir Gar. (*the delivering provider*) and
B-Nbl (*the contracted provider*) to study
Applied Human Resources (*specify skill, trade or occupation of the Apprenticeship*) following the
C.I.P.D Apprenticeship Framework* at current level 5, expected to progress
to level ____. Expected final completion date is 25.9.2020. Hourly rate of pay at start of
Apprenticeship is Being paid above minimum wage.

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

All parties agree that

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

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

The employer: _____ Date 10.9.18
The apprentice: _____ Date 10/09/18
The provider: A. Williams. Date 10.9.18.
The provider: _____ Date _____
(if different from the provider delivering the apprenticeship)

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

The Provider/s agree/s to:

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

The Welsh Government agrees to:

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

The Apprentice agrees to:

- Apply himself/herself to his/her learning and assessment by attending courses and other on or off the job learning events, being prepared for assessment, and actively participating in the planning and reviewing of their programme;
- Take responsibility for his/her own learning and development;
- Behave in a considerate and responsible manner, with due regard to his/her own and other's equality of opportunity and to the Health and Safety of others and self in his/her working and learning environment;
- Work for the employer to the best of his/her ability and in accordance with the employer's policies and procedures;
- Authorise his/her provider to apply for his/her apprentice completion certificate on his/her behalf;
- Any concerns the apprentice has about his/her learning should, in the first instance, be made to the provider delivering the apprenticeship. If resolution cannot be secured, concerns should then be referred to the provider contracted with the Welsh Government. In the rare event of a resolution still not being secured, the Welsh Government should be contacted.

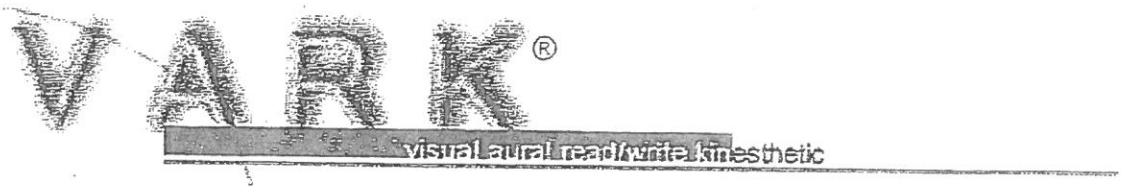
The Employer agrees to:

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

Prentisiaethau Apprenticeships

Cronfa Gymdeithasol Ewrop
European Social Fund

OGL



The VARK Questionnaire (Version 7.1)

How Do I Learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it.
Please circle more than one if a single answer does not match your perception.
Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:
   - a. go with her.
   - (b) tell her the directions.
   - c. write down the directions.
   - d. draw, or give her a map.
2. You are not sure whether a word should be spelled 'dependent' or 'dependant'. You would:
   - (a) see the words in your mind and choose by the way they look.
   - b. think about how each word sounds and choose one.
   - c. find it online or in a dictionary.
   - d. write both words on paper and choose one.
3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
   - a. describe some of the highlights.
   - b. use a map or website to show them the places.
   - c. give them a copy of the printed itinerary.
   - (d) phone, text or email them.
4. You are going to cook something as a special treat for your family. You would:
   - (a) cook something you know without the need for instructions.
   - b. ask friends for suggestions.
   - c. look through the cookbook for ideas from the pictures.
   - d. use a cookbook where you know there is a good recipe.
5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:
   - (a) talk about, or arrange a talk for them about parks or wildlife reserves.
   - b. show them internet pictures, photographs or picture books.
   - c. take them to a park or wildlife reserve and walk with them.
   - d. give them a book or pamphlets about the parks or wildlife reserves.
6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
   - a. Trying or testing it.
   - (b) Reading the details about its features.
   - c. It is a modern design and looks good.
   - d. The salesperson telling me about its features.
7. Remember a time when you learned how to do something new. Try to avoid choosing a physical skill, eg. riding a bike. You learned best by:
   - (a) watching a demonstration.
   - b. listening to somebody explaining it and asking questions.
   - c. diagrams and charts - visual clues.
   - d. written instructions – e.g. a manual or textbook.

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

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

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

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

10. I like websites that have:

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

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

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

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

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

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

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

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

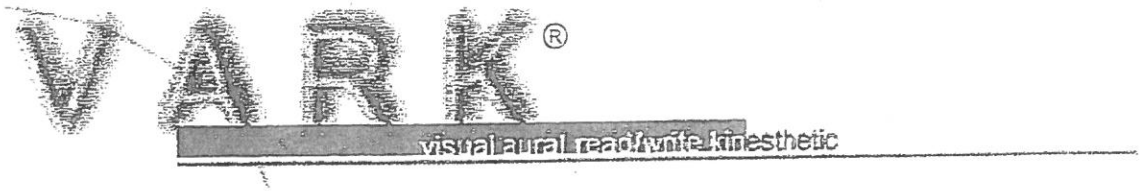
   a. using examples from what you have done.
   b. using a written description of your results.
   c. from somebody who talks it through with you.
   d. using graphs showing what you had achieved.

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

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

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

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



The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers

e.g. If you answered b and c for question 3, circle V and R in the question 3 row.

Question	a category	b category	c category	d category
3	K	V	R	A

Scoring Chart

Question	a category	b category	c category	d category
1	K	A	R	V
2	V	A	R	K
3	K	V	R	A
4	K	A	V	R
5	A	V	K	R
6	K	R	V	A
7	K	A	V	R
8	R	K	A	V
9	R	A	K	V
10	K	V	R	A
11	V	R	A	K
12	A	R	V	K
13	K	A	R	V
14	K	R	A	V
15	K	A	R	V
16	V	A	R	K

Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of **V**s circled =	3
Total number of **A**s circled =	7
Total number of **R**s circled =	2
Total number of **K**s circled =	5

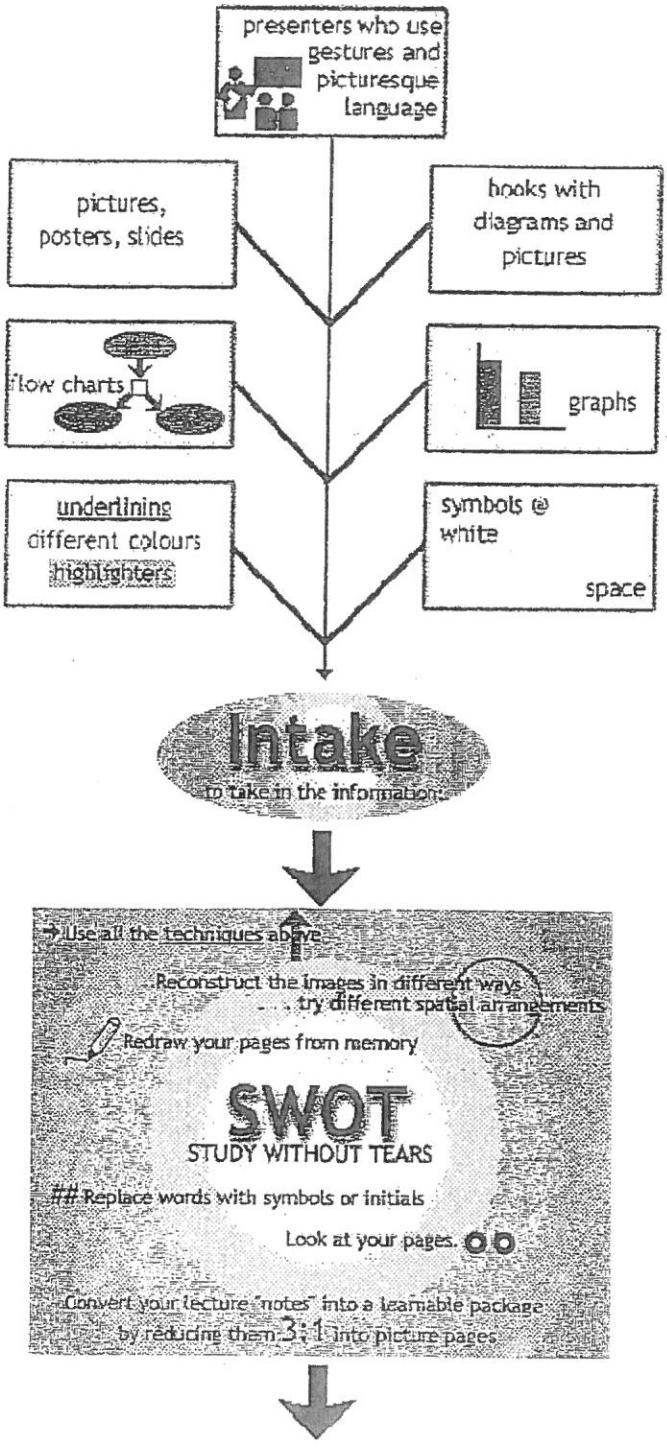
VARK®
a guide to learning styles

English

Visual - Aural - Read/Write - Kinesthetic - Multimodal

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Visual Study Strategies



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Aural Study Strategies

If you have a strong preference for learning by **Aural** methods (A = hearing) you should use some or all of the following:

INTAKE

To take in the information:

- attend classes
- attend discussions and tutorials
- discuss topics with others
- discuss topics with your teachers
- explain new ideas to other people
- use a tape recorder
- remember the interesting examples, stories, jokes...
- describe the overheads, pictures and other visuals to somebody who was not there
- leave spaces in your notes for later recall and 'filling'

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Your notes may be poor because you prefer to listen. You will need to expand your notes by talking with others and collecting notes from the textbook.
- Put your summarised notes onto tapes and listen to them.
- Ask others to 'hear' your understanding of a topic.
- Read your summarised notes aloud.
- Explain your notes to another 'aural' person.

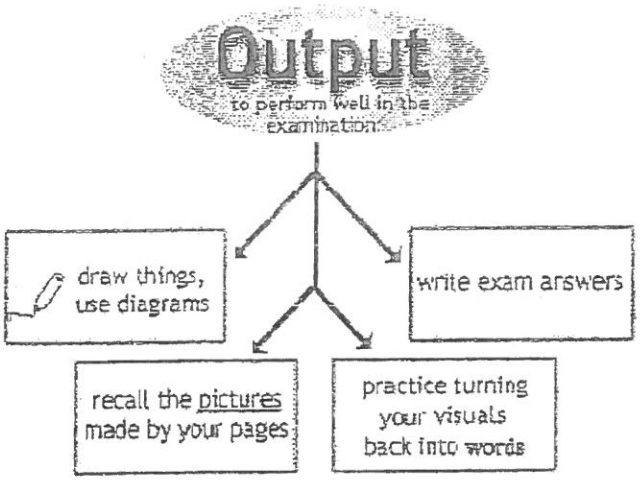
OUTPUT

To perform well in any test, assignment or examination:

- Imagine talking with the examiner.
- Listen to your voices and write them down.
- Spend time in quiet places recalling the ideas.
- Practice writing answers to old exam questions.
- Speak your answers aloud or inside your head.

You prefer to have this page explained to you.
The written words are not as valuable as those you hear.
You will probably go and tell somebody about this.

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You want the whole picture so you are probably holistic rather than reductionist in your approach. You are often swayed by the way something looks. You are interested in color and layout and design and you know where you are in your environment. You are probably going to draw something.

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Read/Write Study Strategies

If you have a strong preference for learning by **Reading** and **Writing** (R & W) learning you should use some, or all, of the following:

INTAKE

To take in the information:

- lists
- headings
- dictionaries
- glossaries
- definitions
- handouts
- textbooks
- readings - library
- notes (often verbatim)
- teachers who use words well and have lots of information in sentences and notes
- essays
- manuals (computing, technical and laboratory)

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Write out the words again and again.
- Read your notes (silently) again and again.
- Rewrite the ideas and principles into other words.
- Organize any diagrams, graphs ... into statements, e.g. "The trend is..."
- Turn reactions, actions, diagrams, charts and flows into words.
- Imagine your lists arranged in multiple choice questions and distinguish each from each.

OUTPUT

To perform well in any test, assignment or examination:

- Write exam answers.
- Practice with multiple choice questions.
- Write paragraphs, beginnings and endings.
- Write your information into lists (a, b, c, d or 1, 2, 3, 4).
- Arrange your words into hierarchies and points.

You like this page because the emphasis is on words and lists.
You believe the meanings are within the words, so any talk is OK but this handout is better.
You are heading for the library.

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Kinesthetic Study Strategies

If you have a strong **Kinesthetic** preference for learning you should use some or all of the following:

INTAKE

To take in the information:

- all your senses - sight, touch, taste, smell, hearing ...
- laboratories
- field trips
- field tours
- examples of principles
- lecturers who give real-life examples
- applications
- hands-on approaches (computing)
- trial and error
- collections of rock types, plants, shells, grasses...
- exhibits, samples, photographs...
- recipes - solutions to problems, previous exam papers

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Your lecture notes may be poor because the topics were not 'concrete' or 'relevant'.
- You will remember the "real" things that happened.
- Put plenty of examples into your summary. Use case studies and applications to help with principles and abstract concepts.
- Talk about your notes with another "K" person.
- Use pictures and photographs that illustrate an idea.
- Go back to the laboratory or your lab manual.
- Recall the experiments, field trip...

OUTPUT

To perform well in any test, assignment or examination:

- Write practice answers, paragraphs...
- Role play the exam situation in your own room.

You want to experience the exam so that you can understand it.
The ideas on this page are only valuable if they sound practical, real, and relevant to you.
You need to do things to understand.

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Multimodal Study Strategies

If you have multiple preferences you are in the majority, as approximately 60% of any population fits that category.

Multiple preferences are interesting and varied. For example you may have two strong preferences Visual and Aural (VA) or Read/write and Kinesthetic (RK), or you may have three strong preferences such as VAR or ARK. Some people have no standout scores. Their scores are almost even for all four modes. For example one person had scores of V=6, A=6, R=6, and K=6. She said that she adapted to the mode being used or requested for her learning. If the teacher, trainer or supervisor preferred a written mode she switched into Read/write for her responses and for her learning.

So multiple preferences give you choices of two or three or four modes to use for your learning and for your interaction with others. Positive reactions mean that those with multimodal preferences choose to match or align their mode to the significant others around them. But, some people have admitted that if they want to be annoying they may stay in a mode different from the person with whom they are working. For example they may ask for written evidence in an argument, knowing that the other person much prefers to use only oral information.

You will need to read two or three or four lists of strategies provided in the VARK Helpsheets. If you have two almost equal preferences please read the study strategies that apply to both preferences. If you have three preferences read the three lists that apply and similarly for those with four. There is obviously no ***Multimodal*** helpsheet. One interesting piece of information that people with multimodal preferences have told us, is that it is often necessary for them to use more than one strategy for learning and communicating. They feel insecure with only one. Alternatively those with a single preference often *"get it"* by using the set of strategies that align with that single preference.

We are also noticing some differences among those who are multimodal and who have chosen fewer than 25 options and those who have chosen more than 30. Those who have chosen fewer than 25 of the options in the questionnaire prefer to see their highest score as their main preference - almost like a single preference and they use each preference mode singly to suit each situation. Those who have a total VARK score larger than 30 tend to use their preferences in combination needing all their preferred modes to get a good understanding. To read more about Multimodality you can download an article written by Neil Fleming here: Multimodality

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APPRENTICESHIP

College Induction 2018-2019



Learner Name: ..... KATE HOWDEN .....

Tutor Name: ..... JANIE THOMAS .....

Course: ..... LEVEL 5 DIPLOMA : APPLIED HR .....

Date Induction booklet received: .....

Learner signature: .....

Training adviser/assessor signature: ..... A. Williams .....



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

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.

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



SE1: Student Code of Conduct

Introduction

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

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

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

General Principles

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

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

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

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

Definitions

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

People

Disciplinary Offence	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Physical Misconduct	Punching Kicking Slapping Pulling hair Biting Assault	Expulsion Suspension/Exclusion Restrictions/Conditions Behavioural contract Fine
	Pushing Shoving	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Behavioural contract Restorative justice Fine
Sexual Misconduct	Sexual intercourse or engaging in a sexual act without consent Attempting to engage in sexual intercourse or engaging in a sexual act without consent Sharing private sexual materials of another person without consent Physical sexual harassment: inappropriate invasion of personal space and/or inappropriate physical behaviour Repeatedly following another person without good reason Making unwanted remarks or advances of a sexual nature Display of offensive materials Inappropriate texting, emailing, posting of sexual materials on-line including but not limited to using derogatory sexual terms to describe someone Asking for sexual favours and making decisions based on sexual advances being accepted or rejected	Expulsion Suspension/Exclusion Restrictions/Conditions Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Behavioural contract

People

Disciplinary Offence	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Abusive Behaviour	Shouting, threatening, abusing, intimidating or demeaning someone Abusive / insulting comments relating to an individual's sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age Acting in an intimidating and hostile manner physically or by any means of communication Ridiculing or destructively criticising Ostracising or marginalising Humiliating and undermining a person Spreading malicious rumours or allegations via any means of communication including social media Misuse of power	Expulsion Suspension/Exclusion Restrictions/Conditions Behavioural contract Formal warning Restorative justice
	Use of inappropriate language Repeatedly contacting another person (by phone, email, text or on social networking sites) against the wishes of the other person	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Restorative justice

Property

Disciplinary offence	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Damage To Property	Causing damage to University property or the property of students or employees of the University or visitors to the University	Expulsion Suspension/Exclusion Restrictions/Conditions Requirement to make good the damage caused at his/her expense Fine
	Causing minor damage to University property or the property of students or employees of the University or visitors to the University	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Fine
Unauthorised Taking or Use Of Property	Unauthorised entry onto or unauthorised use of University premises Misappropriate any University property, funds, or assets Fraud Taking property belonging to another without permission	Expulsion Suspension/Exclusion Restrictions/Conditions
	Misuse of University property (for example computers and laboratory equipment)	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Fine Behavioural Contract
Causing A Health or Safety Concern	Act/omission that did cause or could have caused serious harm on University premises or during University activities (for example, disabling fire extinguishers or possessing/supplying controlled drugs)	Expulsion Suspension/Exclusion Restrictions/Conditions Restitution of damage
	Act/omission that did cause or could have caused a health and safety concern on University premises (for example, smoking cigarettes in non-designated areas, disabling smoke detectors)	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Fine

University

Disciplinary Offence	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Operational Obstruction	Acts/omissions/statements intended to deceive the University. Disruption of the activities of the University(including academic, administrative, sporting and social) on University premises or elsewhere Disruption of the functions, duties or activities of any student or employee of the University or any authorised visitor to the University.	Expulsion Suspension/Exclusion Restrictions/Conditions Behavioural Contract
	Improper interference with the activities of the University (including academic, administrative, sporting and social) on University premises or elsewhere Improper interference with the functions, duties or activities of any student or employee of the University or any authorised visitor to the University	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Behavioural Contract
Reputational Damage	Behaviour which has caused serious damage or could have caused serious damage to the reputation of the University or the University's relationship with the local community	Expulsion Suspension/Exclusion Restrictions/Conditions
	Behaviour which has damaged or could have damaged the reputation of the University or the University's relationship with the local community	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology

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

Ring your scores on this chart and join up.

