

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

LO1 - Understand the components of a specific HR career development programme.

Word Count: 862

LO2 - Understand the range of HR Roles and behavioral requirements of HR Professionals.

Word Count: 963

LO3 - Be able to manage self and workload to meet performance requirements.

Word Count: 1153

LO4 – Be able to work collaboratively with others, as a member of a team or working group.

Word Count: 1063

LO5/6 – Be able to apply CPD techniques to devise, implement and review a personal development plan.

Word Count: 4124

Student Name: Leon Kedward-Jones

Student Number: 1905445

CIPD Membership Number: 5547861x

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: *Leon Kedward-Jones*

Date: 06th January 2020

LO1 - Understand the components of a specific HR career development programme.

I am currently studying part time for a CIPD Diploma in Applied Human Resources with the University of Wales Trinity Saint Davids (UWTSD) delivered at Coleg Sir Gar (CSG), this is part of the Higher Apprenticeship in HRM. The course is delivered with part time attendance at a learning institute approximately 1 day per month where each module will be taught by a subject specialist, and the balance of the learning is “on the job” and via my own research. The anticipated time to complete the course is 2 years, at which point I would hope to be an associate Member of the Chartered Institute of Personnel and Development (CIPD) who ultimately underwrite the content, delivery and assessment of the course.

To enroll on the course each student must agree to be bound by the terms and conditions of the apprenticeship and must agree to the various policies under which the institution works including the Student guide, Student Charter, Student Code of Conduct all of which can be accessed via the UWTSD intranet. In return, additionally to the teaching provided, each student benefits from access to several resources which are extended to cover the facilities provided by both UWTSD and CSG. These facilities and recourses include portal access for both UWTSD and CSG intranet sites. The UWTSD site provides information regarding enrollment as well as links to support services such as study support, bursaries, results, IT Service Desk support and password reset facilities. It also links to other support services such as Moodle and Hwb. Students are also provided with online and physical library access at multiple UWTSD and CSG campuses around the county providing access to printed and electronic version of key textbooks and journals as well as a wealth of publications to allow further research into the subject; online learning resources Moodle, Hwb and Outlook web access. Providing course content, online document storage, Access to Microsoft office applications such as Word, PowerPoint and Excel. Moodle is also the destination for assignment submission, whilst free Outlook Webmail access provides the all-important method of communication with course tutors. Support for students is not entirely academic and information, links to and details of how to access support services relation to wellbeing, mental, physical and sexual health can all be found on the college and Universities websites.

In addition to UWTSD and CSG terms, Students must become Student Members of the CIPD and must abide by the CIPD code of conduct which can be accessed from the webpage <https://www.cipd.co.uk/about/what-we-do/professional-standards/code> and can be summarised as 4 main principals;

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

The CIPD offer support to all members in the forms of a knowledge base, up to date news and developments from the world of HR, People Management magazine, podcasts and a student hub as well as more practical support in the forms of a telephone helpline, Employment Law Advice and Career development assistance and training. All these services are available to Members and the information is made easy to access at www.cipd.co.uk.

Induction Questionnaire Diploma in Applied Human Resources

September 2018

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Monthly (Wednesdays 9-4:30) between September 19 and May 21 at Coleg Sir Gar, Pibwrlwyd Campus, Carmarthen.
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	T1 – 23/09/19 to 13/12/19 T2 – 06/01/20 to 27/03/20 T3 – 20/04/20 to 10/07/20
4.	What is Moodle?	Moodle is an online VLE which is utilised to provide training material and assignment submission
5.	What is Eduroam?	A multi Campus secure Wi-Fi facility
6.	What is Turnitin?	An assignment submission tool which also has a plagiarism checking application
7.	Do you know when you are required to hand in work?	Details for assignment submission are in the course handbook
8.	What is the core text for this programme?	Studying Human Resources Management 2 nd ed. Human Resources Management: People and Organisations 2 nd ed. Introduction to Employment Law, Fundamentals for HR and Business Students 5 th ed.
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?	Course Tutor Julie Thomas or Training Advisor Alison Williams
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 15 hours per week
14.	Do you need to be a member of the CIPD?	Yes – Student Member
15.	What support is available for study skills?	Learner support Team, Tutor Contact
16.	Do you know where the fire-exits and first aid points are for the building?	Yes
17.	How many credits is the programme?	90
18.	What is the length of the programme?	2 years
19.	Have you been given the student handbook and timetable?	Yes
20.	What academic level is this qualification?	Level 5

