

Task 1

(AC 1.1)

The role of a people professional is to 'support the vision and goals of the organisation through great people interventions' (CIPD, 2024a). This can be displayed in the activities undertaken that add value to an organisation and its employees.

These can include recruitment, in particular the hiring and retaining of talent. Within this section of the employee lifecycle, people professionals are largely responsible for recruiting, training, hiring and motivating staff in order to benefit the organisation (Kokemuller, 2019). The value this adds can be seen in the form of reduced costs of recruiting and training new employees, reduced productivity losses and enables 'business growth' (Williams, 2024) due to the attraction of top talent. In order to reap these benefits, organisations may be reliant on people professionals to ensure there is attractive benefit packages and a good workplace culture.

If an organisation didn't have people professionals, they may encounter many problems that could've been mitigated. An example of this is a company's ability to fulfil its strategic goals. People professionals develop planned initiatives that shape and promote behaviours within an organisation to help it align individual and team goals with the company's strategic objectives (Singh, 2023). These initiatives can include establishing KPIs or introducing new policies to the company.

The key behaviours of people professionals are outlined by the core behaviours created by the CIPD, these are eight core behavioural areas that have been established as expected and associated behaviours of successful people practitioners, they include 'valuing people, ethical practice and passion for learning' (CIPD, 2024c). Each of these behaviours has an explanation, however, it is important to remember that perception can mean that different people may interpret these differently, for example, displaying behaviours that are ethical, may present itself differently between different people. This highlights that although people professionals can bring value, there is also room for misunderstanding which can in turn lead to conflicts and 'misalignment' (Birkman, 2024). Although this may be rare, it is important to highlight.

(AC 1.2)

Ethical values can be defined as the 'moral compass by which we live our lives and make decisions' (CIPD, 2024b). These values intersect a large majority of people practice and are applied in many ways. Examples of how ethical values can be applied in a people practice context include Utilitarianism theory and Deontological theory.

Utilitarianism is a theory that was born in '1769' (Utilitarianism.net, 2023) by Jeremy Bentham. The theory encompasses morality, suggesting that any actions that produce 'happiness or pleasure' (Britannica, 2024) are right and any actions that 'produce unhappiness' (Britannica, 2024) or pain are wrong.

For people professionals, adopting a utilitarianistic approach can be crucial when it comes to decision making. An example of this can include the capability process and policies. If an employee is unable to do their job i.e., due to illness, in these circumstances an employee may be dismissed from their employment as they are unable to carry out their role and meet the expectations of it as a result of being unfit or too unwell to work. Although this can be imminently upsetting, the dismissal of the employee is for the 'greater good' (Klikauer, 1970) of both their health, as they can focus solely on recovering and not worry about work wanting them to come back when they may not be able to. It also benefits the company, as by dismissing the employee, they are able to re fill the headcount with another employee who can carry out the role, enabling an increase in the ability to 'deliver performance outcomes' (Klikauer, 1970).

Deontology is a theory that is closely associated with Immanuel Kant. The theory links ethical actions with 'universal moral law' (Ethics Unwrapped, 2022), for example, do not steal or do not murder.

Actions that breach these laws are considered unethical, whilst actions that follow these laws are seen as ethical.

For people practitioners, deontological ethics can play a role when it comes to the creation of policies. Policies that touch on expected behaviours like office etiquette stand as a reminder of what is not tolerated within the organisation, an example of this could be racism. This also then closely links to wider moral law and actual law, as racism is a serious issue that is still being tackled worldwide. This shows that a 'moral issue' (Soutphommasane, 1970) such as racism that breaches the "moral code", this can dramatically impact the way companies operate and make decisions.

(AC 1.3)

The ability to influence can be described as 'the power to have an effect on people or things, or a person' (Cambridge Dictionary, 2024). The ability for people professionals to do this is highly important for many reasons.

One of these reasons being that influencing enables people professionals to encourage diverse perspectives within the organisation, this can be done through listening to employees and developing on their own experiences giving them exposure to different 'cultures, ideas and ways of life' (Bakari, 2023). Through this people professionals are able to gather a wealth of perspectives that can be utilised to highlight the importance specific decisions can have and give insight to how they may be received within the organisation.

This links closely with the importance of championing people and their uniqueness and needs, as people professionals are there to advise and coach employees. Working to encourage a culture of 'trust, people development and wellbeing' (CIPD, 2024c) is paramount in order to have an effective and positive influence.