Activist	Reflector	Theorist	Pragmatist	
20 19 18 17 16 15 14 13	20 19 18	20 19 18 17 16	20 19 18 17	Very strong preference
12 (11)	17 16 15	15 14	16 15	Strong preference
10 9 8 7	(14) 13 12	13 12 11	(14) 13 12	Moderate preference
6 5 4	11 10 9	(10) 9 8	11 10 9	Low preference
3 2 1 0	8 7 6 5 4 3 2 1 0	7 6 5 4 3 2 1 0	8 7 6 5 4 3 2 1 0	Very low preference

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	
B	I can work well with a very wide range of people	3
C	My specialist knowledge and experience is usually my major asset	
D	My ability rests on being able to draw people out whenever I detect they have something of value to contribute to group objectives	
E	I can be relied upon to finish any task I undertake	3
F	I am prepared to be blunt and outspoken in the cause of making things happen	2
G	I can usually tell whether a plan or idea will fit a particular situation	
H	I can offer a reasoned and unbiased case for alternative sources of action	
I	Producing ideas is one of my natural assets	2

Section 2

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

A	I am not at ease unless meetings are well structured and controlled and generally well conducted	
B	I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing	1
C	I have a tendency to talk a lot once the group gets on to a new topic	
D	My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues	
E	I am sometimes seen as forceful and authoritarian when dealing with important issues	
F	I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere	2
G	I am apt to get caught up in ideas that occur to me and so lose track of what is happening	2
H	I am reluctant to contribute unless that subject deals with an area I know well	3
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	
B	I am generally effective in preventing careless mistakes and omissions from spoiling the success of an operation	
C	I like to press for action to make sure that the meeting does not waste time or lose sight of the main objective	
D	I can be counted on to contribute something original	3
E	I try to maintain my sense of professionalism	
F	I am quick to see possibilities in new ideas and developments	3
G	I believe my capacity for judgement can help to bring about the right decisions	
H	I can be relied upon to bring an organised approach to the demands of the job	2
I	I am always ready to back a good suggestion in the common interest	2

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	3
C	I can usually find a line of argument to refute unsound propositions	2
D	I think I have a talent for making things work once a plan has to be put into operation	2
E	I prefer to avoid the obvious and to open up lines that have not been explored	
F	I bring a touch of perfectionism to any job I undertake	
G	I am likely to be the one to make contacts outside the group or the firm	
H	While I am interested in all views I have no hesitation in making up my mind once a decision has to be made	
I	I maintain a quiet interest in getting to know colleagues better	

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	3
D	I can have a strong influence on decisions	
E	I have a chance of meeting new people with different ideas	
F	I can get people to agree on priorities and objectives	
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	
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	2
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	2
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	2
I	I believe I would keep cool and maintain my capacity to think straight	

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	2
D	I am inclined to feel I am wasting my time and would do better on my own	
E	I find it difficult to get started unless the goals are clear	2
F	I am sometimes poor at putting across complex points that occur to me	2
G	I am conscious of demanding from others the things I cannot do myself	2
H	I hesitate to express my personal views in front of difficult or powerful people	2
I	I tend to show boredom unless I am actively engaged with stimulating people	

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)

- Your secondary team role

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

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 6	Cooperating 7	Compromising 8	Avoiding 4	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.

Kate Houston - 1403228

Activity 2

CIPD HRPM professional areas and bands and how behaviours are essential to being an effective HR Professional

According to CIPD (no date) the HR Professional Map (Map) identifies what professional standards HR Professionals (HRPs) adhere to, how to plan and benchmark throughout their career and how it conducts its role to the stakeholders of an organisation and their role as ethical stewards to make sound decisions based on their knowledge through continuous professional development (CPD).

The Map is utilised by anyone in HR to build on their capabilities regardless of role, level or specialism for their own developmental planning or for the use within the HR team or organisation. It can be operated anywhere in the world across all sectors and it determines the best human resources underpinning skills, behaviours and knowledge.

The Map has three elements; ten professional areas, eight behaviours and four bands and transitions. It details activities to develop competencies to progress through the four bands and the behaviours which need to be exhibited when carrying out the activities. Woodhams et al (2016) refer to these as the capability framework which emphasises the contribution everyone embarks on within their career.

Two core professional areas at the heart of the framework are *insights strategy and solutions* referring to knowledge, skills and behaviours required to develop the business using the insights, tailoring strategies and solutions to meet the organisation's requirements using a situational approach. Armstrong and Taylor (2017) observe HRPs strategically work towards the goals and values of the organisation. In essence, to think about what the organisation wants delivering unique organisational insight, meeting current needs to identify opportunities, potential risks and priorities providing HR solutions; understanding the bigger picture observing the impact of events has on activities whilst utilising analytical tools from personal experience and management information to understand external factors to challenge the status quo.

The second professional area *leading HR* refers to the need to act as a role model leader contributing to the organisation's need through your own efforts or through supporting, developing and measuring others across the organisation (Woodhams et al, 2016). To be 'business savvy' is essential in order for HRPs to function to influence events rather than reacting to them. To add value to stakeholders through effective people management and leadership culture ensuring the HRP are visibly working collaboratively.

Alongside the core areas are eight technical professional areas:-

O*rganisation design (OD)* ensuring the organisation is designed to deliver maximum impact in the short and long term. HRPs are required to have a broad awareness of OD practice and activities as they have information on people's data and knowledge of undiscussable issues and performance challenges therefore they are able to identify the right opportunities (CIPD, 2018).

Organisation development focusses on aligning culture, behaviours, skills and performance. Stanford (2011) considers HRPs act as business partners working with line-managers to produce high performing stakeholders. Acting as key players on organisation's strategy focusing less on basic HR transactions and instead on adding business value.

Resourcing and talent planning is attracting the right people and creating competitive advantage through assessment, selection, induction and exit. CIPD (2018) refers to HRPs playing a critical role in supporting and facilitating processes ensuring the right skills are employed at the right time, place delivering the organisation's objectives.

Learning and development (LD) in both the short and long term devising learning strategies to motivate, learn and grow. HRPs are responsible for their own LD to continually improve their own knowledge, skills and competency. It is important to create an environment of a learning organisation to actively engage, be innovative and be responsive to change (Woodhams et al, 2016).

Performance and reward ensures the reward systems are market-based, equitable and cost effective.

Employee engagement determines employer brand, engagement interventions and employees displaying emotional intelligence.

Employee relations range from conflict management to clear and transparent frameworks underpinned by policies, procedures and relevant law.

Service delivery and information to stakeholders on resource data establishing customer requirements, approach, project and change management.

Supplementing these are eight behaviours which validate achieving the activities:-

Curious therefore open minded and innovative adding value to the organisation.

Decisive thinker who uses data and information to identify options and make recommendations.

Skilled influencer who is capable of influencing diverse stakeholders on organisation value.

Personally credible whose HR expertise adds value to the organisation and stakeholders through professionalism, collaborative working with people internal and external.

Driven to deliver exhibiting resourcefulness.

Courage to challenge having the confidence to challenge when confronted with resistance or unfamiliar situations.

R*ole model* therefore leading by example acting with integrity, impartiality and independence.

Behaviours are essential to becoming an effective HRP as Moran (2013) reported on the behaviour curious stating; observing the world around you in a tough economic climate HRPs are required to see the wider organisational issues, sector trends, competitor foresight, and technological advancement in and beyond your organisation. Therefore, to have the ability to think analytically, critically and be a thinking performer. (Mcdonnell and Sikander, 2017, p. 83-101) reflect HRPs have the ability to build effective relationships, influence, negotiate and lead in order to be effective, efficient and ethical.

The CIPD (2018) highlighted a case where HRPs utilised the professional areas and behaviours within the Map demonstrating professional values and competencies from adding value, stakeholder involvement, business acumen, change, insight focus, talent management and resourcing to name a few. Mencap had difficulty recruiting good long-serving employees therefore it put together a team to promote the charity's values focussing on recruitment and advertising campaigns and integrated people with learning disabilities

on the recruitment panel. Within six months this inclusive approach achieved a decrease in turnover of new hires falling from 33.7% to 14%.

Accompanying the professional areas are four bands and transitions which follow the HRPs career. As the HRPs transitions from one band to the next renewing their perspective on what is important, any new skills to focus on and what they can relinquish in order to move through the bands. The Map utilises CPD which is built on reflective practice by improving knowledge moving from Associate to Chartered Member to Chartered Fellow if they desire. *Band one* is customer orientated delivering administrative processes. *Band two* is an advisory role. A HRP in the infancy of their career falls between these two bands. *Band three* leads a professional team understanding the business functions and can provide solutions, challenge decisions and give insight. *Band four* operates strategically in a leadership role understanding the organisation's industry and dynamics.

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Activity 3

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

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

CMI (2014) believe all organisations in the 21st century rely on projects to implement business strategy and deliver project outcomes alongside your own job role responsibilities. Johns and Perkins (2016) recognise that HR Professionals must have the ability to drive specific projects these can be for limited time or for an extended time and are split into five phases; initiation, planning and design, execution, monitoring and controlling and completion.

Furthermore, time management is essential in completing projects therefore HR Professionals must find effective time management methods that will optimise productivity to avoid becoming overwhelmed in their day to day working life (Johns and Perkins, 2016).

To demonstrate my abilities within my role I have used a wide range of work-based evidence together with case scenarios to reflect my effectiveness with regards to basic project management, time management, and self-management. I have shown examples of how I problem solve, my ability to influence, to persuade, to negotiate, how I have handled conflict management and dealing with difficult people and issues.

I do not have one scenario that best describes how I have dealt with the above interactions in my role as HR Advisor therefore I have decided to provide a few scenarios. It was my attention to request a witness statement to support these interactions by my Line-Manager the HR Manager however, she is currently on long-term sickness.

Re-design of the Severe Weather Procedure

My organisation is undergoing organisational change, the previous Chief Executive was with the organisation for 25 years and just over a year ago a new Chief Executive was employed. The organisation has undergone a variety of change from rebranding to 'ateb' to realigning core values and aims therefore re-evaluating our processes, procedures and its culture.

The Chief Executive and the HR team including the HR Manager entered into a psychological group to be part of an identifiable team sharing the same collective identity and goals to create a shared communication network (Huczynski and Buchanan, 1991).

Initiation

As mentioned previously a project can be split into five phases; Johns and Perkins (2016) describes the first as the initiation. The broad idea was developed by the Chief Executive and the HR Manager as they wished to review all our procedures streamlining the content ensuring they are valid to ateb's core values and aims. This would be task orientated and the activity of creating 'flashcard' pages instead of traditional written procedures directly relates to the Chief Executive's aim and ateb's collective purpose going forward creating a relaxed approach whilst ensuring ateb's stakeholders (employees) can clearly see the main points the procedure covers.

The HR Manager tasked my colleague and myself the project management of the re-design of the organisation's procedures and to discuss the format. This project is for an extended period of time but once a procedure is finalised the circulation of each procedure in turn to its employees' can occur after seeking, when necessary, solicitor's advice. As a procedure is re-designed and approved by our solicitors' interaction with ateb's i2i Group (focus group concerned with staffing issues) would be approached and asked to review collectively the procedure providing their input before circulation to all ateb's employees.

Planning and design

The second stage planning and design was to discuss between the HR Manager, my colleague and myself the plan of who was going to take what procedure and to ascertain which of these were the most important. We discussed the format of the procedure and the overall look of the 'flashcard' document.

My colleague and I initially took the list of all HR procedures and using a highlighter, divided the list between us. I naturally took the lead with some procedures such as absence management or flexible working as these form part of the majority of my role whereas, my colleague who is responsible for learning and development would naturally select this procedure. I looked at each of the procedures I was to implement in turn and in order of importance used the relatively straightforward time-management ABC analysis to determine which order I would set out to re-design the procedures over the coming months (see Appendix 16). Johns and Perkins (2016) recognise that selecting the right time management method is essential to optimise productivity however, there are several methods and the HR Professional should select the best method for you and the project.

In order to meet the deadline, I initially used a Gantt chart (see Appendix 17) to plan how I would prepare for this project from the initial stage of re-drafting this first procedure in effect the start of the project and to ascertain the end period when the project would be completed for instance the completion of the Severe Weather Procedure being circulated to all employees. Once the first procedure is completed I would restart the cycle again moving through the procedures in conjunction with my colleague to update every procedure in turn. Time management is essential to ensure that every procedure is re-designed and the information is aligned to the core values and aims of the organisation and also considering legislation.

The Gantt chart provided me with a framework of what I needed to address and set aims along the way in order to complete the first procedure that of severe weather by the week commencing the 12th November.

Execution

The third stage the execution was to determine which procedure should be re-written and designed first. I decided that the Severe Weather Procedure should be considered first as last year our County had particularly bad weather with heavy snow. This is not normally an issue in Pembrokeshire but due to the confusion all employees accounted with regards; to whether the office opened, how to find this information out, how to report absence on the day and how the absence was taken together with the line of reporting the absence for example leaving a voice mail or contacting your Line-Manager needed addressing. I therefore on this basis selected the Severe Weather procedure.

Monitoring and controlling

In the fourth stage I began monitoring and controlling the data whilst the execution stage is on its way by streamlining current content, evaluating what needed clarity and amendment. I contacted the Health & Safety Manager and verbally exchanged viewpoints thus agreeing viewpoints on a course of action. I updated the content of the procedure and verified this by sending an email detailing amendments I prepared. Armstrong and Taylor (2017) identify email as the most effective communication to encourage an instant flow of information backing up my face to face communication.

I knew the organisation met with regard to addressing this issue after the severe weather last year at a Contingency Meeting. Senior Management and Managers were all at the meeting and I knew that some decisions were discussed but I was also aware that all employees were not to privy to this information and no formal action had been taken. This Contingency Meeting was Chaired by the Health & Safety Manager. By re-drafting this procedure I will ensure that all key members will be aware of their duties in the event of severe weather such as wind, snow and flooding etc...The Health & Safety Manager and the Director of Housing were meeting in a couple of weeks and therefore I knew I had to have a draft procedure ready in order for them to discuss. This would be the point, that if deemed accurate, I would remind both the Health & Safety Manager and the Housing Director to ensure their team members are aware of the their individual responsibilities.

Although I provided the Health & Safety Manager with the amended procedure before I could finally update the procedure I needed clarification of the main points I summarised and therefore required a decision. As this was not forthcoming I recognised that in order to achieve the final procedure's validity I would be required to interact between colleagues within the organisation creating networks and alliances in order to exchange information between the departments (Armstrong and Taylor, 2017). Thus I met with the Director of Housing and the Chief Executive as the formal channel of requesting the information from the Health & Safety Manager had failed to achieve any definitive answers in the timescales. This was in contrary to my Gantt chart which I designed to ensure I stayed focussed and on track with timescales.

It was clear when the Health & Safety Manager did not respond to me to clarify main points that I had to re-think how I was going to achieve this therefore I spoke direct to the Chief Executive and the Director of Housing to ensure my deadline of the week commencing the 12th November could be achieved. This was a relatively small part of the project and I did not want to overrun as I wanted to ensure the procedure was effective for any bad weather in the winter months. My colleague and I have been tasked with the re-design of all procedures and this is a project likely to take up to six months to achieve alongside our daily tasks. Using the Gantt chart enabled me to stay focussed and to ensure I could start the next procedure keeping momentum.

Completion

In the fifth stage that of completion I could reflect whether I achieved the desired outcome, could I learn from any mistakes going forward with regard to the re-deigning of the remaining procedures, were my time management methods valuable, should they be replicated or simply should I tackle every procedure in the same way.

I did meet the desired outcome by my target deadline of the 12th November and I was able to communicate with the Housing Director, the Health & Safety Manager, the external solicitor and ateb's i2i focus group with regards to approving content. I asked for feedback from the i2i focus group for instance I asked whether they wished for any key points to be amended, I asked whether they believed this procedure logistically would work and have I missed any key information. As a result of no new amendments being offered by i2i I was happy to circulate the new procedure using Yammer ateb's social media platform to all employees. (see Appendix 18).

Going forward I will continue to use a Gantt Chart for every procedure however, I will not specify a long term target date for completion as this is an extended project and with daily responsibilities it would be difficult to judge when I would want to finish. Instead, I will plan each procedure providing a target date and only re-design one procedure at a time. I may use other methods of time management such as brainstorming depending on the procedure and the amount of legislation that may need updating.

Seamus Doyle, Health & Safety Manager has provided a witness statement (see Appendix 19) detailing my involvement with updating the Severe Weather Procedure.

Introduction of Yammer

The newly appointed Chief Executive is a thinker performer and he felt our ICT and communication processes were limited and therefore introduced Yammer a social media platform to create internal and external networks thus increasing employee involvement, participation and to give employees a voice. The introduction of Yammer was to break down barriers' between stakeholders (the Senior Management Team and all employees) adding value to ateb. The Chief Executive wants ateb to perform more effectively than others on a management front in order to create a market leader in the County to differentiate itself in order to attract, retain, motivate and engage opposed to other organisations (Johns and Perkins, 2016).