Name: Leon Kedward-Jones

Signed: Leon Kedward-Jones

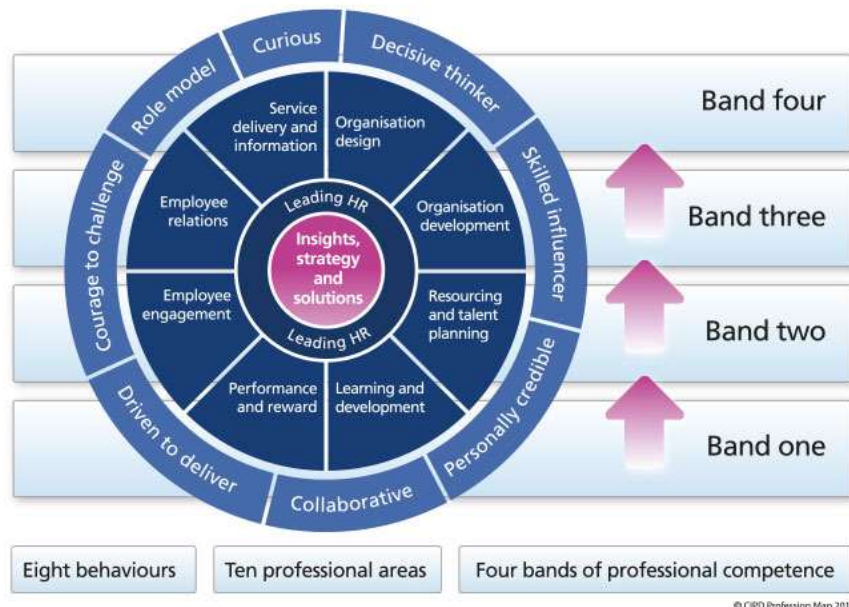
CIPD Membership Number (5547861x):

Signature of Lecturer:

Date: 23/09/2019

LO2 - Understand the range of HR Roles and behavioral requirements of HR Professionals.

The 2013 version of the CIPD Profession Map (PM) is a tool written by HR professionals within the CIPD for use by HR professionals to benchmark and improve the HR function and capability both personally and organisationally. The PM considers 10 professional specialisms and 8 behavior and defines these as methods to effectively manage and develop people.



The CIPD PM defines the HR function in a graphical manner consisting of 4 areas of significance. Based on a combination of factors it is possible for an individual to map their professional development using this matrix but will need to consider the following elements of the map:

Professional competence known as “Bands and transitions”. 4 bands of competence are identified, and the PM is concerned with the level of competence that should be demonstrated at each band and the challenges that are faced when transitioning from 1 band to another.

Band 1 – Developing fundamentals. The most basic entry level HR representative. Often client focused and supportive roles.

Band 2 – Adviser. At this level the HR Professional is more competent and able to address issues. Advising and managing individuals or small teams and addressing issues at the same level

Band 3 – Consultant or Co-Operative partner. A HR Leader addressing HR Issues and development at an organisational level and considered to be a trusted partner.

Band 4 – Leadership Colleague, client confidant and coach. A high-level HR Leader. Organisational and consultative strategist leading the organisation and developing long term HR strategies to meet organisational requirements.

“Professional areas” are split in to 10 activities that a HR professional need to know or do to be successful in their role.

1. **Insights, Strategy and Solutions.** Key and therefore core to the HR Function, forming the central part of the map. This activity requires an in depth understanding of the organisation, and it's HR needs

and requirements. Using this knowledge to strategise HR solutions to meet both immediate and long term organisational goals.