The influencing itself can be carried out in many ways, people professionals influence many areas such as organisational culture. To ensure they are heard and influencing, it is crucial for people professionals to have a good understanding of employment law as well as the sector in which they work in and its parameters. For example, a people professional working in the finance sector would need to have relevant understanding of FCA regulations to ensure compliance. In turn, this gives professionals the 'courage to challenge decisions' (CIPD, 2024c) and actions made by others that may compromise compliance.

Due to the nature of the role, people professionals must also possess knowledge of people dynamics and psychology. Performing stakeholder analysis tasks can help inform individuals that not everyone can be influenced in the same way and that there are different ways to communicate with different types of people.

If there is a lack of influence within a organisation, whether it is not being heard or delivered at all, this can ultimately put an organisation's 'long-term success' (BluefalconnStaffing, 2023) at detriment.

1) (AC 1.4)

In any situation like either of the below, it is important for people practitioners to raise these, in order to make sure better decisions can be made. Referring to the CIPD Code of Conduct and Ethics is also a good start point, as this was designed to protect 'the interests of the public and the reputation of our profession' (CIPD, 2024d).

a)

There was an issue within the team where a colleague took credit for work, I carried out. I raised the issue with my manager alone and explained to her I would like to speak to my colleague first to get a better understanding. I then asked my colleague if we could have a catch up and explained how I felt that I had heard this and nearly faced repercussions for this, when I had completed the project alone without his help.

I fed this back to my manager and requested a morning roundup be done every Monday morning of the tasks we had ahead of us and as a tick box exercise for the tasks of the prior week. This way situations like this could be mitigated in the future, and as a team, we can be more easily vocal if we are struggling without having to raise a separate issue.

It is important to see all sides of the issue, although I was hurt and angry that someone tried to take credit for my work, there was an easy resolution to the problem that caused very little problems.

b)

Discrimination of an employee due to their gender. If I witnessed a female employee being paid less than her male counterpart whilst completing the same role, this would incline me to investigate as to why and gather all the relevant information, including whether this is a breach of the 'Equality Act 2010' (GOV.UK, 2024). I would also get a second opinion on this from a colleague. Before making a complaint to my employer in the form of a grievance and trigger an investigation into the situation if it seems that there is no reason why the female employee should be paid any less than the male employee.

If the employer admitted their fault and agreed to give both employees equal salaries, negotiations can be undertaken to reach a settlement figure for that employee, usually this is the ideal way to sort issues of this kind. However, due to the unfair treatment and upset that comes with discrimination, I don't think a settlement figure always compensates for this, especially as the topic of the gender pay gap is so highly publicised, employers should be complaint and aware of this.

The likelihood is that this situation won't just impact the female employee, but many others within the company too and it would be important to then look at the wider organisation to discover if this is happening to anyone else. I would suggest that the organisation implement policies and practices to further prevent this, such as conducting annual salary reviews and conducting more research into the salary gap between the genders within the organisation.

(AC 2.1)

There are many models that can display the human and business benefits of people at work feeling include, valued and fairly treated. Maslow's Hierarchy of Needs was created in 1943 and is a 'five-tier model of human needs' (McLeod, 2024), displayed in hierarchical levels. The lowest level is the basic needs such as food and water, however these must be met in order to advance up to the other levels such as safety and security, love and belonging and self-esteem to hopefully reach the top level, which is self-actualisation.

This model argues that survival needs must be met before any higher needs can be met, in the workplace this theory can be used to determine how to 'effectively motivate employees' (Herrity, 2022). For example, a basic need for an employee in the workplace may be basic salary and comfortable working environment however moving up the pyramid social needs such as human connection and ability to carry out hybrid working become more prevalent.

Another model is Sirota's Three-Factor Theory. The model is based around 3 fundamental principles:

1. The organization's goals are not in conflict with the workers' goals.
2. Workers have basic needs that organizations should try to meet.
3. Staff enthusiasm is a source of competitive advantage.

These principles then combine with three factors of 'equity/fairness, achievement and camaraderie' (Mind Tools Content Team, 2024). These signify how people are motivated by fair treatment and basic conditions, acknowledgement, adequate resources, enjoyment and interpersonal relationships. This is similar to Maslow, however, it starts with the precedent that everyone is already motivated, and this theory supports the maintenance of this 'natural motivation' (Mind Tools Content Team, 2024) so that it doesn't decrease.

The benefits of these theories are that they enable organisations to understand how people are motivated and use this knowledge to benefit both the company and the employees. If employees are motivated, they are more likely to be 'engaged, innovative and happier' (Pluxee, 2021), which is crucial for organisational success. The likelihood is, if these theories aren't utilised and staff aren't motivated there is going to be problems like 'poor focus'(Davis, 2022) and burn out amongst employees as they feel they have no control over their environment and are not being valued.