In retrospect, the introduction of the social media platform was not fully thought through. It just appeared one day with our ICT department installing it and telling everyone if they wish, they could use this platform of communication. This created a divide, some employees began to use the media platform internally but it proved ineffective as not everyone was using the media platform to discuss and launch ideas and not everyone understood its capabilities. Only a few understood you could form internal groups to discuss hot topics or link to external groups with outside organisations in a similar field to ateb's. There was also much debate of how the platform was to be used; was it a business tool only or to open communication through the departments therefore using it similarly to Facebook.

Initiation

After much debate the HR Manager tasked my colleague and myself with presenting Yammer to encourage communication across the various teams within the organisation. For this platform really to add value it was necessary for both my colleague and I to influence in our roles as HR Advisors the stakeholders (employees) that this approach will be an effective people-management and change culture to improve engagement throughout ateb.

Planning and design

Individually we began to research Yammer. Through literature research I identified there was a wealth of information found on the internet and through the use of tutorials such as YouTube. It explained the importance of launching Yammer correctly and told me how best to use the social media platform within ateb.

Execution

We decided to initially independently research and pull together our combined research by way of a brainstorming exercise to launch our ideas together bouncing ideas from one another and encourage problem solving and practical ideas that may exist in the design of the presentation (see Appendix 20). Huczynski and Buchanan (1991) believe brainstorming is to be creative letting the individual inclinations run free and it associates the quantity of ideas with the quality of ideas using this method. They state brainstorming in groups produces unique ideas which are of better quality. Finally, once brainstorming together was completed to pull together a PowerPoint presentation using the foundations of the content we discussed together at the brainstorming stage.

To do this I assumed our colleagues had no knowledge of Yammer and was if it had not yet been launched. The presentation was in our board room using the white board and a PowerPoint presentation. I felt a PowerPoint presentation was an appropriate delivery of the content to our audience as it would appeal to those who were visual and aural learners. My colleague and I practiced our presentation several times to ensure it flowed and to ensure the messages we were presenting were tailored to our audience. I also gave some thought to the tone of the presentation and wanted it to be an informal in order to encourage two way communication to our audience. I was mindful that we would have kinaesthetic learners watching our presentation so I wanted it to be practical and interactive therefore Yammer was demonstrated in its live state answering questions as we went engaging open communication and questioning. I decided that the PowerPoint presentation would be uploaded to Yammer after all presentations had been made as a future aid (see Appendix 21).

It was noted by in large that at the presentation I may encounter negativity and difficult viewpoints through employees who were adverse to ateb's change of culture, using Yammer and the presentation as a voice for expressing dissatisfaction as they perceived this change along with others as a threat. Huczynski and Buchanan (1991) refer to ambiguity over authority as a source of conflict where employees are unsure of the responsibility for performing tasks or duties. This was clear at ateb, employees were resistant to change as their Line-Managers and Directors' were not encouraging over many of the Chief Executives change culture approaches. They were not unified with regard to the use of Yammer and were negative and vocal about this and unwilling to sway from the organisation's historic norms, values and practices.

Monitoring and controlling

It was therefore important to recognise that at some points through the presentation it may be best not to aggravate the situation and I may have to 'bite my tongue' on occasions when dealing with difficult dialogue. It was therefore important to demonstrate my ability to influence by presenting Yammer positively giving real scenarios of when each department may find using Yammer applicable, encouraging and energising employees to the long-term benefit of external networking and collaborative networking internally.

Yemm 2008 (as cited in Johns and Perkins, 2016, p. 84) suggests in order to be successful in influencing others HR Professionals need to take time and consider the broader message of who it is to be conveyed to. Therefore, my approach was to be friendly, to create a unified vision of Yammer, to build alliances and relationships across the organisation and empower our colleagues to use the social media platform. It was also paramount to create a requisite of knowledge on the topic of Yammer in order not to be undermined presenting.

Sadler-Smith 2006 (as cited in Perkins, 2016, p154) recognises technology is not a solution in itself and regardless of investment into technology should not force learners without providing appropriate support. My objective was to rectify this error by producing an interactive presentation which detailed the benefits of using technology within ateb and its reach to the broader community and organisations which we are linked to. Indeed, Jeffery 2018 identifies that HR can play an important role in championing technology observing that HR can increase its influence with this new opportunity.

Completion

This training was not compulsory therefore only a small proportion of employees attended the presentation (see Appendix 22). This was a further factor of why I chose to upload the Yammer presentation onto Yammer. Of those employees who did attend we discussed at the end of each session whether their view point of Yammer and its position within ateb had changed. The majority of employees felt when questioned that they had a better understanding, could see the business need and would go away and set up internal groups. This was especially evident to those that were not office based who were energised to set up sub groups of their teams to share knowledge and ask questions on their cases. I witnessed employees who attended the presentation joining Yammer and who began to use it more frequently. Overall, the presentation was deemed to be a success by the HR team. I have included two brief witness statements from two employees who attended the presentation (See Appendix 23 and 24).

Evaluation concerning my value to ateb's increased use of Yammer has not been measured formally however, the fact that more employees are using it operationally on a daily basis illustrates it was effective training. I plan to request feedback on a quarterly basis in order to provide a snapshot of employees view's on Yammer and the frequency it is used to gage whether I should promote it further. I have met with the HR Manager and the Chief Executive to discuss Yammer and how it was initially implemented to employees. The Chief Executive admits he did not introduce the technology correctly and will be mindful in the future of not imposing employees to a system without training.

HR involvement with the Finance Department

In my role as HR Advisor I have responsibility for monitoring return to work interviews for both short and long-term absences. I have to liaise with the Line-Manager and meet with the employee to ascertain whether there are any circumstances affecting the employees' sickness absence or pattern.

I have dealt with the Finance Department on a few occasions and the Finance Director and Finance Manager historically prefer to deal with issues themselves rather than involving HR. HR are seen as an interference and I have faced negativity as I am perceived as a threat. It is my job to build a relationship with the Finance Manager to ensure when issues occur we can aid in any issues in line with our policies and procedures.

Armstrong and Taylor (2017) refer to compromise were neither party wins or loses therefore there is no right or wrong approach an agreement is formalised in order to accommodate differences in order for the real issue to be resolved. This was my main aim when dealing with the Finance Manager to highlight the HR Team's needs and reflect his department's approach formalising our differences to work together in the future.

For instance, one member of their team had been on long term sickness following a haemorrhage and possible seizure he works in a department that has very little sickness to other departments and spends a lot of time alone working on intensive spreadsheets and accounts. When the employee returned to work, a return to work was conducted with the Finance Manager and no issues or work restrictions were implemented. I advised the Finance Manager on receipt of the return to work that I would be inclined to offer reduced hours of work and as the person did not drive and lived over half an hour away instead of using public transport I could arrange with one of the Maintenance Team who has transport to provide lifts as this could be accommodated. I hoped that my suggestions would be considered as when I talked with the Finance Manager he agreed these suggestions seemed a good idea and thanked me for considering the employee's situation.

The return to work was returned to the Finance Manager to be repeated however, again he did not take any of my recommendations into account therefore my advice was ignored. The employee returned to his duties straight away with no reduction in hours.

In any other department, the employee would have been told to ease themselves back into work in the first week or two especially as they were returning to work fairly quickly. I believe the Finance Department's team would not speak out to their Finance Manager or Finance Director and would carry on as normal as this is the norm within their department. This department is controlled by the Finance Director heavily; they only make tea at certain points in the day and would not feel comfortable to go for a drink at any other time. The Finance Manager is micromanaged by the Finance Director and does not lead his team without specific guidance from his Director. Thus unable to make decisions and problem solve independently as this is clearly a department with a traditional directive management style.

As mentioned previously, the finance team have very little sickness absence compared to other departments which is deemed a good thing however, when they have been very ill will return to work before they are ready. At occupational health, if the employee indicates they wish to come back as before and get straight into it the occupational health department takes account of how the employee feels but I am unsure whether an employee from this department would ask to do reduced hours or ask for any leniency.

After only a few months the employee suffered two close bereavements which were both sudden and traumatic one bereavement was in fact a younger member of the employee's family and again had time off and was issued a doctors sick note. After a swift return to work a further return to work was completed with the Finance Manager and nothing was recorded on the form once more. Before the employee's return I had spoken with the Finance Manager in order to influence a flexible approach to hours and support such as outside counselling which is paid for by ateb. This advice was not noted on the return to work therefore I was unsure whether this was offered and discussed with the employee.

Furthermore, after talking to the employee I found out they had fallen however did not lose consciousness the day before he was due to return to work. This was a very stressful time for the family and would have put the employee under a great amount of stress. The Finance Manager and the Director were informed by the employee but nothing was noted to HR. I explained to the employee that this was a stressful time and said that I would be informing my manager the HR Manager and the Health & Safety Manager. I explained another referral to occupational health should be made and further assessments would be completed by the Health & Safety Manager due to the most recent fall at home.

My Manager agreed that the Director and Finance Manager should have disclosed this information to us. I therefore arranged a meeting with the Finance Manager to raise my concerns over why on the return to work it was not noted the employee fell again losing consciousness briefly the day before he returned to work and to challenge whether he was indeed fit to return to work. I highlighted the fact of counselling and flexibility to hours was not discussed. Armstrong and Taylor (2017), refer to bargaining in order to compromise which can result in either side losing as well as winning points in order to reach a solution. This now seemed the best approach to take.

My goal was to get the Finance Manager to understand why it was important for this information to be disclosed on the return to work. The Finance Manager was quick to respond the employee felt able to return to work and he did not seek medical assistance. I negotiated that although the employee felt able to return and wished to return as normal with no restrictions that we could have made allowances such as explaining to the Finance Team to be mindful of the employee's situation and to ensure that he did not work alone for his first couple of weeks with ateb. Obviously, the employee would have to provide his permission however, with his permission we would be looking after the employee's wellbeing. I further explained that if the employee had a fall in work and we did nothing then ateb could be liable. I understood the Finance Manager wanted to control the situation but wanted him to also understand that the Finance Director, the Finance Manager and HR have a moral duty of care to the employee. This was a difficult discussion I stood my ground although the power in the relationship remained with the Finance Manager (Huczynski and Buchanan, 1991) refer to power similarly to leadership when an individual has the ability to control or influence others, in this situation I would need to demonstrate my ability to persuade.

I was mindful that my conflict style is that of compromise therefore I tried to encourage the future two-way relationship between the HR department and his department and negotiated a trade of the employee being referred once more for an occupational health assessment rather than telling his colleagues of his position. I re-iterated the need to be supportive and provide these options to the employee and encouraged the Finance Manager to have these discussions in the future and to regularly meet with the employee and to note these meetings. I also signposted the Finance Manager to ACAS with regards to bereavement and how best to deal with employees. The Finance Manager agreed he would do this.

I was mindful that I would have to ensure I dealt with the situation using a common sense approach in order to reduce conflict between the Finance Manager and myself to overcome our differences to maintain a good working relationship. Thus to avoid misunderstandings and credit the Finance Manager's good intentions rather than the negative impact our dialogue has. I utilised the acronym CREDIT a key strategy to reduce conflict (Stothart, 2018) throughout the conversation.

C- Collaboration

To remember it is not a competition and to look for the common ground. Consider the Finance Manager's perspective.

R-Respect
Treat the Finance Manager with respect it is important that we get along.

E-Emotions
Use a calm tone and measured body language.

D-Drives
Slow down our communication consider what is driving my behaviour however, to remain focussed.

I-Intention, Impact and Influence
There could be an influence gap between what I say, my actions and the impact this has on the Finance Manager therefore I need to remember my emotions and think how I communicate through tone of voice, facial expressions and body language. To ask myself whether the impact of my behaviour is having any impact and influence to what I want to say.

T-Tomorrow
Remember I will have to continue to work with the Finance Manager in the future. Instead of looking in the past or in present tense think what I am going to do, how I can stop this happening again.

On another interaction concerning the finance department I could see a member of their department becoming withdrawn and she was visibly depressed. I ensured I asked on various occasions how she was and spoke with the Finance Manager with regard to her disengagement and change in behaviour. His response was that the employee is often like this and then she bounces back. Utilising my ability to influence and persuade I visited the Finance Manager and spoke with him with regards to his employee and my concerns requesting he undertake a one to one with this employee. The Finance Manager assured me he would however, this did not happen straight away.

One day when I asked the employee of her well-being she broke down in tears. There were a few issues but the main issue was that of her department and the feeling of isolation. Duhrr (2018) reflect the main characteristics of conflict is the disagreement between two parties or a team. When talking and engagement have stopped, in this instance it is personal where the lack of communication has escalated to an environment where the party is excluded.

Finance is a small department with the majority of its staff women who sit in an open plan room. The employee found most days she was not included in conversations and did not feel part of the team. Normally, she would confide in her Supervisor but as her Supervisor was part of the group who socialises with the team outside of work she did not feel she could discuss her emotions easily with her Supervisor. Topics discussed were nights out, running and fitness classes all of which the employee did not participate therefore she felt isolated. It went further than this; one of her colleagues would answer her direct line whilst she was sat there. The employee noticed this happened regularly however, did not feel confident to raise this issue. It was explained to me that the telephone would ring a maximum of three rings and if she had not answered the call her colleague would answer the telephone and sigh, she even witnessed on a daily basis when she spoke generally in the office the same employee eye rolling her so in the end the employee gave up and stopped communicating with the team. In the end the team generally ignored the employee making no effort to engage.

Sreenivasan and Weinberger (2017) reported were leadership styles where bullying can flourish as autocratic, top-down leadership and where ignoring or avoiding conflict occurs. They refer to costs to the employers such as absenteeism and costs to the employee as low morale/demoralisation, loss of self-confidence, frustration and helplessness together with mental and physical health effects. The employee has lost self-confidence and has been suffering with her mental and physical health. Absenteeism has also been an issue.

I offered further counselling which was declined instead I met with her regularly and encouraged by way of persuasion to speak to the Finance Manager. To do this I explained I had to arrange a meeting with her and her Supervisor or the Finance Manager to discuss her pattern of illnesses and asked her if I could help with any issues whether in or outside work. I explained that this would be a perfect opportunity to raise her issues and that if she was not comfortable with her Supervisor being in attendance I would ask for the Finance Manager to conduct the sickness review with us. The review was set up between the employee, the Finance Manager and myself and at this point she again broke down and opened up to her Manager.

ACAS (2016) state HR Professional's believe early intervention is an effective method of dealing with conflict management and the importance of interaction in the informal stages were essential to retain staff and in the avoidance of a future disciplinary or grievance. A major barrier to effective conflict management was that of Manager's confidence and competence as they feared this would have a negative impact on their internal relationships.

There is a history of conflict that could not go ignored therefore regardless of this current employee's family circumstances and other issues the fact of the team's behaviour towards the employee did need to be tackled. The Finance Manager was aware of other instances within his department of isolation one which involved an apprentice only last year involving the same team members. At no point have the finance team in this room been approached regarding their conduct instead on this occasion the apprentice was moved to another finance room. Before this incident, another employee had confided to the HR team of isolation and being talked about and clearly felt they did not fit in. Although this matter was investigated briefly the employee resigned and no action was taken towards the finance members involved. I believe the Finance Manager was reluctant to challenge his team regarding their behaviour for fear of his relationship with them.

The Finance Manager was slow to act and when he did it was only after a conversation with the Finance Director. Again, my involvement in HR did not seemed welcomed. Using my ability to influence I advised the Finance Manager to discuss the matter again with the employee, the Supervisor and then the team to obtain their side of events and views being careful to stay neutral. Once this was done I advised to evaluate what they hear against their knowledge of what was happening. Before my advice could be actioned the employee applied for a vacancy in another department but asked the Finance Manager whether this could be considered on a secondment basis. The Finance Manager thought this would be a good idea however, I had to persuade the Finance Manager this was not the answer and to deal with the situation.

After a frank discussion with the Finance Manager he did decide to speak with the Supervisor and the employee separately to find if the situation had improved. It had not. Therefore, I introduced the idea to the Finance Manager that the employee and her colleague could meet for a coffee on neutral premises to understand how each other was feeling and explore each other's perceptions to try and work out a compromise were the situation could improve.

The Finance Manager does not like taking advice and does not like dealing with conflict it was important that the Finance Manager discusses the conflict once again to the Finance Supervisor reminding her that it can sometimes be difficult to be friend with people in work especially ones that you supervise. To also explain that sometimes it is not appropriate to be friendly with the team and if she is going to be friends that they do not talk about their nights out or the next class they are going to in front of others in the office.

The Finance Manager certainly did not want to have this conversation and had to be reminded but has said he has now done so. I have asked for a file note detailing this – this is yet to be given.

As a result of my interactions with the Finance Manager I felt it was important to problem solve the root cause to aid in future interactions. I therefore used an analytic cause tree (ACT) to delayer the problem which combines three functional quality improvement (QI) tools to generate a streamlined holistic outcome (Ward and Moran, No Date). The purpose of ACT is to peel back the layers of a problem revealing possible causes and put the QI thoughts and rationale on a conclusion section. The tool allowed me to reveal all the possible causes for the Finance Manager's non-cooperation, identify the root causes and develop corrective actions. This will allow me to find out what has happened, potentially why it happened and how I can prevent it from happening again.

It identified that the Finance Manager should attend Management Leadership training or ACAS training to provide greater insight into managing people. HR could look at investing towards all Managers as they are all expected to manage their teams something traditionally they have had limited experience with as HR would govern or take the lead. A corrective action I could implement immediately would be to build an alliance with the Manager therefore I could ask for assistance with my CIPD qualification. I could ask for assistance broadening my professional behaviour in respect of report writing, data analysis, financial and budgetary advice. If the Finance Manager can see I am eager to develop and I am continually learning building on my competence and skill set he may be more inclined to work with me in the future. HR will need to provide in-house training on building better communication channels, Manager's skills and competencies and greater encouragement with regards to employee engagement. Overall, these corrective actions can be undertaken with all Manager's (see Appendix 25)

I have included a brief witness statement (see Appendix 26) from the Finance Manager with regard to my involvement as a HR Advisor and my interactions with his team. This witness statement is brief and does not recognise the depth of conversations I have had with him and managing his team. Also (see Appendix 19) a witness statement from Seamus Doyle, Health & Safety Manager with regards to my interactions with the finance team.