2. Leading HR. A core function which all HR professionals should consider to be fundamental to the role. This is to act as a role model, and maximising the contribution of the HR team by supporting others as well as through your own activities.
3. Organisation design – Design HR functions to deliver objectives in both the short and long term
4. Organisation development – Identification of individual people and process capabilities then design and align HR strategies to steer the culture, behaviors, skills, and performance to achieve organisational goals. This includes change management strategy and implementation.
5. Resourcing and talent planning ensuring the organisation has the right skills and resources available to achieve its goals.
6. Learning and development – Create a learning culture and develop knowledge to meet current and future strategic requirements.
7. Performance and reward – Help to develop a high achieving environment through identification, and reward of key employee skills and capabilities in a manner that is both fair and cost effective as well as market relevant.
8. Employee engagement Work to develop effective leadership and management as a pre-cursor to developing employee engagement with their work and colleagues to promote a culture which optimises employee contribution to organisational objectives.
9. Employee relations Ensure that the relationships between an organisation and employees are managed effectively with a clear information and guidance on culture, practices, policies and ultimately by relevant law.
10. Service delivery and information. Ensure that the HR Service is excellent applying processes and management to the function in a cost-effective manner. Service should be measurable to allow for analytics to be made available within the organisation.

Behaviors are 8 key skills or behaviors that a HR professional should be able to demonstrate to undertake their role. Each HR professional will find that some of these come naturally to them whilst other behaviors may need to be learnt or developed, and some will be earned.

1. Curious – An innovative trait looking to add value to the function
2. Decisive Tinker – Analyses and processes data quickly, using that information, experience and knowledge to make recommendations and decisions which are robust and defensible
3. Skilled Influencer – Able to influence a diverse range of stakeholders to gain commitment and maximise organisational value
4. Personally Credible – Delivers professionalism by combining both professional HR and commercial experience to add value.
5. Collaborative – Works effectively with others
6. Driven to deliver – Delivers results through resourcefulness and determination
7. Courage to Challenge – Confident and capable of speaking out and challenging others even when there is resistance or unfamiliar circumstances.
8. Role Model - Lead by example behavior, demonstrating integrity, impartiality and independence within organisational and legal parameters.

The behaviors identified as part of the PM are essential to both the professional development of the individual and the HR function within an organisation. By Adopting these core behaviors, the HR individual will be professional and consistent in their approach to the activities presented to them. A professional approach will ensure that decisions are fair and robust, consistent and in line with organisational and legal requirements. A Professional approach will also instill confidence in the HR individual or Team with others both internal and external to the organisation. This will in turn make it easier for the HR professional to be a trusted partner with strategising at an organisational level and influencing the decisions that are made.

Each of the behaviors and professional areas are broken down by the CIPD and are given definitions at each level of competence allowing the HR professional to manage their own transition between bands and not only identify where they are achieving the requirements and core aspects of the next band, but also where their skills might require development if their career is to develop further.

Bibliography

<https://www.cipd.co.uk/learn/profession-map/2013-profession-map>

https://www.cipd.co.uk/Images/the-cipd-profession-map-standard-format_tcm18-9814.pdf

LO3 - Be able to manage self and workload to meet performance requirements.

BCC IT is a small business employing 33 members of staff. Until recently, "HR" as a function has been met by the Directors and myself as General Manager, with basic functions of HR such as interview, Induction, Disciplinarys (in line with ACAS guidelines) and staff turnover being completed in a satisfactory manner, but without formal training and with minimal focus on people improvement.

Over the years we have reviewed several functions within the organisation and I have directly identified and implemented a number of these. A typical example of this would be training

Training was always provided in a very unmanaged manner. Training was given internally to those who needed it when they needed it by whoever knew the information. External training was provided only for key technologies and usually only when it was a pre-requisite for BCC IT to be able to provide that service to our clients. This was particularly prevalent with security devices and training was expensive so only 1 employee would be sent on the course and expected to disseminate the information on their return. Invariably this never happened and so we found that BCC IT were left with a vulnerability such that should 1 or 2 key members of staff leave we would not only be unable to support some of the services that we had supplied as we no longer employed the person with the knowledge to support it, but we would instantly have our rights to supply new and renewal services to our clients until we had more staff trained. This situation did cause a couple of issues as we also relied on the training provider to inform us of renewal requirements and we found that many would leave it until the qualification had expired to advise us of the renewal and courses were generally only held a couple of times a year and mostly in London and Birmingham. This posed several issues in the fact that logistically, we needed to enroll on courses which tied in both in terms of date and location with other work we were doing and it often left us with periods without an in-date qualification causing purchasing issues.