In my opinion, having worked in companies that do not focus on the motivation of employees, it highlights how detrimental this can be not only to the organisation but to the employees both inside and outside work. If people don't feel valued, they lose confidence and lack engagement in the things they once may have been passionate about. Motivating and providing basic needs for people should be non-negotiable.

(AC 2.2)

There are many ways people professionals can build inclusivity into initiatives at design stage, an example of this would be during developing a new absence policy, in order to build inclusivity it may be a good idea to invite employees into the development and get their ideas on/ for the policy.

When a policy is nearing renewal, asking employees in different areas of the business by using focus groups enables a better understanding of what they think of the policy/how it could be made better helps to build inclusivity by enabling employees to be part of 'organisational growth and direction'(ConvergePoint, 2023) as well as giving them a platform to voice their opinions and be heard. Asking employees from different areas of the business provides a greater scope for a deeper understanding of knowledge of the business from different perspectives as well as challenges that might be faced.

Another way of building inclusivity could be issuing a digital survey to all employees that provides a confidential space for both individual opinions and offers a choice of suggestions for employees to choose from. This method has more 'anonymity' (Jones, 2023) than the first and may attract more truthful opinions and views, meaning the data gathered is more meaningful.

Despite the advantages, if 'disengaged'(Jones, 2023) employees are involved in policy development, this can present issues in terms of appreciating the significance that policies and procedures have on a company and its employees.

To check that inclusivity has been achieved after people practices such as policy development have been completed and implemented, two methods that could be used are consultation and performance feedback. Consultation of all/some of the employees involved in the initiative to check it has met the expectations and achieved the goal of creating inclusivity and improving 'employee morale' (Colorado State University, 2024) by giving a space for employees to share their feedback and thoughts of the process.

Like this, analysing performance feedback enables people professionals to understand if employees feel inclusivity has been fostered or not, if employees are saying that they feel valued and heard, this is an indicator that the initiative has been successful. Another indicator would be if employees share improvements, as feeling comfortable enough to share their opinions or 'join in conversations' (Workleap, 2024), suggests that they feel included.

Task 2

(AC 2.3)

Reflection can be defined as a 'serious and careful thought' (Cambridge Dictionary, 2024). When reflecting on my previous learning activities in the past 12 months, 3 activities have impacted my behaviour and performance in many ways.

Reflecting on one's approach to working inclusively and building positive working relationships within the HR domain is crucial for fostering an environment of diversity, equity, and inclusion (DEI). In HR,

the responsibility lies in not only implementing policies but also cultivating a culture where every individual feels valued and respected.

My approach to working inclusively as a people professional has involved regular communication where I would 'touch base' (Gibson et al., 2020) with employees to hear any concerns, feedback, and suggestions. During the development of our new and improved absence policy, I actively sought to involve employees within the development process and used any suggestions to tailor HR strategies and initiatives that were already in place. In turn this enabled me to build positive working relationships within the organisation as this communication formed a 'habit' (Gibson et al., 2020) that in turn helped to foster trust, transparency, and open communication between me and the employees. By talking to people about their personal life and remembering details from these chats, it enables rapport to be built.

Overall, I believe this was successful as multiple employees have explained to me how nice it is to be listened to and be spoken to like a person rather than just an employee. I found that employees would get more involved and actually come to me to speak in the end. However, this generally takes time and is not a fast process as it takes time to speak to people, as I learn more about DEI I hope to expand on my ability to create more inclusivity at a wider, faster rate throughout the organisation.

(AC 3.1)

The role of a people professional is evolving in many ways that impact my CPD. An example of this is technology integration and changes like 'AI' (Soicon, 2024). People professionals are increasingly reliant on technology for various functions such as recruitment, performance management, and employee engagement. To stay relevant, my CPD should include learning opportunities related to HR technology, data analytics, and automation tools and how to adapt to rapid changes and be flexible. This may involve attending workshops/seminars, obtaining certifications in HRIS (Human Resources Information Systems), or gaining proficiency in data analysis software such as Python or Excel.

Another example is the growing emphasis on DEI in the workplace, people professionals play a crucial role in fostering inclusive cultures and promoting diversity. My CPD should include opportunities to deepen your understanding of DEI principles, develop cultural competence, and implement strategies for creating inclusive work environments in order to ensure I am promoting inclusivity and diversity not only within the workplace, but outside of work in my personal life too. This could involve attending diversity training sessions, participating in DEI-focused conferences, or joining professional associations dedicated to DEI such as the CIPD, which I am currently undertaking my level 5 studies in.

If I do not keep responding to these evolutions, then my professional development would likely be stalled or deplete altogether. My CPD will revolve heavily around these topics and others like the ability to adapt, understanding of protected characteristics and how to mentor and develop employees in different neurological ways, in order for me to be the best people professional I can be.