Recruitment: interview process

In my capacity as a HR Advisor I deal with recruitment facilitating from advertising a vacancy, shortlisting, interviewing, to offering the position.

At the shortlisting stage a matrix is designed and every candidate is scored by each one of the recruitment panel consisting of the Manager of the department, the Line-Manager and a member of the HR team against skills and attributes utilising the role profile to ascertain these qualities. To show a fair and consistent approach is used the shortlisting or interview matrix forms part of our evidence and ensures the

acceptable standard of applicant for every position. Standardised questions are used for all candidates at interview in order to reduce bias.

Recently, an internal applicant applied for a vacancy in another department. They completed an exceptional application form and obviously spent a lot of time applying. They were successfully selected for an interview. At interview the internal candidate gave by far the best interview providing relatable experiences to questions asked therefore the clear winner as demonstrated by the interview matrix (See Appendix 27 - included is the interviewing Manager and my own interview matrix). The Manager however, was reluctant to offer the position and was hesitant when discussing the employee. Schleider and Bruce (2006) recognises that recruitment requires negotiation when there are two opposing views successful negotiation is to end of up with all parties satisfied with the outcome.

In order to ensure the process is fair and consistent therefore I applied my negotiating skills by questioning the Manager on the interview matrix and interviews. The Manager agreed the internal applicant was on paper the best fit but had applied bias towards the internal applicant as in his current role was perceived difficult to manage and was often negative.

The roles were quite different the applicant was currently a Facilities Assistant within the Maintenance Department he was applying for a Scheme Co-ordinator in one of our schemes in the Supporting Housing Department, a role which he had undertaken previously with another organisation. The Manager conducting the interview was going by the advice of another Manager within the organisation therefore I had to persuade the interviewing Manager by explaining the background without divulging the specifics of the department's dynamics and leadership setup. I did this by not mentioning individual employees but related this loosely to how the interviewing Manager dealt with issues in her department previously.

The Manager in the Maintenance Department was promoted to his role and had difficulty managing his department as a lot of them were his friends whereas, this internal candidate was employed after his promotion and did not have the same alliances. The internal candidate felt like an outsider within the department and did not feel there was a fair process when awarding jobs and when he challenged this with his Manager the relationship between both parties broke down. The Manager in question could not deal with being challenged and with a member of his team he deemed as difficult. The Manager interviewing for this position however, was a good manager and had successfully undertaken various management and leadership courses and when faced with conflict dealt with the situations well. This Manager treated employees fairly and gave everyone a chance therefore it was unlikely for the same difficult relationship to develop.

In order to influence this situation I expressed my views without providing specifics due to confidentiality therefore outlined briefly the Maintenance Department Manager's weaknesses. Therefore without highlighting the Maintenance Manager himself, gave an opposing view of leadership to that of the interviewing Manager. I did this by explaining there are many different approaches to managing people and some manager's demonstrate they can deal with situations easily avoiding a toxic environment whereas, others find the process may be difficult. I briefly summarised her own management style and the difficult relationships she effectively dealt with to date and asked her whether she could not do so again if required. The Manager agreed that her experiences to date combined with her academic studying would

allow her to deal with difficult relationships and indicated both Managers could have different approaches and it may not be an issue within her department and team in the future.

I negotiated that I would be uneasy not to reward the position to the internal candidate based on the scoring on the interview matrix. I understood the candidate needed to be the correct fit in personality and approach I therefore asked the Manager to think overnight of her decision and the interview scoring. Using my ability to influence I asked the Manager to speak to the other Scheme Co-ordinators gaging their opinions on all the candidates as each met with the candidates on the day and asked the Manager to speak with the residents in the two schemes he would be operating. Both colleagues and residents alike formed part of the interview on the day as there was a meet and greet part to the interview therefore I would not be breaching confidentiality. Both colleagues and residents fed back to the interviewing Manager on each candidate letting her know who interacted the most and felt would be the best fit to the team.

The Manager did speak with her team and the residents within the schemes. It was determined the internal candidate was liked, he fitted with residents and team members clearly engaging with both and had some really good ideas to incorporate into the scheme. Both residents and colleagues selected the internal candidate as their first choice. After careful reflection the interviewing Manager reflected he was the best candidate and would offer the position understanding the threat in the future this person may be on times a difficult employee but felt she had the right skills and attributes to deal with such situation.

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KATE

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HR Policies and Procedures List

	Title	Policy or Procedure	N RW*	Current Version and Date	Review Date
A	Alcohol and Drugs	Procedure	New	V1, Dec 2011	12/13
B	Annual Leave and Additional Leave	Procedure	Rewrite	V3, May 2013	05/14
B	Absence Management	Procedure	Rewrite	V5, Feb 2013	02/15
	Appraisal	Procedure	New	V1, Dec 2011	12/13
B	Capability	Procedure	New	V1, Dec 2011	12/13
	Cash and Money Handling	Procedure	Rewrite	V2, Dec 2011	12/13
	Computer Usage	Procedure	Rewrite	V2, Dec 2011	12/13
C	CRB	Procedure	Rewrite	V3, July 2013	07/14
	Data Protection (Employment)	Procedure	Rewrite	V2, Jul 2012	0714
B	Disciplinary	Procedure	Rewrite	V2, Dec 2011	12/13
	Equal Opportunities and Diversity	Policy	Rewrite	V2 Sep 2012	09/14
C	Flexible Working (Flex Time) Scheme and TOIL	Procedure	Rewrite	V2, June 2012	06/13
C	Flexible Working	Procedure	New	V2, Dec 2011	12/13
B	Fixed Term and Temporary Workers	Procedure	New	V1, Dec 2011	12/13
C	Gifts and Hospitality	Procedure	Rewrite	V2, Dec 2011	12/13
B	Grievance	Procedure	Rewrite	V2, Dec 2011	12/13
	Learning and Development	Procedure	Rewrite	V2, Dec 2011	12/13
C	Long Service Award	Procedure	New	V2,May 2012	05/14
	Maternity and Adoption Leave	Procedure	Rewrite	V2, Dec 2011	12/13
	Mobile Phone Usage	Procedure	Rewrite	V2, Dec 2011	12/13
	Overpayments	Procedure	New	V1, Dec 2011	12/13
	Performance Incentive Partnership Scheme	Procedure	New	V3, May 2012	2014
C	Positive Work Environment	Procedure	Rewrite	V2, Dec 2011	12/13
	Probationary Periods	Procedure	New	V2,June 2011	09/13
	Recruitment and Selection	Procedure	Rewrite	V3, Sept 2010	09/13
	Relocation	Procedure	Rewrite	V2, Dec 2011	12/13
C	Raising Concerns at Work	Procedure	Rewrite	V3, July 2013	07/15
B	Redundancy - Avoidance and Handling of	Procedure	Rewrite	V2, Dec 2011	12/13
A	Severe Weather	Procedure	Rewrite	V2, Dec 2011	12/13
	Smoke Free Environment	Procedure	Rewrite	V3, Feb 2012	12/14
C	Stress Management	Procedure	New	V2, Jan 2012	12/13
	Vehicle Users	Procedure	Rewrite	V2, Dec 2011	12/13
	Working Time (incorporate on-call and standby)	Procedure	New	V2, Dec 2011	12/13

Updated July 2013

I acknowledge receipt of the above list of the HR Policies and Procedures. In signing this I understand that I am responsible for ensuring knowledge of and compliance with those relevant to my duties.

Print Name: Signature:

Date:

Please return to HR

Severe Weather Procedure Gantt Plan

Task	03-Sep	10-Sep	17-Sep	24-Sep	01-Oct	08-Oct	15-Oct	22-Oct	29-Oct	05-Nov	12-Nov
Discussion with CE, HR Manager and HR Team (culture, core values and aims)											
HR team to lead consider our procedures and discuss design aim of achievement											
Select most relevant procedure to re-design first											
Meet with H&S Manager to discuss content and accuracy											
Back up with email discussion											
Drafting the document, checking legislation, best practice and streamlining document											
Roll out to H&S Manager and Housing Director for guidance and accuracy											
Use draft and design on appropriate software final procedure											
Send to solicitors											
Roll out to i2i members for approval											
Circulate to staff											

flash card

Severe Weather

Purpose:

To give team members an overview during periods of severe weather whilst ensuring a consistent and equitable approach is derived.

In the event of severe weather such as serious flooding or snowfall this procedure provides guidance as to what is expected from team members to ensure their personal safety before embarking on their journey to work.
It explores team members' options in the event they are unable to attend work or those team members who live in close proximity to ateb's base.
Where the Group is unable to open due to the severe weather conditions it will provide direction to team members through social media.

Who needs to know?

All teams across the Group

What else do I need to look at?

- Local weather forecasts
- Local Police and public information on safety to travel in your area

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flash card

Key things to note:

> It is not the Group's intention that team members undertake hazardous and dangerous journeys.

> Team members are expected to make all reasonable efforts to attend work.

> Personal safety must be a first and foremost consideration.

> Team members are responsible for assessing the risk to their own safety before embarking on their journey

> The use of local weather forecasts, local police and public information should always be taken before embarking on their journey.

> The use of public transport should be explored as an alternative to travelling by car.

> Team members working at the same base and living in close proximity to one another should consider sharing transport.

> Team members who are unable to attend work at the normal time should telephone the Group by 8:30 a.m. to their Manager or in their absence to their Director or in their absence to HR. If none of these are available a message firstly by telephone or text can be left with co-team member.

> Directors have the discretion to close ateb's base early if conditions determine. In this case team members will be paid as normal.

In the event team members are unable to attend work there are number of options available to you.

> Annual leave – if no annual leave is available, annual leave may be brought forward from the next leave year up to a maximum of 5 days.

> Flexible working – team members may be able to work from home or alternatively make their hours up within the parameters of the flexible working scheme. If the team member is a regular homeworker, it is however expected you would work from home.

> Unpaid leave – unpaid leave may be taken subject to its approval by their line-manager.

> In the event the police have issued a warning not to travel, the Group may at its discretion decide to pay team members as normal. If they are unable to travel to ateb's base and homeworking is normally undertaken in which case the team member would be expected to work from home.

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WITNESS STATEMENT

To whoever it may concern

I have worked alongside and had interaction with Kate Houston (Human Resources) over the past year.

Kate approached me in the last 12 months in my role as Health, Safety & Regulations Manager and Chair of the Business Contingency meeting (having dealt with the severe weather procedures) for clarification on points discussed. As part of those discussions Kate was taking the lead to find out what each department requirements were and also had to liaise with the Director of Housing, Chief Executive and myself with regards to key duties.

In order to insure she had all of the information required Kate showed very good communication and management skills in formatting all of the information together to help inform the procedure.

Kate has also been a very helpful resource in dealing with employee relations across the group especially with the Finance Department. Kate consulted me regarding two employee issues within the Finance department for advice and referral support. She was diligent, discreet and maintained confidentiality when liaising with myself (Health, Safety & Regulations Manager).

Kate will deal with conflict management issues, for example within the Finance Department. Kate always deals with these cases in a professional manner and updates the relevant managers without going into personnel details unless needed. This will involve influencing, managing and negotiating with others within departments to deal the conflict.

She ensured and pushed line-managers to deal with any Health, Safety & Regulations issues and at the same time self-manage her own workload to ensure that matters are not forgotten from a Human Resources stand point.

All work is carried out to meet the needs of other employees, time scales & budgets. I agree that Kate undertakes this in line with the company policy.

Name: Seamus Doyle

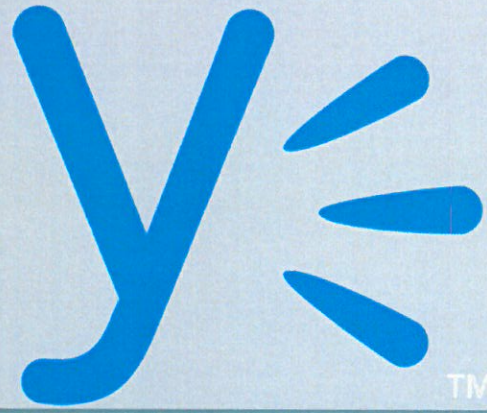
Role: Health, Safety & Regulations Manager


Benefits: 1 space for doc's
Reduces e-mails
Opinions / Feedback
How it can be used:
Share posts
Like posts
Search for info
Breaking down barriers
Top - DOWN
What is it?
Social Platform
Sharing: ideas news events
2-Way comm
One space for docs
YAMMER - UTUBE
What you can share on Yammer
What you shouldn't
How it works
Tutorial
Join groups
Show interface
Search Function
Starting a conversation
Post link
Support on offer
Networking:
inside
external

yammer™

THE BASICS

- WHAT IS YAMMER
- WHY ARE WE USING IT
- YAMMER CULTURE
- GETTING STARTED
- HOME PAGE
- GROUPS
- SEARCH FUNCTION
- STARTING A CONVERSATION
- POSTING A LINK
- SUPPORT GROUP



What is Yammer?

- A private social network built around open communication within our organisation
- Internal and external networks i.e. PHA/ CHC
- An 'All Company' page or separate groups for departments, projects etc
- Discover new relevant information
- Network with key people and external networks i.e. CHC



Why we are using Yammer?

- To connect everyone regardless of your work base
- A platform for everyone to share news, ideas, events and inform of any changes
- Encourages easy two-way communication
- Using groups provides an easily accessible location for sharing specific information, files and documents
- Allows a 'one-stop shop' for new members of staff to get up to date
- Reduce e-mail volume
- Easy way to get opinions and measure feedback

Yammer Culture

Things to do

- Be social – share what you're working on
- Be positive – acknowledge and 'like' your colleagues posts, leave a comment, share milestones and successes
- Always be respectful

Things to be mindful of

- It is a work environment
- Your Yammer posts are your voice
- Your audience – the entire workforce
- Use your common sense before posting

Getting started

- Join relevant groups to contribute to a project or stay informed about a topic. You can join any public group and you may receive invites to join a private group.
- Follow people so you can see their posts in your newsfeed. You can follow people you see in the feed or search for them.
- Join in the conversation by responding to or liking messages. You'll receive notifications if there are updates on the thread.
- Check your inbox to receive updates on relevant conversations and announcements, ensuring you never miss an important update!

Yammer Home



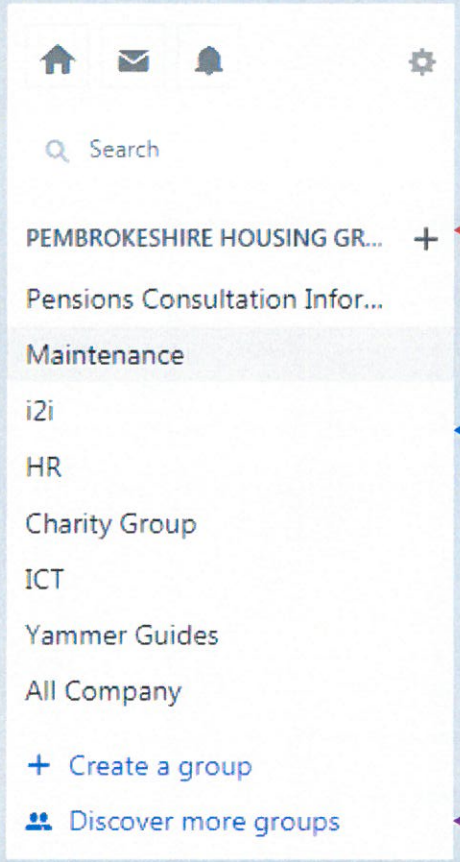
Discovery
View your most relevant conversations

All
Conversations you have access to within PHA network

Following
Conversations you are subscribed to

Yammer Groups

- Join groups related to your work and interests.

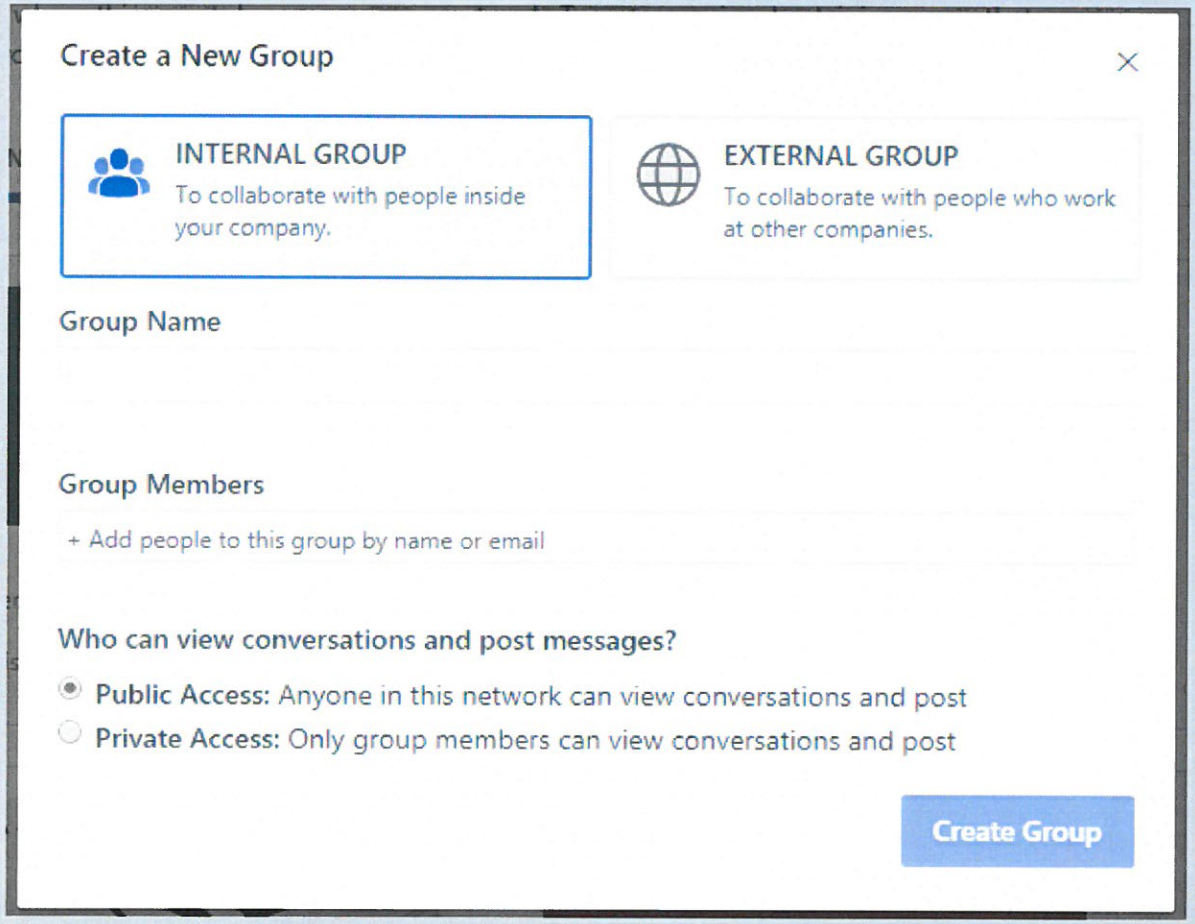


Create a group via this link, or the link under your groups

Your groups are listed on your home page.