To overcome this issue, I suggested that a training Matrix be developed with the courses etc. listed with their expiry dates. Initially, it was a basic Excel spreadsheet, but in time, this developed to include live emailed updates of pending expirations to act as a reminder to book additional training spaces. I also ensured that for any external technological training requirements, a minimum of 2 employees were sent to the training courses and entered in to the examinations to obtain accreditation. This improved morale as a greater number of employees felt valued enough to be included in these training programs and it protected BCC IT from a staff leaving causing a gap in the knowledge. I also identified which external training requirements were needed and who would be best suited based on their current knowledge / ability and job role to complete them. This enabled us to provide training to most of our staff and "spread the knowledge" to minimize the potential impact. The added benefit that was identified by some trainees after the course was that they found attending the course with a colleague allowed them to discuss the content more bouncing ideas, concepts and understanding off each other, leading them to feel that they had a better understanding than when they attended other courses without their colleague.

At the same time, I looked at the training which would be required in order to meet basic legal requirements, and some which we identified as good practice to provide to ensure that the company were protected against any employee claims that might arise from not providing all the information required. I identified basic training such as Health and Safety at work, first aid training, Fire Safety, Lifting and handling, sourced these through online providers (High Speed Training and 1stRate Training) who were able to deliver these courses as an online distance learning program. This meant that we could provide the training to all staff and allow the 1 or 2 hours for the training to be completed by taking 1 agent off the phones at a time. This allowed us flexibility in administering these courses as we could change the date and time if an unforeseen absence occurred (I.e. sickness of another team member). This was important, because in a small service team, the impact of any absence whether planned or otherwise is felt across the team who will always endeavor to pick up the workload. To have a member of the team on a training course out of the office and then have someone else off sick would be a huge impact on the remaining team members.

The same company provided some more specific training courses which were provided to employees who would benefit from them as I had identified their work role meant that they were at risk of having to carry out these functions. These training courses included asbestos awareness and working at height.

I also extended this provision to include some non-compulsory, but highly valuable training courses such as “Equality and Diversity” delivered by BEST to all staff members, Prince2 to our senior account manager, and ILM Level 4 for myself.

Please see below for a screenshot of the original matrix.

Training		Course Title	Course supplier	Duration	Expiry Date	Username		Password
Andrew	Clarke	Asbestos Awareness	High Speed Training	2 hours	07/01/2015			
David	Luker	Pat Testing	Priory PAT Consultants	1 Day	05/03/2015			
David	Luker	Fire Safety	High Speed Training	1 Hour	22/09/2015			
Joe	Rees	Manual Handling	High Speed Training	2 Hours	12/10/2015			
Joe	Rees	Fire Safety	High Speed Training	1 Hour	12/10/2015			
Hywel	Ifans	Working at Height	High Speed Training	2 Hours	25/10/2015			
Rhodri	Edwards	Asbestos Awareness	High Speed Training	2 hours	03/11/2015			
Rhodri	Edwards	Workplace First Aid	1st Rate Training	1 Day	03/11/2015			
Alex	Bruton	Asbestos Awareness	High Speed Training	2 hours	04/11/2015			
Rhodri	Edwards	Health and Safety at work	High Speed Training	4 Hours	04/11/2015			

The original requirement was basic and as such the recording of this was basic too, but it met with our needs at the time. As staff numbers grew and the number of basic courses being provided also grew, the recording changed to meet the new requirements.

In 2016 we identified that we needed to become ISO 9001 and 27001 accredited in order to meet the requirements of tenders that were available to us but we were unable to tender for. Despite several attempts to progress this I been unable to free up time around my day to day duties to complete this work so early 2018 I interviewed and employed a member of staff whose primary role would be to deliver the accreditations. Part of the accreditation for ISO 27001 is the review, implementation and recording of training requirements. Rather than have a cross over between the functions of the Accreditation and the training coordinators the training arrangements were passed over to the new staff member. They have further developed the matrix and it is now unrecognizable from the early provision. Not only has the matrix itself changed, but the range of training courses that are provided is also continually under review with staff surveys being used to identify who needs / wants what training, with additional training courses being added continually. In the last year we have introduced training to cover GDPR, PCI, ISO 27001 awareness and more practical training in the form of engineers being trained and licensed to use our newly acquired cherry picker.

O4 – Be able to work collaboratively with others, as a member of a team or working group.

What is Group Dynamics?