(AC 3.2)

Feedback can be defined as 'helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc' (Encyclopædia Britannica, 2024). Below is feedback I have received within my organisation that I have divided to display my strengths and weaknesses.

Strengths	Communication: Both my manager and colleagues highlighted that I possess strong communication skills. They mentioned that I am articulate, concise, and effective in conveying information. It was also mentioned that I have a good ability to listen and reason with people in situations that may be uncomfortable i.e. disciplinarys to ensure that the person still feels valued and heard but also is given a clear understanding of the process and why it is occurring. This feedback validates my efforts to communicate clearly and professionally in various contexts. Adaptability: My supervisor emphasized my adaptability and flexibility in handling change and navigating challenging situations. They mentioned that I remain calm under pressure and approach tasks with a proactive mindset, as well as an ability to listen to all parties. This feedback reflects my efforts to stay adaptable and resilient in a dynamic work environment.
Weaknesses	Delegation: My manager suggested that I could improve my delegation skills by trusting others with more responsibilities and empowering them to take ownership of certain tasks, this would also give my colleagues an equal chance to develop. They observed instances where I could've delegated work but didn't, which resulted in an unnecessary burden on myself and others missing out on opportunities to become involved in projects. This feedback means I must look to reassess my approach to delegation to empower me and my team members more effectively allowing us to be more productive. I must also be fairer and offer my colleagues equal chances to develop and involve themselves, instead of shutting them out. Time Management: Both my supervisor and colleague identified time management as an area for improvement. They noted instances where I struggled to prioritize tasks effectively due to being a perfectionist, leading to delays or missed deadlines. This feedback highlights the need for me to enhance my organizational skills and establish better time management strategies. I also need to speak up if I am struggling and seek regular feedback on any work I am completing. As well as this, I need to recognise not everything can be perfect all the time, so to cut myself some slack. I believe my confidence levels also have something to do with this.

Figure 1

Based on the feedback received, I recognize the importance of further developing my leadership skills. This includes honing my ability to delegate, inspire others, and lead by example. I plan to seek out leadership training opportunities, mentorship, and additional responsibilities to enhance my leadership capabilities.

To address the feedback regarding time management, I intend to implement specific strategies to prioritize tasks, set realistic deadlines, and minimize distractions. This may involve utilizing time management tools, breaking tasks into smaller, manageable chunks, and seeking guidance from time management experts.

(AC 3.3)

To support my ongoing professional development, I am aiming to undertake a range of activities. The first activity is to undertake professional coaching sessions in order to strengthen my confidence levels, these sessions usually include conversations around the topic and activities that work towards

building confidence. As someone who struggles with a low level of confidence and imposter syndrome when I am carrying out my role as a people professional, I believe this will benefit me greatly and help set the basic foundations that will enable me to perform my role at a higher level than I am currently and will also aid with my ability to be a better leader and trainer to my colleagues.

As well as this, I also want to broaden my knowledge about DEI so I am able to effectively contribute to the creation of my organisation's DEI strategy. As this is one of my objectives for the year, I want to ensure that I achieve it and can be a part of formulating an effective and inclusive strategy. To enable this, I will attend online workshops and seminars that cover this topic to ensure I can create an armour of knowledge around the topic. My organisation have also funded a week long course run by the University of Cambridge which aims to educate students on 'DEI Strategies for Business Impact' (CJBS Executive Education, 2024).

(AC 3.4)

Reflecting can be done in a variety of ways, an example of a reflection framework is Gibbs Reflective Cycle which is a 6-stage model that enables 'you to learn and plan from things that either went well or didn't go well' (The University of Edinburgh, 2022). However, I have used the CIPD- CPD Reflection Tool for my reflection:

Record Name: Dealing with an upset employee who was being dismissed

Date: 10/10/2023

Profession Map
Area: Employee relations

Type of Learning
Experience: Something I'm doing/I've done at work

Supporting
material: N/A

If you have a web page you'd like to reference, add the URL below (to open the link, right click and choose open in a new tab).

1. What did I learn?

I learnt that it is very easy for a situation to explode and for people to become volatile and act out. As this employee was being dismissed for gross misconduct, it was naturally going to upset them. The employee became aggressive rapidly and began to shout abusive comments at me and my colleague.

2. What did the learning experience tell me about myself?

The experience shocked me, and I did actually become fearful that I may have been physically hurt, however, I managed to remain calm. I also learnt that what people say isn't always a reflection of myself, and that anger often misconstrues this, I myself have been guilty of this in the past.