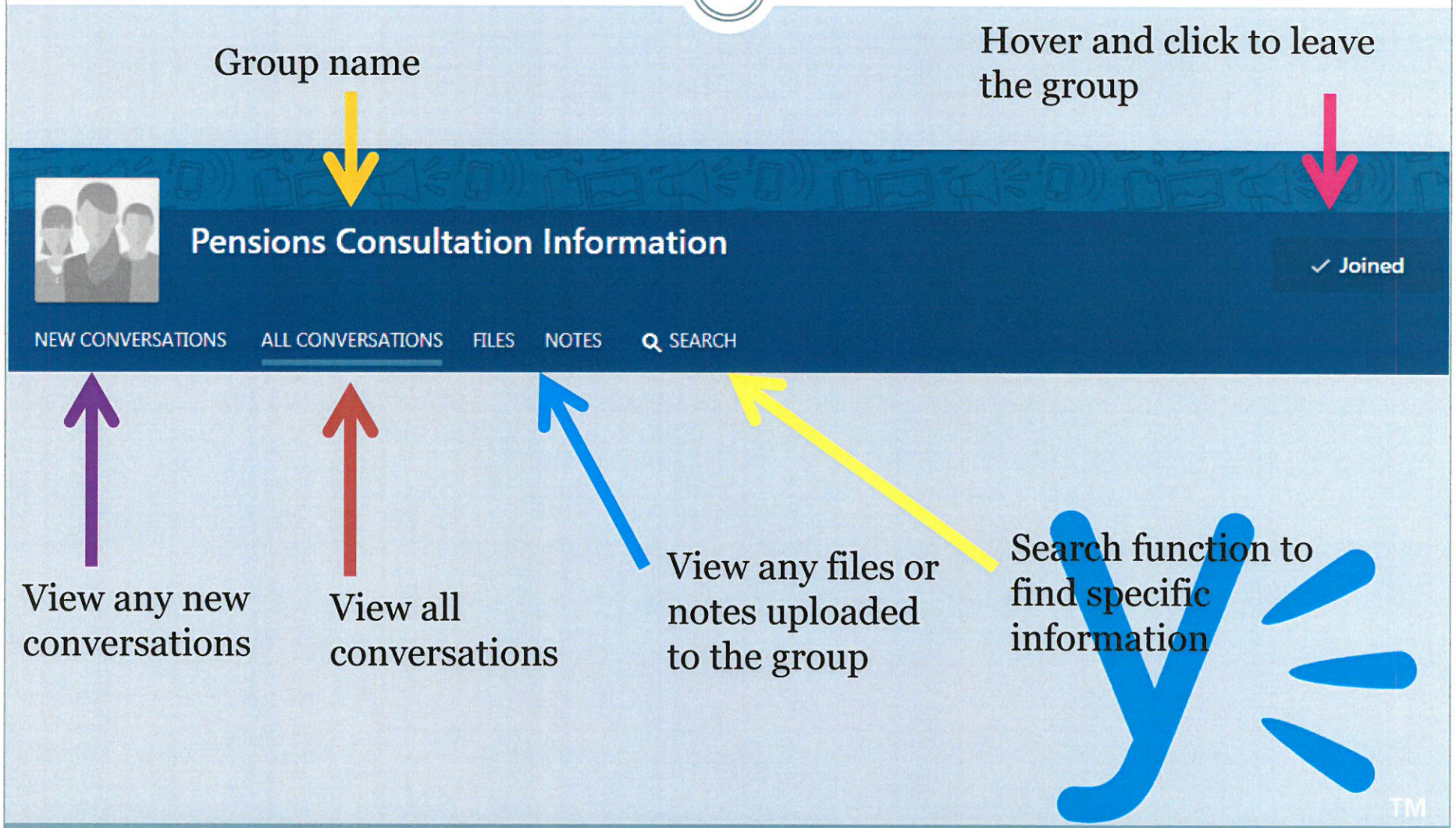
Find groups through this link

Yammer Groups: Create

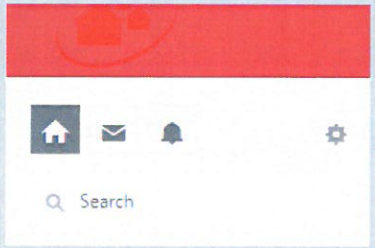


Create a group in a few simple steps by following the instructions on Yammer.

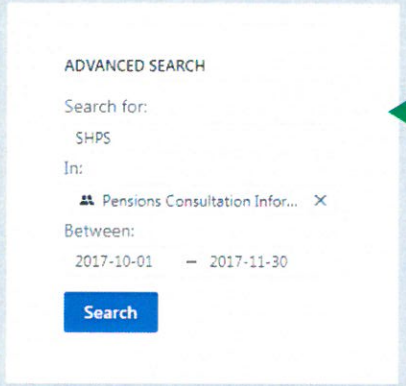
Yammer Groups: Navigate



Search Function



Use the search function to search for keywords to identify conversations, people and files



Narrow down your search to specific groups and time frame

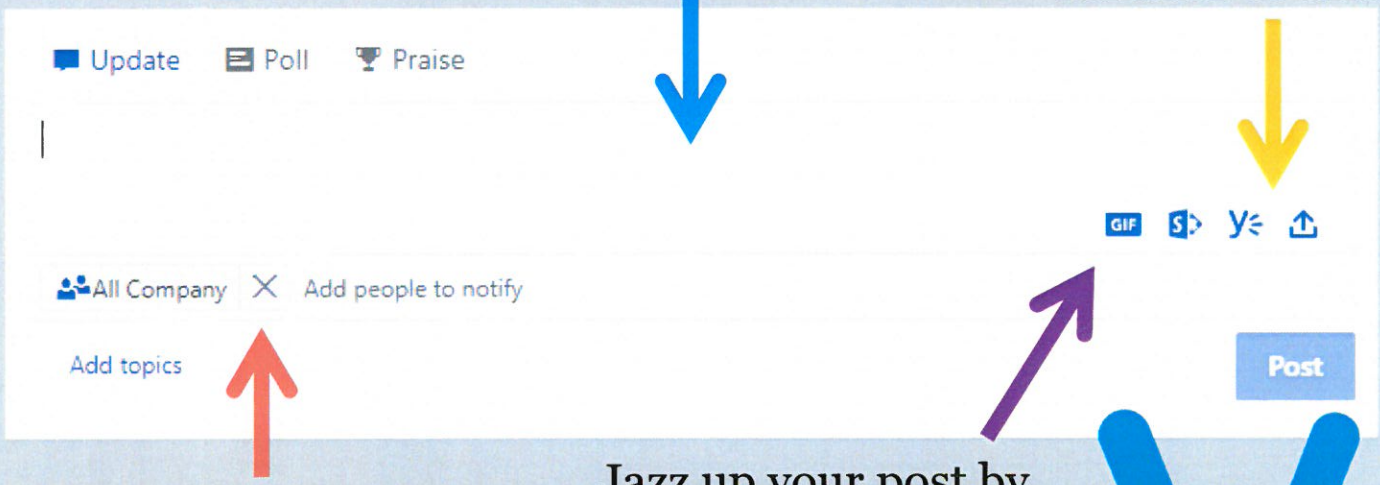


Yammer will return any conversations, users or files which match your keyword

Yammer: Starting a Conversation

Start a conversation by writing text in this box.

Include files attachments either from your computer, Yammer or SharePoint.



Choose who you want to notify about your conversation – perhaps you want everyone to be notified or specific people.

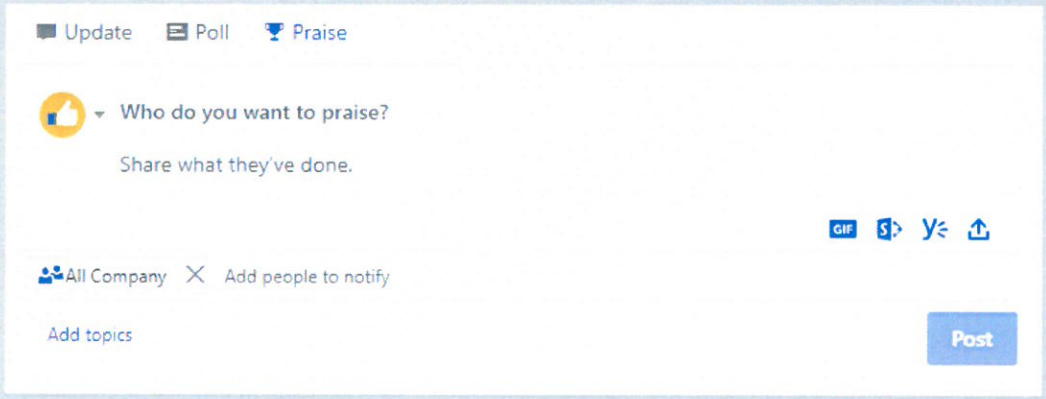
Jazz up your post by adding a GIF (animated clip)

Yammer: Starting a Conversation



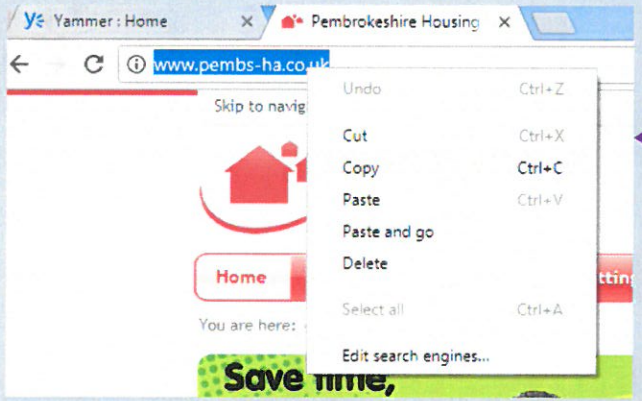
You could start a poll.

Simply type over the question and answer box.



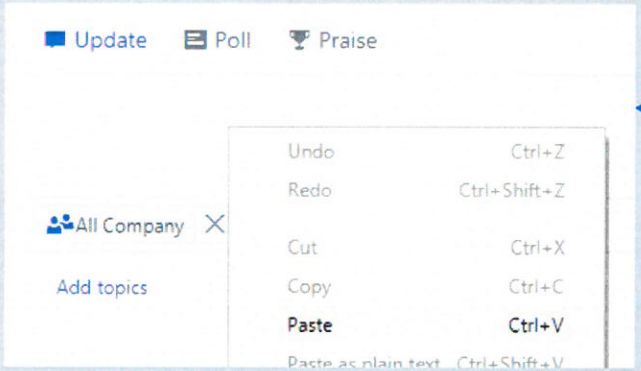
Praise your colleagues or departments for doing a great job.

Posting a Link

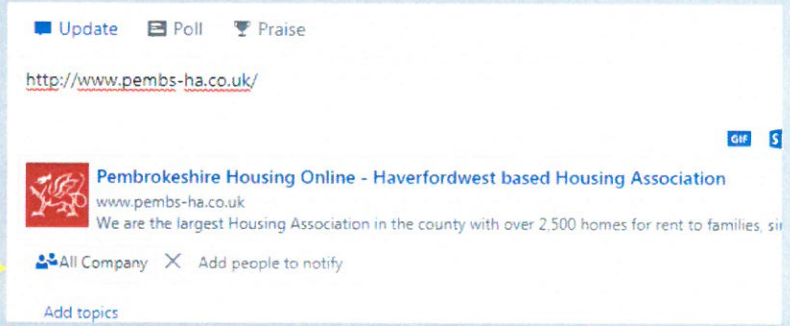


Copy the website link from the relevant website

Simply, paste the link into the conversation box

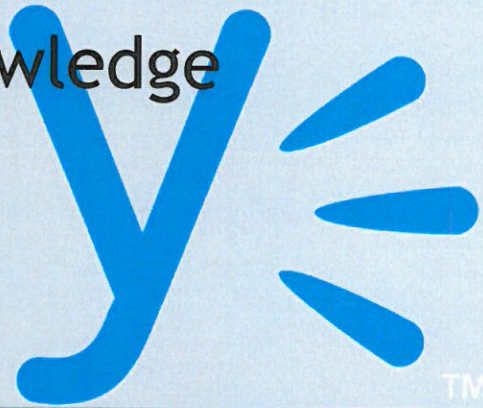


Once the link has been pasted, you will see a thumbnail image and brief description about the link



Yammer Support Group

- Join the 'Yammer Support' group
- Use the group to post Yammer related queries
- Post any Yammer knowledge that will help others
- Respond to any queries to share knowledge



Yammer Training

15th October	
9.30am	11am
[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]
	[redacted]
	[redacted]

17th October	
9.30am	11am
[redacted]	[redacted]
	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]
	[redacted]

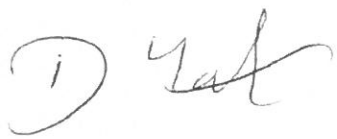
22nd October
10am
[redacted]
[redacted]
[redacted]
[redacted]

I recently attended a training session on Yammer presented by Kate Houston and Joanne Thomas; HR Advisors at ateb Group.

Having never used Yammer before I found the training incredibly beneficial. Kate was very thorough in covering the different aspects of Yammer and made it very simple to understand. Kate interacted well with the group she was training and made it enjoyable.

Since attending the training session I now use Yammer regularly, which I never thought I would do.

Debbie Yates



Date: 16/11/18

TO WHOM IT MAY CONCERN

Re: YAMMER PRESENTATION

I attended a Yammer training presentation given by Kate and her colleague Jo recently. Yammer had initially appeared on my desktop on the general basis that we could use it if we wish, to be honest there was no direction from management and it just looked to me like yet another email type facility.

HR offered a "get to know Yammer better" type of presentation so I thought I'd drop by and see what it was really all about. Kate explained that it was intended to be a more informal way of communicating information within the organisation which would break down the barriers between management and general staff.

Prior to attending the session I admit that I didn't use yammer at all, I would very occasionally have a quick look but not on a regular basis. Now that I understand how to join other groups, receive notifications of posts that I'm interested in, how to create groups of my own and invite others to join it has become a much more useful communication tool. In fact I have joined other Yammer groups within the same industry sector and have found this invaluable both to view information posted by others but also seek advice and possible solutions that other members have found successful in similar situations.

Kate and Jo made a really good team in delivering the presentation. Kate was able to answer mine and my co-workers questions in a way that made it easy to understand for novice Yammer users like us, not only giving us examples of what we could do but also some short cuts and tips that have proved invaluable.

Yours Sincerely

Julie Edwards

Julie Edwards
Property Services Administrator
T: 01437 774716
E: julie.edwards@atebgroup.co.uk

Meyler House, St. Thomas' Green, Haverfordwest, Pembrokeshire, SA61 1QP
Tŷ Meyler, St. Thomas' Green, Hwlffordd, Sir Benfro, SA61 1QP
01437 763688 hello@atebgroup.co.uk atebgroup.co.uk

Mae grŵp cyfyngedig ateb yn gymdeithas gofrestredig gyda'r FCA. Reg. Rhif 23308R, landlord cymdeithasol cofrestredig gyda Llywodraeth Cymru, Reg. Dim PO72 ac mae'n aelod o Gymuned Tai Cymru. ateb group limited is a registered society with the FCA, Reg. No 23308R, a registered social landlord with the Welsh Government, Reg. No PO72 and is a member of Community Housing Cymru.

nalytic Cause Tree

Problem Statement	Why ?	Why ?	Why ?	Corrective Actions
Uncooperative Finance Manager	• Resistance to hard Employee who feels isolated	• Fear to challenge staff incase creates a negative workplace environment	• Afraid to deal with issue.	• Enrole on a Management leadership programme - Group Wide. • ACAS training - Group wide
	• Appears to be unwilling to listen or be guided by HR	• Lack of trust	• Potentially my level of experience	• Build an alliance with the Finance Manager • Ask for assistance with CIPD qualification re: budgets to build a better working relationship
	• Led by the Finance Director	• Loss of control • Autocratic Top-down leadership Style	• Sabotaged the new Chief Executive change culture	• greater communication channels - Group wide • HR Manager to build on competency + skill levels re: Managing people - Group Wide • Encourage greater engagement with his staff

Appendix 25

Kate Houston

From: Gareth Williams
Sent: 30 November 2018 17:06
To: Kate Houston
Subject: RE:

Appendix 26

Kate – reference as requested:

"Kate has assisted me in my role of Finance Manager, where I am responsible for a Finance Team of nine, by providing professional HR advice and support when required. Examples include:

1. Supporting a colleague in a Return To Work after long term sickness and engaging the services of Occupational Health,
2. Regular sickness monitoring to identify patterns and provide support and advice for employees,
3. Arranging referrals to Counselling services as and when required.