Group Dynamics a branch of social psychology based around a concept introduced by Kurt Lewin in 1943. Lewin who was a Social Psychologist and Change Management Expert identified that within a group the members of that group will each naturally take on certain behaviors and roles within the group. The term describes the effect upon the group and the group members of these roles and behaviors.

Belbin was a useful resource for individual team member attributes. Dr Meredith Belbin developed the theory of group dynamics in relation to the individual group members each naturally falling in to the one or usually more of 9 distinct clusters of behavior or role types. Co-Ordinator, Plant, Resource investigator, Shaper, Completer/ Finisher, Implementer, Monitor/ Evaluator, Team Worker and Specialist. A team can be made up of any mix of the roles listed, but for a team to be high performing Belbin believes that the members of that team should between them deliver a combination of the 9 roles. As the dynamics of the team changes and the individuals are unable to portray the characteristics of the 9 roles, the functionality and effectiveness of the team reduces.

What is Political Behavior in Organisations?

(Horn, 2009, p.119) Politics could be defined as 'taking a particular view or position with the intention of personally gaining from that position'. Horn goes on to explain that there are 5 Political roles

Allies are those who will support and defend the objectives of the team and will align themselves to most of the team members

Bedfellows will align themselves to members of the team due to a perceived benefit to them of doing so. Bedfellows may disguise their true feelings to be accepted as part of a team they are aligning themselves to, but may choose to switch allegiance later

Fence-sitters remain neutral at all time. Their allegiance to team goals is weak or non-existent and when the team needs to be defended the fence-sitter will not support the team.

Opponents will openly question or criticise the teams aim or strategy. Whilst thought provoking and a good way to promote open discussion, Opponents in the team at the later stages of a team's development can be counterproductive.

Adversaries. Will try to sabotage the achievements of the team. Often perceived to be Allies or bedfellows, adversaries should be identified and given caution.

In an ideal world, a fully functioning team would be made up of members covering all aspects of Belbin's 9 clusters and would be free of any political influence. However, this is not the reality of working with people so the HR professional needs to be aware of the dangers of political influence and be able to identify and deal with the individuals involved.

As a HR Professional it is important to manage team politics as they can be erosive and demotivational. Effectively managing politics and lead to an individual and organisational win-win solution. It is possible to manipulate the dynamics of the team to ensure that the organisational goals are met. Opponents can be useful in the forming stages of a team and will promote review and reflection on the decisions made. Once the team has developed beyond the norming stage the opponents should be sidelined or removed if their political stance has not naturally developed into something else. Bedfellows, with the right incentive can be persuaded to be allies and work with the team to achieve the common goal. Fence sitters are unfortunately a characteristic that is not easy to manage. Avoid pushing them in to a corner and forcing a decision, but their reluctance to commit can sometimes be beneficial to influencing debate when needed. Adversaries are dangerous and should be identified and monitored. Challenging negative and subversive behavior can aid in bringing adversaries around to being allies, but ultimately, if a team member is an adversary within the team it may be that it is the wrong team for them.

A team with too many allies will work well together but may lack the reflective and thought-provoking input of an opponent, whilst a team made entirely of fence sitters is unlikely to ever decide or progress anything.

BCC IT is an IT solution provider with teams of people making up Departments. It is simple to identify with most of the team being allies or bedfellow. IT is also possible to identify small numbers of people fitting in to the other traits.

Part of our regular work is to “spec” installations for our clients. This will be a considered look at what the client requires now and in the medium to long term for our Infrastructure team to formulate a recommendation for Sale to quote based on. It is unfortunate that we have been able to identify that the team who are responsible for creating these recommendations are generally fence sitters. The issue this presented was that we would often need to push for a decision on what to quote for, then once the order has been placed by the client, the technical recommendation would change. This has many implications, but from a business point of view the biggest impact was that the new solutions almost always cost more and so margins are eroded. To resolve this issue, we have put a manager in to that team who acts as a political opponent when the specs are created to promote the discussion and open reflection on whether the solution is correct before the quotations are raised. This has Saved time post customer order and protected revenue and margins on at least 10 installations so far.

However, having an opponent is not always ideal! We have 1 Director who is exceptionally good at acting as the Opponent! He will, given the chance question and counter any discussion or decision. This has become counterproductive, almost to the point that it he could be an adversary. This has bene identified as an issue and he has been spoken to about it. As a management team we also work around this by holding very structured meetings allowing little room and time for procrastination, with an agreement that if a decision cannot be made quickly, decisions will be adjourned and all members will reflect on the discussion away from the meeting before reconvening.