Despite this, I remained strong and did not back down, which was hard for me as I had never experienced this before, which gave me more confidence in my ability as a people professional.

This also taught me that I am a naturally calmer person and can handle accepting bad news or change better than others.

Figure 2

3. How does this learning experience impact my professional practice and the way I'll approach situations in the future?

<https://learninghub.cipd.org/d2l/custom/cpd/report?recordStateId=1>

2/7

3/5/24, 11:48 AM

My CPD Reflections - CIPD

This experience has left me with a slight fear that all dismissals or hard conversations will end in either a verbal or physical attack. I tend to approach these meetings with more caution now, and actively seek to immediately diffuse any tension or anger in the room I will keep working on overcoming this anxiety I have and am aiming to do a mediation course very soon to aid this.

4. What do I need to do next for this learning experience to have a wider positive impact (eg on others, my organisation, the sector, the profession, society)?

I will keep working on overcoming this anxiety I have and am aiming to do a mediation course very soon to help build my confidence and strengthen my ability to handle these situations.

In general, I always aim to not only keep situations calm but myself too as I never want to react in the way this person did. I like to instill the importance of managing your own emotions and encourage others to learn how to do this. Not only does this protect others, it helps protect yourself from the potential repercussions that outbursts can bring.

Figure 3

Record Name: Creation of an Engagement Champion Framework

Date: 04/12/2023

Profession Map
Area: Culture and behaviour

Type of Learning
Experience: Something I'm doing/I've done at work
Supporting material: N/A

If you have a web page you'd like to reference, add the URL below (to open the link, right click and choose open in a new tab).

1. What did I learn?

Whilst creating this framework, I learnt that employees at the organisation felt that this was the first time they were being heard as they hadn't really had any engagement prior to this. I learnt how important engagement really is within a workplace and how the implementation of this made staff feel more valued.

2. What did the learning experience tell me about myself?

The learning experience taught me that it is important to listen to people and that sometimes even if I think my idea is best, it is crucial to give people their own space to present and feedback on ideas. Even if my idea isn't chosen, its not a personal attack on me

3. How does this learning experience impact my professional practice and the way I'll approach situations in the future?

This is the first time I have ever implemented an engagement framework and it wasn't all straight forward. In future I would gather more information from a wider range of companies that have already implemented it to see what works and what doesnt. It is also important to remember that just because something worked somewhere before doesn't mean it will work somewhere else now.

Figure 4

4. What do I need to do next for this learning experience to have a wider positive impact (eg on others, my organisation, the sector, the profession, society)?

<https://learninghub.cipd.org/d2l/custom/cpd/report?recordStatId=1>

4/7

15/24, 11:48 AM

My CPD Reflections - CIPD

In my next steps I would like to take this reflection and use it to tweak the framework and make some changes including stepping back and letting the employees begin to have more autonomy over their engagement (within reason), this allows me to take on other projects and allows employees to step up and gain important skills they may have not otherwise such as leadership.

Figure 5

Record Name: Employment Law Seminar

Date: 29/01/2024

Profession Map
Area: Passion for learning

Type of Learning
Experience: Attended an event

Supporting
material: N/A

If you have a web page you'd like to reference, add the URL below (to open the link, right click and choose open in a new tab).

<https://wslaw.co.uk/events/hr-hour-2023-employment-law-review/>

1. What did I learn?

I learnt all about the upcoming changes to UK employment law such as the changes to flexible working regulations and the rise of the national living wage. I also learnt that short, sharp bursts of interactive information translate better to me personally than just being given a document to read.

2. What did the learning experience tell me about myself?

The experience taught me that I can take onboard large amounts of information in a short time. The workshop was an hour long and rather fast paced, however I managed to absorb and retain nearly all of the information that was shared with us. I also found this method of discussion based learning really enjoyable, and think that I learn best via this method. This explains why sometimes I struggle to take information on as fast as others when the learning is not interactive.

3. How does this learning experience impact my professional practice and the way I'll approach situations in the future?

I would like to do more discussion based learning both in terms of workshops and with my colleagues. I enjoyed the ability to listen to different opinions and views. In future, I would like to be more prepared with ideas for the discussion

Figure 6

so I can participate more and get even more out of the session. I am working on my confidence so hope that when I attend more of these, I am able to get more involved.

4. What do I need to do next for this learning experience to have a wider positive impact (eg on others, my organisation, the sector, the profession, society)?

I would like to find out how everyone on my team absorbs information best so that when we are developing and learning, we can all pick the style of learning that is most beneficial.

It would also be important to note that there are some organisational policies and forms that need to be updated regarding what I learnt so that we are compliant.

Figure 7

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