In all aspects Kate has conducted herself in a professional manner and I am grateful for the HR support and advice she has provided."

Gareth Williams MBA FCCA
Finance Manager
Ateb Group Limited.

KH

Interview Matrix

Scheme & Community Coordinator Interview Date: 24th April 2018

Question	Name:	Evans	Everett	Watson	Anghel	Faichney	Watts
1	Qualities for the role	1	1	1	0	2	1
2	Benefits of sheltered housing	2	1	1	1	2	1
3	Making a difference	2	1	2	0	2	0
4	Delivering great first impressions	2	1	1	0	1	1
5	Social activities	2	1	2	1	2	0
6	Supporting an old person's needs	1	2	1	0	2	1
7	Maintaining records	2	2	1	1	2	2
8	H&S requirements	2	1	1	1	2	0
9	Working in the community	1	1	0	1	2	1
10	Professional boundaries	1	2	2	0	2	0
-	**Total Score**	16	(15)	(12)	(5)	19	(7)
-	**Any other comments**				No		No

0 – Does not meet requirements, 2 – Meets requirements, 3 – Exceeds requirements, 1 – Partially meets requirements

Appendix 27

Interview Matrix

Scheme & Community Coordinator Interview Date: 24th April 2018

Summary of reason for appointing or not linked criteria:	
Evans	Good answers focused on domiciliary care needed better explanation re qualities of role working in community and professional boundaries
Everett	Looked to have more examples in most questions, needed to pick up on fire evacuation/exits procedure. Have a good professional boundaries awareness.
Watson	Needed broader explanation of [illegible] clients, alleged a past [illegible] boundaries issue
Anghel	Didn't answer questions fully
Faichney	Answered well - gave good examples, failed to link to Mark Statements
Watts	Few answers too brief. Answered mandatory records well

Appendix 27

JO

Interview Matrix

Scheme & Community Coordinator Interview Date: 24th April 2018

Question	Name:	Evans	Everett	Watson	Anghel	Faichney	Watts
1	Qualities for the role	1	1	1	0	2	1
2	Benefits of sheltered housing	2	1	1	1	2	1
3	Making a difference	2	1	2	0	2	0
4	Delivering great first impressions	2	1	1	0	1	1
5	Social activities	2	1	2	1	2	2
6	Supporting an old person's needs	1	2	1	0	2	1
7	Maintaining records	2	2	1	1	2	2
8	H&S requirements	2	1	1	1	2	0
9	Working in the community	1	1	0	1	2	1
10	Professional boundaries	1	2	2	0	2	0
-	Total Score	16	13	12	5	19	7
-	Any other comments	✓	✓	✓	X	✓	X

0 – Does not meet requirements, 2 – Meets requirements, 3 – Exceeds requirements, 1 – Partially meets requirements

Appendix 27

Interview Matrix

Scheme & Community Coordinator Interview Date: 24th April 2018

Summary of reason for appointing or not linked criteria:	
Evans	
Everett	
Watson	
Anghel	
Faichney	
Watts	

Kate Houston - 1403228

Activity 4

Group and team dynamics and how political behaviour impacts on organisational objectives

Watson (2014) summarises groups and teams are interlinked stating individuals working together for a common goal where there is social communication, a pattern of relationships and sharing. Differences are; to be part of a group individuals contribute individually towards the common goal and the evaluation of their performance is dependent on their individual contribution. To be part of a team is defined as a group of members who have complementary skills who are committed to a common goal with collective responsibility for the results who enter into a psychological contract with one another.

Google embarked on an initiative to build the perfect team; it reviewed their best teams to find out if they shared interests or whether everyone was motivated by the same rewards. Google stressed that psychological safety was critical to making the team work as well as other behaviours such as clear goals and creating a culture of dependability (Duhigg, 2016).

HR Professionals (HRPs) must be able to work with one another as poor team work can affect an organisation's productivity and individual motivation therefore dynamics of group situations need to be comprehended in order to provide a strong cohesive team (Johns and Perkins, 2016). Management should focus on communication and group dynamics strategically to increase the effectiveness of teamwork within organisations.

Effective teamwork is essential in hospitals, surgical teams work collaboratively with different professionals providing safe, effective care in order to maintain high performing teams. It was noted the primary cause of surgical error was the breakdown of communication. Training was developed that had transportable competencies which can apply to any surgical team following the design of a training needs analysis. Communication, mutual monitoring skills, being alert to mistakes, being able to speak up regardless of position, standard language, and ensuring messages are accurately received together with role-plays and simulated surgery formed the training programme (Lacerenza et al, 2018).

Mohanty and Mohanty (2018) conclude communication is important; it is intertwined with group dynamics affecting how groups function. Therefore dynamics of group environments should be explored as these could be affected by different factors such as the nature of individuals within a group and structure of the group.

There are many theories on group behaviour; Tuckman's *Forming*, *Storming, Norming, Performing* and *Adjourning* (Mullins and Christy, 2013) is deemed the most influential foundation for modern thinking on teams and teamwork (Nestor, 2013).

Mullins (2006) refers to Belbin's Team Role Model (BTRM) *Plant, Resource Investigator*, *Co-ordinator*, *Shaper, Monitor-Evaluator*, *Team Worker, Implementer, Completer*, and *Specialist* illustrating team's roles and dynamics.

Owen (1996) completed a case study of the Red Arrows utilising BTRM over two years with two different teams the outcome was the same and the Red Arrows successfully learnt the new display. It determined BTRM held value but could not explain the process of maintaining a high performing team as the teams' profile differed while performance remained.

Miller (2014) refers to Tuckman's model stating leaders need to manage the processes at the *storming* stage utilising Hersey/Blanchard Situational Leadership approach to determine how the team develops and their own leadership style together with BTRM in order to become high performing teams and thus avoiding getting trapped in Tuckman's early stages. At the *forming* stage a leader is required to be directive. Belbin's *shaper* or *co-ordinator* tends to be more inclined to this. At the *storming* stage where power and control are an issue the leaders style can be questioned therefore conflict can occur. Belbin's *team worker* can withdraw it if necessary to redefine goals to discuss emotions and to coach. At the *norming* stage it is imperative to be supportive and a facilitator encouraging team roles to share ideas and opinions. Organisations function by manager and supervisors exercising leadership accordingly Higgs, 2006, (as cited in Armstrong and Taylor, 2017, p.150) state leadership behaviour accounts for 50% of the difference between change success and failure.

Political behaviour refers to behaviours including organisational politics, influence processes, power struggles and conflict in order to gain advantage with winners and losers (Dubrin, 2009).

Rodgers (2008) recognises that formal strategies, plans and programmes do not change, it is through informal interactions of individuals who play an influential role on the impact of power and politics on an organisation's outcome concerning performance and decision making. Individuals share their experiences and perceptions and evaluate these as they go along in informal coalitions. For most parts this is done informally throughout the organisation and managers cannot stop this or control it however, they can influence *by reframing communication, thinking culturally, acting politically, building coalitions, embracing paradox* and *providing vision*.

Huczynski and Buchanan, 2010, (as cited in Johns and Perkins, 2016, p. 84) highlight power-plays and negative use of political activity which cannot be ignored. Armstrong and Taylor (2017) refer to groups exercising power whether directly or indirectly and the use of influencing to achieve results can be misused. HRPs will need to be effective influencers in order to convey their knowledge and expertise to managers and supervisors. Yemm, 2008, (as citied in Johns and Perkins, 2016, p.84) believes influencers display certain attributes to be friendly, to build alliances, have expertise and knowledge, have bargaining skills, have vision and empowerment. Without creating an open and trusting atmosphere the influencer may be challenged and asked difficult questions to avoid this the influencer must convey their thoughts, listen and communicate to teams and at times bargain and compromise.

Thomas (no date) ascertains there are positive and negative political behaviours either self-driven by their own needs and goals or shared organisational goals. Workplace politics is often viewed as toxic. Armstrong and Taylor (2017) identify in such cases you will see individuals exhort to powers of persuasion to legitimise their actions to their colleagues but self-interest and influencing is foremost in advancing their career at the expense of others. Politicking can have a negative effect on an organisation and can be taken to excess leading to feuds between emails, people or departments which is counterproductive. Dulude (2014) cites a positive approach is to become politically savvy which relates to leadership behaviours and qualities to become an effective leader and strengthen political skills. Therefore, to build collaborative relationships, to think before you speak keeping composure, to put people at ease and the use of networking demonstrate skilled interpersonal influence.

Armstrong and Taylor (2017) ascertain knowledge is power therefore HRPs should exercise political sensitivity and liaise with key decision makers in order to ascertain opposition or indifference before making final decisions as those politicking are influencers within the organisation.

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Kate Houston - 1403228

Activity 5

Undertake a self-assessment against a section of the CIPD HR Professional Map, at Band 2, to identify your professional development needs. The section should include: 2 professional areas (1 of which should be a core area) and at least 2 behaviours.

- **Select at least 3 development options to meet your development needs**
- **Devise a personal development plan in which you detail your development objectives and justify development options selected.**

I have undertaken a self-assessment development plan in order to future my career within HR and to ensure development. I began by using the CIPD HR Professional Map, 2013 to ascertain my current banding based on my knowledge set and behaviours. This was useful to understand what HR functions I do well and those which I need further development with. Furthermore, I have used the Professional Map to explore those professional areas I am interested in currently and which I believe will enhance my career linking them to my organisation's requirements to plan my developmental needs going forward.

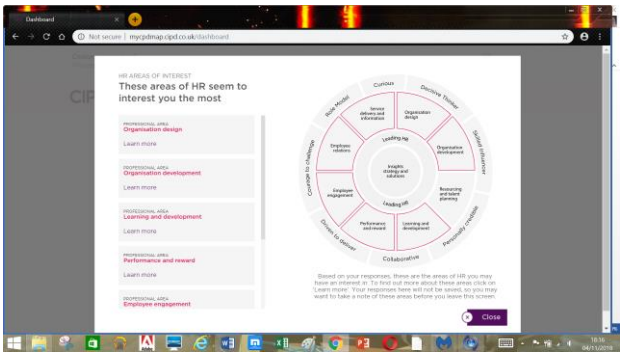
As of November 2018, CIPD (2018) has introduced a new styled Professional Map focussing on knowledge and behaviours and instead of referring to activities to ensure generic best practice it focusses on the impact it has on work and values-based decision-making. The core values and purpose which drive the professional standards remain the same but as new roles emerge and opportunities arise the new Professional Map will ensure you are kept future-fit adapting and incorporating them. The Professional Map was developed collaboratively with CIPD members, market leaders and industry experts with 19,000 people from across the world. The Professional Map has three new professional values, two completely new specialist areas to learn from and fourteen core knowledge and behaviour areas.

CIPD (2018) recognised the 2013 Professional Map was antiquated as new specialisms and ways of working have emerged and with that the role of people profession has changed. The new Professional Map will aid in making sound decision making regardless of whether there are rules and guidance available, it will allow you to prove your worth based on the impact you make, it will inspire new people to join the profession with relatable news stories based on people professionals have on employees, organisations and the wider society and focusing on ethical practice, inclusive working and the value of people. The new Professional Map enables you to take a critical approach to the functions within your organisation allowing for questioning such as how good are we and are we doing enough?

Before the launch of the new Professional Map I had already began to use the 2013 Professional Map to identify my banding in each of the professional areas and behaviours therefore I will continue for this activity to use the 2013 Professional Map (CIPD, 2013).

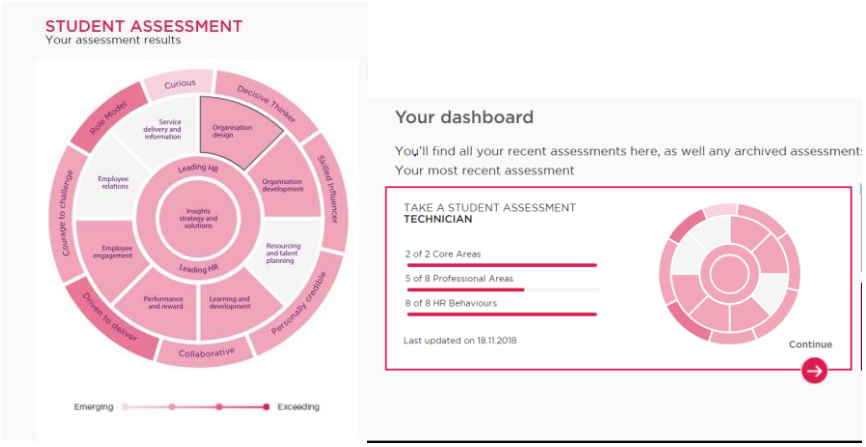
Before beginning to access my knowledge, skills and behaviours in order to ascertain which band I am operating in and at which banding and transitions I need to move to I used the online tool on the CIPD Map to identify which areas of HR seem to be of the most interest to me. I answered various questions and the table below assisted me in choosing which professional areas to access (CIPD, 2018), please see below.

Kate Houston - 1403228



It was essential I accessed my knowledge, skills and behaviours in the two core professional areas namely Insights, Strategy and Solutions and Leading HR. Once I completed the online tool for these professional areas I used the information from above to select professional areas I am most interested in namely; Organisation Design, Organisation Development, Learning and Development, Performance and Reward and Employee Engagement. I answered a series of questions in all mentioned professional areas to ascertain my banding.

The following is a snapshot of my results:-



My individual results were as follows:-

Core Professional areas:	**Banding:**	**Appendix Number:**
Insights, Strategy and Solutions	Developing	28
Leading HR	Developing	29
Functional Professional areas:		
Organisation Design	Developing	30
Organisation Development	Developing	31
Learning and Development	Developing	32
Performance and Reward	Developing	33
Employee Engagement	Developing	34

Behaviours:		
Curious	Emerging	35
Decisive Thinker	Developing	36
Skilled Influencer	Developing	37
Personally Credible	Developing	38
Collaborative	Developing	39
Driven to Deliver	Meeting Expectations	40
Courage to Challenge	Developing	41
Role Model	Meeting Expectations	42

Overall, I came out as level: developing in the majority of the professional areas and behaviours however, my level was emerging in the behaviour Curious. In the behaviours Driven to Deliver and Role Model my level was meeting expectations.

Utilising a development plan (see Appendix 43) I will prioritise areas for my development in one of the core professional areas namely, Leading HR. This is based around being a role model leader through using my own effort and assisting in supporting, developing and measuring across the organisation. It will be essential to be supportive in an activity, to co-ordinate an activity sharing my insights and best practice ideas with my colleagues. To implement this I will need to gage feedback from my colleagues. I am currently updating the organisation's procedures as I do, I am requesting feedback from the i2i Group before circulating to all employees. This will strengthen my advice, knowledge set relating to HR policies and procedures. I will seek approval from my Manager, I will seek solicitor's advice and I will observe my Manager in providing advice across the organisation.

Alongside this core area I have identified one of the additional eight functional professional areas which again I feel need continuous professional development in the future namely, Employee Engagement. This is an area I am most interested in and currently I am exploring well-being initiatives and the impact this has on stress in my organisation. This area concentrates on strengthening the connection all employees have in their work, colleagues and in the organisation. If employees are satisfied in their work they will have greater impact on the organisations goals. To do this I want to seek colleagues' viewpoints on employee surveys relating to employee engagement utilising questionnaires and 1:1's. To research how other organisation's gage employee engagement in order to maintain energy and confidence in the organisation such as participation survey's and exploring what ateb could use. To evaluate the best way forward for ateb and be able to present my findings in an appropriate format to my Manager and the Senior Management Team. This will be my first project utilising these skills I would aim to undertake other similar projects in the future.

In addition, I identified two behaviours the first was Curious as my level is that of emerging and Decisive Thinker which my level is developing.

Curious was that of emerging therefore I need to increase my knowledge set and skills in this area. This relies on looking outside the organisation and looking to the future. Currently, I am on a working group looking at the future needs of ateb from work space and design of our building, agile working, terms and conditions and flexibility for our workforce to name a few. All working groups have had difficulty to see the bigger picture and to provide options above the norm instead providing safe recommendations. Our Chief Executive wants us to be creative and innovative therefore to be curious and provide suggestions for ateb's future that are not necessarily what our competitors are doing now but to come up with recommendations that will reflect our needs in 10-20 years to equip us to stay competitive therefore looking beyond. In order to achieve this I will need to look at other organisations, connecting to social media, newsletters and blogs and other research setting up working groups and trailing new initiatives, processes or approaches going forward.

I have chosen the Decisive Thinker because this is a key behaviour I want to develop in. I want to have the ability to analyse and understand data in order to develop options for ateb to make recommendations that are robust defendable decisions in a timely manner. Our department is continually looking for better ways to deliver our service and to offer our employees best service this would include requesting feedback on our service across all our sections e.g. learning and development, employee engagement etc… I will need to work with my Manager and my team and explore our functions and service and find alternative ways to provide our services if warranted. To do this I would need to gather information from other organisations, look at research already out there and request reflective feedback from ateb's employees.

In devising the development plan for my continuous professional development I was conscious of my learning style which I established using the Honey & Mumford questionnaire (see Appendix 13) that of activist, pragmatist and reflector. I established I had a strong preference for activist with equal scoring of both pragmatist and reflector which were of moderate preference. I recognised it is essential to want to achieve high performance therefore this is my main aim. Over the coming years I wish to be able to transition through the Profession Map moving up in the banding therefore my development actions require that I gain experience and skill in my perceived weaknesses.

My learning style suggests I perform less well with the implementation stages therefore to rectify this I have set timeframes in 2020 to ensure that I continually develop processes and initiatives and continually evaluate these. A further weakness of an activist which I can empathise with is to lose interest and become bored therefore setting an elongated timeframe will motivate me to stay on track. An activist also is known to lack planning therefore by setting development actions in the development plan with timeframes and target dates to said outcomes this will assist in the application of this skill.

As I have a moderate preference for the learning style of a pragmatist I am aware that I may lack patience with people's ideas and I act on ideas that I am attracted to first. Therefore in order to develop I have tried to include actions were I hold 1:1's and focus groups working in teams and to reflect on group decisions and importantly my own decisions. Hopefully by including team working and group discussions I can consider other people's views and suggestions and when possible alternatives.

I recognised by completing the VARK assessment (see Appendix 9) which determines my preference of learning that I am fundamentally that of an aural learner therefore recognising this I have included a lot of interaction with different people throughout my development plan as this is a perceived strength. I have

ensured I work collaboratively with my colleague and Manager talking through procedures, reading out key points of the procedures, using role play to answer questions that may arise, feedback from group work such as i2i as I appreciate this is how I remember detail rather than writing and reading.

I appreciate that as a reflector I can be indecisive consequently I have included measuring my success in my outcomes that I prepare reports on employee engagement and present my conclusions and recommendations to my Manager and the Senior Management Team.

I scored low on the learning style of a theorists consequently I have included areas within the plan to research and read, to research legislation, to stay connected reading newsletters and such like therefore I can strengthen my ability to analyse and synthesise utilising principles, theories, models and systems thinking increasing my intellectual ability.

I also undertook Belbin's Team Role Model questionnaire (see Appendix 14) at the beginning of my studies therefore I have attempted to reflect on this model throughout the development plan for instance my preference is that of a Team Worker whose strengths are diplomacy and someone who listens these are all essential skills when dealing with groups where I need improvement is that of indecisiveness and being easily influenced. I believe that broadening my expertise, knowledge and skills in the behaviours of Decisive Thinker and Curious will encourage this. My second preference is that of Specialist in Belbin's questionnaire the main weakness of this team role is that you fail to see the bigger picture by choosing the behaviour Curious I am able to explore the bigger picture learning about other organisational issues.

I believe by concentrating on these areas this will provide a sound foundation on Human Resource Management to future my career and my understanding of how to approach decisions and problem-solving. Taylor and Woodhams (2016) refer to being able to justify your approach or decisions across Human Resource Management to ensure your arguments are both robust and evidence-based and thus have knowledge of the business environment which is ever changing and evolving. As I proceed with continuous professional development I will utilise the new Professional Map 2018 to ensure my impact on work and values-based decision-making.

Bibliography

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CIPD, (2018) *My CPD Map.*

Available at: http://mycpdmap.cipd.co.uk/dashboard
(Accessed: 21st November 2018).

Taylor, S. and Woodhams, C. (2016). *Human Resource Management: People and Organisations.* (2nd edn). London: CIPD

Kate (STUDENT)
Currently assessing as a TECHNICIAN

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 use data to develop insights into the organisation and the way it works. You'll understand the external issues affecting the organisation and its financial performance, and be able to describe the HR plan for the area you work in. You'll use your knowledge of project management and relevant employment legislation to support the development, delivery and evaluation of HR programmes.

How prepared am I?

What you've told us indicates that your knowledge and skills in this core area are 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 network widely and use your knowledge of HR and business trends, best practice and thought leadership to understand the organisation and its people capability. You'll use information about the organisation's financial performance and strategic goals to develop detailed and costed business cases for new HR projects which identify return on investment. You'll work with the business to create and implement HR solutions and programmes, and will be able to demonstrate the impact on the organisation using HR and business metrics.

What are my strengths and gaps for my current level?

Where I am competent

- Developing an understanding of the organisation using information and own experience
- Supporting the administration and delivery of HR programmes and projects
- Supporting the evaluation of HR programmes and projects

My Gaps

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

Development actions

- Consider who the stakeholders are in the projects you work on, and think about what you can do in your role to best support them.
- Review recent CIPD survey results (such as Employee Outlook or Learning and Development Survey), and identify any trends or risks which may impact your organisation.
- Undertake some online research using the CIPD website on the principles of business and HR metrics, and how they can be used to benefit the organisation
- Find someone in your organisation who writes project and financial reports, and ask them to share their approach with you. Identify what learnings you can put into place for your own report writing.
- Before starting work on a project, find out from others what they think the risks and opportunities might be – particularly if similar projects have been delivered before. Consider how you can learn from their insights, and how you can improve the way you support programmes and projects moving forward.
- Seek feedback on the quality of your support to HR projects and programmes, and how they support the HR strategy. Where could you improve?
- Locate the most recent annual review or report for your organisation, or find out someone who knows about the organisation's performance. Find out what things the organisation measures its performance by (eg, turnover, profit, production, customer satisfaction etc). Compare last year's performance with the previous three years.
- Participate in regular market / customer / product updates and understand how these affect the organisation.
- Make time in your week to read the major business and news publications and understand how these external factors can impact your organisation.
- Find out from your HR colleagues and networks where to source relevant and up-to-date employment law – consider websites, organisatons and publications.
- Spend some time shadowing an expert in project management to understand the principles and practice of project management, and any specific approach to projects which is taken in your organisation.
- Discuss with your manager how your role contributes to the delivery of the people and organisation strategy.

Reading & Research

BOOK: HR practice
Martin and Whiting

BOOK: Intro to HRM
Leatherbarrow, Fletcher and Currie

BOOK: Studying HRM
Taylor and Woodhams

Appendix 28

BOOK: L and D practice
Beevers and Rea

Courses & Events

QUALIFICATION: Foundation Certificate in Human Resources Practice

QUALIFICATION: Foundation Certificate in Learning and Development Practice

QUALIFICATION: Foundation Diploma in Human Resources Practice

QUALIFICATION: Foundation Diploma in Learning and Development Practice

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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 to support and co-ordinate activity within your team, and share your insights and best practice ideas with colleagues. You'll provide people advice and support to the business, using sound HR knowledge. When required, you'll provide accurate financial data to support the team's people plans, and record HR measures for your team. To develop your own HR expertise, you'll actively seek out and act on feedback from others.

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 approach 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.

What are my strengths and gaps for my current level?

Where I am competent

- Co-ordinating own activity with others in the wider HR team

My Gaps

- Providing advice using sound knowledge of HR policy and practice
- Sharing ideas and best practice with others in the wider HR team
- Adjusting own approach in view of others' preferred working styles
- Seeking out and acting on feedback and development opportunities to develop own HR expertise and capability
- Ensuring own objectives are in line with the team's and function's objectives
- Accurately recording HR measures (such as service level agreements, financial data, Key Performance Indicators etc)
- Providing accurate financial data to support HR budgeting and financial planning
- Different working styles and preferences
- The principles of effective team working
- Methods for collecting different types of data
- Methods for analysing financial and non-financial data

Development actions

- Ensure you are familiar with your organisation's people policies and processes, by reading through them. Identify the different questions you might ask if you were an employee, and work through some 'good' answers with a colleague. Spend time observing colleagues who give HR advice and learn from the way they talk to customers in the business.
- Seek feedback from others on the quality of your support to the team's overall HR plan. Ask specifically for feedback on areas you could improve.
- To support the way you share ideas within your team, conduct a SWOT analysis of either a) the way your team works or b) the way a project is working, and share your thoughts and feedback with your manager / colleagues.
- Identify some of your key peers and customers in your organisation who have a very different personal style to you. Reflect on how you could change your working style to more effectively work with them. Ask your manager for guidance on how to get the best out of people who you find difficult to work with.
- 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.
- Find out from your manager how your objectives fit into the wider team's and organisation's objectives. Identify where you can support other members of your team so that work isn't being replicated unecessarily.
- Implement a system which can track the progress of your projects and work for the team against all the project / team objectives, KPIs, service-level agreements etc. If records don't currently exist, set up a system where you can record key HR budget data and people data in a logical and confidential way.
- Spend time with your manager to understand how budgets are managed and forecasted in the organisation. Ask questions to understand the types of budget data that you're likely to be asked for, and ensure you have that information to hand as and when you're asked for input into people financial planning.
- Research different ways of supporting your team so that you're more effective in working together - you could start by reading the principles behind Tuckman's stages of group development.
- Research different methods of data collection and analysis online, and consider how you could adopt one or two specific approaches in your role. Find out how other HR colleagues collate and analyse data, and the advantages and disadvantages of doing it this way.

Reading & Research

BOOK: HR practice
Martin and Whiting

BOOK: Intro to HRM
Leatherbarrow, Fletcher and Currie

BOOK: Studying HRM
Taylor and Woodhams

BOOK: L and D practice
Beevers and Andrew

Courses & Events

QUALIFICATION: Foundation Certificate in Human Resources Practices

QUALIFICATION: Foundation Certificate in Learning and Development Practices

QUALIFICATION: Foundation Diploma in Human Resources Practices

QUALIFICATION: Foundation Diploma in Learning and Development Practices

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TAKE A STUDENT ASSESSMENT

Your assessment results

Organisation design

Your Level: Developing

Summary

When you work in Organisation Design you're configuring the structures, capabilities, systems and processes to align the organisation to its strategy and goals. At your level you typically need to provide data and information that can be used to build an understanding of the organisation's structures and processes. You'll support the design, implementation and evaluation of Organisation Design changes. You'll support the change process by working with employees and managers affected by the changes.

How prepared am I?

What you've told us indicates that your knowledge and skills in this area are developing. This usually applies to someone with a solid base in HR, with limited exposure to Organisation Design 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 Organisation Design, 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 Organisation Design at a more senior level?

In order to be able to work at the next level up within Organisation Design, you typically need to be able to grasp and explain an organisation's culture, structures and process, and to understand how different levels and departments interact with each other. You'll be focused more at the individual and team level where you'll work with colleagues in HR and managers to carry out Organisation Design ideas, which will include managing all the associated impacts and risks.

What are my strengths and gaps for my current level?

Where I am competent

- Providing accurate data and records on organisational structure, accountabilities and spans of control
- Giving feedback to managers on behalf of those affected by the new design

My Gaps

- Helping managers and employees to see the rationale behind organisation structure changes
- Supporting the planning and implementation of structural change
- Enablers or blockers to change in your organisation
- Approaches to engaging and communicating with employees and managers about planned change
- The principles of job levelling
- The principles of job evaluation

Development actions

- Consider the data and information that's available in your organisation regarding structure, accountabilities and spans of control. Are there any gaps in the data available? What else would be useful to know if you needed to assess the organisation's current design? Discuss your findings with your manager.
- When new organisation design changes are happening, take the opportunity to sit in on briefings to fully understand the changes. Create a list of Frequently Asked Questions (FAQs) to refer to when dealing with queries from the business.
- Ask to join a cross-functional working group to gain more knowledge of the organisation's structure and how it works.
- Find out what further information the business would like from you when there are organisation changes happening. Share any feedback on organisation design issues with your colleagues so you can learn from each other.
- Make a list of the blockers and enablers of change in your organisation (this could be people, processes, the culture etc). Share it with your manager and talk through how you could overcome the blockers, and use the enablers to be more effective in your role.
- Ask your manager and other HR colleagues from other teams how they engage the business in change activity. Ask managers and staff in the organisation how they like to be engaged, and what types of communication they like to receive when going through change.
- Undertake research on job levelling using the CIPD website and other online HR resources. Speak to your manager or others in the organisation design team to understand how its applied in your organisation.
- Consider becoming trained in job evaluation, and speak to others in the HR team who undertake job evaluation to understand the fundamental principles.

Reading & Research

BOOK: Developing People and Organisations
Stewart and Rogers

BOOK: Human Resource Practice
Malcolm and Whiting

BOOK: Introduction to HRM
Leatherbarrow, Fletcher, Currie

FACTSHEET: Organisation Design
CIPD

Courses & Events

QUALIFICATION: CIPD Intermediate Award in Organisation Design and Development

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TAKE A STUDENT ASSESSMENT

Your assessment results

Organisation development

Your Level: Developing

Summary

When you work in Organisation Development, you're taking a systems based approach to aligning the organisation's strategy, culture, people and processes to enable it to run as effectively as possible in pursuit of its goals. You'll be involved in diagnosing and defining what change is needed and how this alignment can be achieved. At your level you typically need to collect data about the business structure, people capabilities, systems, process and culture to be used by Organisation Development colleagues. You'll support the design, implementation and evaluation of organisational development initiatives, while also supporting employees and managers in the implementation of change.

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 Organisation Development at this level.

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

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

In order to be able to work at the next level up within Organisation Development, you typically need to be able to work with managers on making changes to business structure, people capabilities, systems, process and culture - in order to meet business needs at local level. You'll be focused more at the individual and team level, helping to come up with - and deliver - Organisation Development ideas, while supporting and coaching managers in the implementation of the change.

What are my strengths and gaps for my current level?

Where I am competent

- Gathering data from individuals, managers and teams to help assess capability and skills requirements
- Supporting OD specialists in delivering change management activities
- Providing advice and supporting employees and managers during change

My Gaps

- Providing accurate, relevant and timely information relating to the organisation in its current and desired future state (for example, about structures, systems, culture, skills, resources etc.)
- Providing input to the design of organisation development activities
- Basic OD theory (eg drivers of team and organisation performance, group dynamics, systems theory)
- OD diagnostic tools and frameworks (eg engagement surveys, assessment tools, cultural diagnostics)
- Enablers or blockers to change in an organisation

Development actions

- Consider the data available within your organisation to assess teams and individuals. Can you identify any gaps in the data available? Discuss your findings with your manager.
- Find out what information your organisation creates that details the structures (org charts), systems (systems maps), culture (outcomes of engagement or culture surveys) etc. Make a note of how to obtain / keep up to date the relevant information.
- Shadow an OD specialist at a scoping meeting (where the issue is defined through a process of entering and contracting) or an initial diagnosis meeting.
- Consider a change programme that you've recently been involved in. What lessons can you learn from the programme and the feedback from the business?
- Develop a Frequently Asked Questions (FAQs) document to respond to queries related to the change. Refine this with your team so that it can be published and shared with affected individuals to help with transparency in the change process.
- Read up on one area of Organisational Development theory that interests you (for example, drivers of team and organisation performance, group dynamics, systems theory).
- Find out what diagnostic tools and frameworks are being used to assess your own organisation's capabilities and why they are appropriate for your organisation needs (e.g. engagement surveys, assessment tools, cultural diagnostics).
- Speak to an Organisation Development specialist within or outside of your organisation to appreciate the kind of support managers and employees require during a typical change programme.

Reading & Research

BOOK: Developing People and Organisations
Stewart and Rogers

BOOK: Human Resource Practice
Malcolm and Whiting

BOOK: Introduction to HRM
by Leatherbarrow, Fletcher, Currie

FACTSHEET: Organisation Development
CIPD

Courses & Events

QUALIFICATION: CIPD Intermediate Award in Organisation Design and Development

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TAKE A STUDENT ASSESSMENT

Your assessment results

Learning and development

Your Level: Developing

Summary

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

How prepared am I?

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

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

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

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

What are my strengths and gaps for my current level?

Where I am competent

- Investigating and researching different options for learning interventions for employees and managers
- Maintaining accurate records of training and learning, making use of appropriate technology (eg, personal development plans, delegates for training events)
- Supporting the delivery of learning and training events and programmes (eg, joining instructions, training materials, evaluation)
- Alerting individuals when development opportunities arise in line with their development needs
- How to undertake training needs analysis
- Adult learning theories

My Gaps

- Supporting the design of learning programmes and initiatives
- Different methods for delivering training / learning interventions

Development actions

- Research how online technology and social media is impacting the design and delivery of learning and development interventions including e-learning, online forums and discussions, gamification and MOOCs. Identify the relative benefits and risks of these methods. Share your learning and any potential opportunities for your organisation with colleagues.
- Find out how other organisations manage and maintain their L&D data. What do they use it for? Are there any areas where your organisation could do better?
- Do some online research on different learning and development methodologies (you could use the CIPD website or discussion forums). Identify the key elements to be considered when designing L&D interventions.
- Talk to an L&D specialist in your organisation to understand how the different stages of the learning and development cycle are implemented, and the processes and tools that underpin them (including training needs analysis, learning design, learning delivery and learning evaluation).
- Analyse an area of data relating to learning and development looking for specific trends (for example, access to learning, take-up of courses, delivery method, cost or evaluation) and share the results with your colleagues.
- Research traditional adult learning theories including learning styles and the importance of workplace and informal learning methods (see 70:20:10 model) and compare these with new insights emerging from neuroscience and cognitive research. Identify the advantages and drawbacks of a variety of learning delivery methods and how these appeal to different employees.
- Research different approaches to learning and development in a range of organisations using the CIPD website and other online HR resources. Share ideas which may benefit your organisation with a L&D manager.

Reading & Research

BOOK: Developing People and Organisations
Stewart and Rogers

FACTSHEET: Helping people learn
CIPD

FACTSHEET: Identifying learning and development needs
CIPD

FACTSHEET: Learning and development strategy
CIPD

FACTSHEET: Learning methods
CIPD

Courses & Events

QUALIFICATION: Foundation Diploma in Learning and Development Practice

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Appendix 32

CIPD

Kate (STUDENT)
Currently assessing as a TECHNICIAN

TAKE A STUDENT ASSESSMENT

Your assessment results

Performance and reward

Your Level: Developing

Summary

When you work in Performance and Reward you're delivering pay and benefit or reward programmes that recognise key employee capabilities (skills, behaviours, performance and experience) while at the same time, keeping them fair, market-relevant and cost-effective – with the aim of establishing an organisation culture of high achievement. At your level you typically need to provide data and input around job sizing, market surveys, diversity analysis, pay reviews, union negotiations, remuneration committee requests and tailored reward and senior leadership pay reviews. As part of this, you'll support employees and managers on issues around reward and salaries.

How prepared am I?

What you've told us indicates that your knowledge and skills in this area are developing. This usually applies to someone who has just started out in HR or has not yet had much exposure to Performance and Reward 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 Performance and Reward, 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 Performance and Reward at a more senior level?

In order to be able to work at the next level up within Performance and Reward, you typically need to work with managers to understand the reward requirements for their teams. You'll develop pay and reward recommendations and implement them locally. You'll need to conduct pay and reward reviews which may include specific policies for key individuals, executives, and expatriates. You'll be expected to make sure practices are in line with legal requirements.

What are my strengths and gaps for my current level?

Where I am competent

- Supporting the implementation of performance and reward activities (eg, pay reviews, job sizing, new recognition programmes)

My Gaps

- The key issues around executive remuneration
- Collating and analysing data to support reward activities (eg, for job evaluation, pay reviews, total reward packages)
- Undertaking research for non-standard or tailored reward packages
- Identifying where there may be anomalies in reward or salary packages in terms of legislation
- Feeding back responses from managers and employees on reward matters
- The different elements of a reward package
- Methods for evaluating pay and reward practice

Development actions

- Identify the sources of reward data within your organisation and think about how you can collate this to show trends and inter-relationships.
- Agree a role or group of roles that your organisation cites as having special reward requirements. Research how other organisations (including equivalent or competitor organisations) create reward packages for these roles. Understand how this differs to the package offered by your organisation.
- Research employment legislation around reward and pay (including the Equal Pay Act) using the CIPD, ACAS and other relevant websites.
- Analyse an area of data relating to reward looking for specific trends or patterns (for example, in relation to market pay, equal pay, bonus allocation, total reward or job evaluation) and share your findings with your colleagues.
- Read your organisation's performance and reward policies and create an FAQ document to help you answer manager and employee reward queries.
- Talk to a reward specialist in your organisation to understand the different elements of reward including job evaluation, fixed pay, variable pay, employee benefits and total reward and their purpose and impact in attracting, motivating and retaining talent.
- Read your organisation's published annual statement and pay particular attention to the information relating to executive pay (if it has one). Find out if there has been a history of shareholder or decision maker disagreements around executive remuneration.
- Spend time with a colleague to understand how your organisation evaluates the effectiveness of its elements of reward.

Reading & Research

BOOK: Human Resource Practice
Martin & Witing

BOOK: Intro to HRM
Leatherbarrow, Fletcher and Currie

FACTSHEET: Performance appraisal

FACTSHEET: Reward and Pay
CIPD

FACTSHEET: Strategic Reward and Total Reward
CIPD

Courses & Events

COURSE: Practical performance management-supporting good practice

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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 gather and analyse engagement data from employee surveys and other data sources. From this, you'll create reports and presentations on engagement levels, and will support the rollout of engagement initiatives. You'll also be involved in developing communications around brand, values and behaviours.

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 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.

What are my strengths and gaps for my current level?

Where I am competent

- Encouraging employees to get involved in resolving engagement issues
- Administering the roll out of regular employee engagement initiatives
- The main factors which influence people's behaviour at work

My Gaps

- Assisting in designing and conducting surveys and other employee research
- Collating data regarding employee engagement from a variety of sources (such as employee surveys, benchmarking data, focus groups etc)
- Analysing employee engagement data using a variety of techniques
- Designing and developing reports and presentations to feed back employee engagement data
- Different research methods

Development actions

- Ask colleagues how you can support with the design and delivery of employee surveys for your organisation. Learn from observing how they design different, specific pieces of research.
- Support the roll out of employee research (such as an employee survey followed up with focus groups) for your organisation to measure the level of engagement in the organisation and key reasons behind this.
- Choose a specific area of interest within the survey data to analyse. Compare results across time, between employee segments/locations/functions and with benchmark data to identify key trends.
- Develop reports that demonstrate the connection between employee engagement performance data (retention, absenteeism, productivity, and so on) with organisational performance as measured by sales, customer service, etc.
- Develop processes to generate ideas and solutions to address issues identified in employee engagement surveys. Encourage participation from a broad cross-section of the organisation.
- Continuously discuss progress with employees regarding issues that have been acted on to maintain energy and confidence that the organisation is listening.
- Become an expert in your employer brand. Study its orientation, development process and track its effectiveness in attracting and retaining key talent.
- Investigate how organisations research and measure employee engagement (usually via employee surveys, focus groups and benchmarking data). Read about best practice in this area and share your learning with colleagues.

Reading & Research

FACTSHEET: Employee engagement
CIPD

FACTSHEET: Employer brand
CIPD

Courses & Events

COURSE: Introduction to employeee engagement

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CIPD

Kate (STUDENT)
Currently assessing as a TECHNICIAN

TAKE A STUDENT ASSESSMENT

Your assessment results

Curious

Your Level: Emerging

Summary

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

How prepared am I?

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

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

What are my strengths and gaps for my current level?

My Gaps

- Analysing information and testing out ideas with others
- Finding out about the connections between wider organisational issues and own role
- Being inquisitive: looking below the surface to understand the causes of problems
- Being open to trying new ideas, even if they're not always successful

Development actions

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

Reading & Research

BOOK: Research methods in human resource management
Anderson

BOOK: The business skills handbook
Horn

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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?

My Gaps

- Assessing the value of information and data before using it to make decisions
- Ensuring that details and facts are correct and complete before drawing conclusions
- Using previous experience, standard procedures and common sense to make decisions
- Collecting and interpreting relevant data to support decision making

Development actions

- Investigate the range of information and data used in the HR function, for what purpose it is used, how it is analysed and reported by speaking to colleagues and, if relevant, HR information specialists.
- Ask for feedback on the way you collate, analyse and present data or information. Specifically seek out areas where you can improve your level of detailed thinking, and the impact it has on your work.
- Reflect on a challenging decision you have made at work. Consider all the information you drew upon to reach your decision, and how much each contributed to the success of the decision. Consider what additional information could have been useful.

Reading & Research

SURVEY REPORT: HR Outlook: Winter 2012-13: views of our profession
CIPD

Courses & Events

COURSE: An introduction to HR information (1 day)

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TAKE A STUDENT ASSESSMENT

Your assessment results

Skilled Influencer

Your Level: Developing

Summary

When you're displaying skilled influencing, you're demonstrating the ability to influence others, and to gain the necessary commitment and support from a range of stakeholders to achieve the organisation's goals.

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

What are my strengths and gaps for my current level?

Where I am competent

- Identifying the key messages, the right audience and the right communication channels in any given situation

My Gaps

- Using logical persuasion, backed by evidence to support opinions and proposals
- Comparing and contrasting different options to see their advantages and disadvantages
- Understanding differences between own and others' working style, approach and beliefs

Development actions

- Reflect on the last time you influenced somebody at work. Consider what was effective about your approach and what could be improved. Think about how you used information and evidence to present your case. Apply your learning to future situations.
- Look for different ways to present your case when you're wanting someone to agree to what you're asking. Consider the different perspectives the person might take, and make sure you have responses which cover off all likely angles of the discussion.
- Review a communication plan for a project or intervention and identify the key messages, key audiences and reasons for the choice and combination of communication channels.
- Seek feedback from your manager and colleagues about how they see your working style and differences between your style and the rest of the team. Consider how these differences can be advantageous to you.

Reading & Research

FACTSHEET: Writing a persuasive business report
CIPD

RESEARCH: Using the head and heart at work: a business case for soft skills
CIPD

Courses & Events

COURSE: Effective negotiation skills

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TAKE A STUDENT ASSESSMENT

Your assessment results

Personally Credible

Your Level: Developing

Summary

When you're displaying personal credibility, you're building and delivering professionalism by combining commercial and HR expertise to bring value to the organisation, your stakeholders and peers.

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

What are my strengths and gaps for my current level?

Where I am competent

- Showing enthusiasm to broaden own experience, knowledge and skills
- Willingly passes on own skills and knowledge to others
- Offering sound, sensible and impartial advice

My Gaps

- Seeking feedback and developing own expertise to add the greatest value in the organisation

Development actions

- Conduct a skills audit of your experience, knowledge and skills against the work you need to deliver in the next year. Work with your manager to create an action plan to develop any gaps over the next 6-12 months.
- Discuss with your manager where you would like to take your role in the next 12-18 months (or what you would have liked to have achieved). Use this to identify areas where you may need to develop your knowledge, skills and expertise and create an appropriate action plan.
- Set up regular times to share your own skills and ideas with others, and for them to do the same with you.
- Observe individuals whom you and others percieve as reliable experts or 'go to' individuals for advice and guidance. Discuss past examples with them to understand their throught process and approach.

Reading & Research

BOOK: HR practice
Martin and Whiting, CIPD

Courses & Events

COURSE: Understanding organisations and the role of HR

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TAKE A STUDENT ASSESSMENT

Your assessment results

Collaborative

Your Level: Developing

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

What are my strengths and gaps for my current level?

Where I am competent

- Showing sensitivity and respect for others' feelings, cultures and beliefs
- Establishing constructive and collaborative relationships with colleagues
- Keeping colleagues up to date with information relevant to their work

My Gaps

- Seeking constructive solutions to disagreements as they occur

Development actions

- Reflect on a disagreement that you have had with someone at work (possibly with a coach or mentor). Review what happened by imagining that you are a third party observer of any communications and interactions. Consider how your approach could have been more collaborative and constructive and how you could have adopted a 'win-win' approach.
- Reflect on and seek feedback from colleagues on how you contribute to the team, the role you play and the strengths you bring. You might also find it helpful to refer to Belbin's Team Role theory. Consider how you can make best use of your strengths to support your team.
- Map out the current internal network you have within your organisation and the strength of these relationships. Identify mutual interests or priorities that you can use as a way to form new relationships.

Reading & Research

FACTSHEET: The role of line managers in HR
CIPD

Courses & Events

COURSE: Essential interpersonal skills

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TAKE A STUDENT ASSESSMENT

Your assessment results

Driven to Deliver

Your Level: Meeting Expectations

Summary

When you're displaying a drive to deliver, you're demonstrating determination, resourcefulness and purpose to deliver the best results for 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 a drive to deliver. If you're keen to develop your drive to deliver, 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

- Keeping track of own progress, completing work to deadlines or informing others when targets can't be met
- Consistently delivering what is expected, meeting or exceeding agreed standards

My Gaps

- Demonstrating a desire to take action and deliver
- Identifying the steps to achieve agreed tasks and objectives in the immediate and short term

Development actions

- Display your goals / objectives in a highly visible place at work (eg, pinned next to your desk or screen) so that you are constantly reminded of what is important for you to focus on.
- Discuss your goals with your manager for the next six months. Plan the process / steps that you will need to go through to achieve each objective. Ensure that you include timesframes, deadlines and who you will need to involve. How will you measure the success of these?

Reading & Research

RESEARCH: Business savvy: giving HR the edge
CIPD

RESEARCH: HR and its role in innovation
CIPD

Courses & Events

COURSE: Time and self-management

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Currently assessing as a TECHNICIAN

TAKE A STUDENT ASSESSMENT
Your assessment results

Courage to Challenge

Your Level: Developing

Summary

When you're displaying courage to challenge, you're demonstrating the confidence to speak up skilfully and challenge others, even when confronted with resistance or unfamiliar circumstances.

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

What are my strengths and gaps for my current level?

My Gaps

- Standing by opinions and proposals in the face of difficult questions, providing supporting evidence as needed
- Taking into account a range of different viewpoints
- Asking questions to clarify or more fully understand an issue
- Seeking out relevant information, ideas and advice to help move discussions forward

Development actions

- Reflect on the success of ideas and recommendations you have put forward. Discuss with your manager the reasons your challenge was unsuccessful / successful, what information you used and what you could change for future occasions.
- Seek out several different points of view on a proposal or project, and test out your own perspective with peers before presenting it to your key stakeholders or the person you need to challenge. How can you adapt your approach to challenge more constructively?
- Observe your manager or other individual within a meeting environment. Take note of the questions they ask of tothers in order to gain a full understanding of the issue being discussed. Consider how you can use similar questions when you're next having that type of conversation.
- Reflect on the success of ideas and recommendations you have put forward. Discuss with your manager the reasons your challenge was unsuccessful/successful, what information you used and what you could change for future occasions.

Reading & Research

SURVEY REPORT: Leadership and the management of conflict at work
CIPD

Courses & Events

COURSE: Essential interpersonal skills

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TAKE A STUDENT ASSESSMENT

Your assessment results

Role Model

Your Level: Meeting Expectations

Summary

When you're acting as a role model, you are consistently leading by example. You're acting with integrity, impartiality and independence, balancing personal, organisational and legal parameters.

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 role modelling. If you're keen to develop yourself as a role model, 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?

Where I am competent

- Consistently acting according to organisation and legal principles and agreed processes
- Delivering in line with agreed expectations and promises
- Accepting responsibility, and taking action to remedy any mistakes
- Dealing with personal data and information in a professional manner and in line with relevant legislation

Development actions

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

Reading & Research

RESEARCH: The changing HR function: the key questions
CIPD

Courses & Events

COURSE: Supporting change in organisations

CONFERENCE: HR Business Partner Conference & Workshop

COURSE: An introduction to HR information

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Development plan

NAME:	Kate Houston	**MEMBERSHIP NUMBER:**	49777067
COVERING THE PERIOD FROM:	October 2018	TO:	May 2020

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
In order to broaden my expertise within the core professional area of Leading HR:- • To familiarise myself with ateb's procedures to ensure I broaden my knowledge set therefore being able to assist ateb's stakeholders when I am asked for assistance on a day to day basis. Currently, with many procedures I would have to refer to that procedure before providing advice or to ask for clarity from the HR Manager. • Learn how to write a procedure ensuring I keep to ateb's style and language.	• I will be required to learn how to write procedures' in ateb's style and language. • I need to work collaboratively with my colleague to update a selection of ateb's procedures when required. Updating the HR list of procedures ensuring they are up to date with regards to legislation and ateb's requirements. • I will need to describe to the HR Manager and my team the procedure ensuring I understand the key points. • Work with my colleague drafting a list of possible questions I may be asked in my job role. Role play and answer these questions at monthly HR meetings. • Observe the HR Manager providing advice and	• Seek solicitor's assistance to check accuracy on completion of each procedure. • Seek Manager's approval of updated procedure. • Seek current legislative advice and guidance from a range of sources using research. • Using the CIPD Profession Map reading and research list to acquire knowledge on the broader subject. • Refer to the CIPD, ACAS and other websites.	• Updating the procedure for ateb's stakeholders. • Feedback from i2i Group. • Evaluating how well I explain the procedure to new employees at induction. • Asking for feedback after providing assistance to an employee on a procedure.	• End of **November 2018** - Update the Severe Weather Procedure considering legislation and ateb's requirements. • End of **January 2019** - Evaluate the Severe Weather Procedure by feedback and consultation with ateb's stakeholders and i2i involvement. • End of **May 2019** - To update all procedures I am responsible for. • End of **September 2019** - Evaluate all procedures I have updated by requesting feedback and consultation with ateb's stakeholders and i2i involvement. • **On-going** - Observe the HR Manager providing advice and assistance. • **On-going** - Shadow the HR Manager. • **On-going** - To keep up to date on legislation updating

	assistance. • Shadow the HR Manager through grievances and disciplinary's as they occur.			procedures as required.

In order to broaden my expertise within the functional professional area of Employee Engagement:- • I will need to learn how to design employee surveys and the collection of data for evaluation purposes. • I will need to learn how to use these surveys together with research from other organisations to build confidence and energy across ateb's stakeholders.	• I will need to be able to design employee surveys • I will need to hold 1:1's on well-being initiatives at ateb. • I will be required to research other organisations – how do they measure employee engagement? • I will need to collate data and have the ability to evaluate.	• Will gather data from other organisations and housing associations. • I need to be involved in employee participation at ateb via surveys, 1:1's, and focus groups. • I will need to explore how other organisations survey their employees' such as Tiny Pulse or other software. • I will require assistance from my colleagues in presenting my findings statistically (from HR Manager and Finance department or utilising relevant software).	• Presenting via a report to the HR Manager providing robust recommendations and conclusions. • Reporting my findings after seeking approval from the HR Manager to Senior Management Team on well-being initiatives for now and in the future providing robust recommendations and conclusions.	• End of **February 2019** - Research what other housing associations use. • End of **February 2019** - Design and implement a staff survey to commence collecting data on ateb's workforce. • End of **May 2019** – Collate data and begin to evaluate in-house surevy's,1:1's, focus groups • End of **September 2019** – Evaluate what has worked well and identify other options for employee engagement. • End of **January 2020** – Report findings in a report to HR Manager and provide recommendations and conclusions. • End of **February 2020** – Report findings in a report to Senior Management Team and provide recommendations and conclusions.
In order to broaden my expertise, knowledge and skill set in the behaviour of Decisive Thinker:- • To ask for feedback on how I analyse, collect and present data from a wide range of stakeholders within ateb. • To learn how to reflect on decisions and challenge my own decisions and that of others. • Learn to reflect on ateb's HR functions.	• Look at ateb's HR functions and ask the following questions:- • What can be changed? • Could it be achieved by doing it differently? • How is it analysed? • Do you need consultants in the area? • Does it need a specialist?	• Gather data from other organisations. • Gather data from ateb. • Look at research already out there. • To ask questions. • To be reflective. • Read CIPD Survey Report: HR Outlook Winter 2012-13: Views of the our profession	• To always reflect on decisions and projects • To reflect how have you completed activities? Could it be done differently – would this produce a better outcome?	• I should review on an **on-going** basis. • End of **May 2020** to reflect what progression I have made in my ability as a Decisive Thinker, to re-evaluate my strengths and weaknesses in this area and update this plan.

In order to broaden my expertise, knowledge and skill set in the behaviour of Curious:- • Learn how to be future focussed aligning outside organisational issues with that of ateb's.	• To meet with the HR Manager and Chief Executive identifying what key issues I need to explore aligned to ateb's core values and objectives. • To look to other organisations (wide ranging) for inspiration.	• Stay connected using social media, signing up to newsletters and following blogs. • Select a HR issue and relate research sharing ideas and interesting articles with my colleagues. • Set up working groups to explore and adapt these to ateb. • I will need to learn to enthuse current working groups on workspace and design, agile working, flexible approaches to working. • I will need to research and read around Human Research Management.	• Trailing a new initiative or new process within ateb. • Requesting feedback from ateb's stakeholders on approaches such as a new initiative or process I have implemented.	• I should review on an **on-going** basis. • End of **May 2020** to reflect what progression I have made in my ability as a Curious, to re-evaluate my strengths and weaknesses in this area and update this plan.