Bibliography:

Belbin (The 9 Belbin team roles available at : <https://www.belbin.com/about/belbin-team-roles/> (Accessed 02nd January 2020)

Horn, R. (2009) The Business Skills Handbook. LONDON, CIPD

LO5/6 – Be able to apply CPD techniques to devise, implement and review a personal development plan.

I completed an assessment of my CPD Map on 10/01/2020. The results are below for future reference and review. I received the following recommendation from the assessment which is in keeping with my HR Experience.

“Your results for the Core of the Map suggest you are 'emerging' or 'developing'. To help determine which level of membership may be right for you, we recommend you assess yourself against the job level of 'Technician'. “

I joined BCC IT in May 2007 as an administrator. I was the 7th member of the team at the time and “HR” Was not a departmental function that was even a consideration within the business. Within 6 months I was General Manager and we have grown the business, performing the basic HR Functions without formal training or outside intervention until now. Staff numbers are now 33 and we have identified that we need to formalise the HR function within the business in order to provide the best level of support to our employees and to ensure that we are developing the team to meet company objectives whilst still meeting and maintaining legal requirements and ethical responsibility.

As a General manager whose primary role is Accounts and predominantly financially orientated, the development of my role to include HR is a difficult one both organisationally and personally. I am NOT a “people person” and am the first to admit that I am not naturally sympathetic nor empathetic towards people in general, whether they be colleagues, family or just acquaintances. As a natural cost saver and margin maker, the in-direct costs of developing the HR function in terms of Training, Staff Support and incentives, time to develop systems and procedures above legal responsibility are costs which I would normally look to avoid.

With an open mind to the possibility of this in-direct cost center being something which could benefit BCC IT in terms of increased productivity through staff retention (We already have a very low staff turnover but the cost of replacing staff is high so any improvement is welcome), and staff morale, I intend to continue with the Level 5 Qualification that I have been signed up to, in order to further understand the HR function, and also review the written material suggested within the CPD Map. I may attend some of the CIPD seminars depending on time and other commitments. I will endeavor to review this information impartially. Not in terms of direct cost savings, but in terms of people improvement and the ethical responsibility of BCC IT and to review / devise and implement some policy changes where I feel that improvements can be made within the organisation.

Area	Assessed Area	Summary	Development Actions	Reading and Research	Courses and Events
Core	Insights, strategy & solutions	Insights, Strategy and Solutions is about developing your understanding of your organisation and its context, and using these insights to develop strategies and solutions which meet the needs of your business in the short and long term. At your level you typically need to network widely and use your knowledge of HR and business trends, best practice and thought leadership to understand the organisation and its people capability. You'll use information about the organisation's financial performance and strategic goals to develop detailed and costed business cases for new HR projects which identify return on investment. You'll work with the business to create and implement HR solutions and programmes, and will be able to demonstrate the impact on the organisation using HR and business metrics. How prepared am I? What you've told us indicates that your knowledge and skills in this core area are developing. This usually applies to someone who has a foundation in HR, but is yet to contribute significantly to sustained organisation performance at this level. Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Insights, Strategy and Solutions, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score in this area suggests you have some room to develop at your current level, we think these recommendations will be of particular benefit to you in building the skills and experience you'll need to excel in HR. What's it like applying Insights, Strategy and Solutions at a more senior level? In order to be able to work at the next level up within the HR profession, you typically need to partner with senior colleagues to develop insights into the organisation's strategy, and understand the commercial drivers which impact your business in the long term. You'll stay ahead of the latest HR innovations, using them to inform the way you develop and cost business cases for significant people projects. Working with business heads and directors, you'll be accountable for the delivery of large, organisation-wide people programmes, and measuring the impact on the business through people and financial metrics. What are my strengths and gaps for my current level? My strengths - Bringing insights into the organisation to identify opportunities, risks and priorities - The capabilities and skills that are needed in the organisation to make it competitive Where I am competent - Implementing HR solutions that address organisational risks and opportunities - The organisation's performance (including financial performance)	- Find out the different HR specialisms within your organisation, and speak to each area to learn who your specialist colleagues are. Who are the experts in your organisation and how do they get things done? Take time to get to know them and their work better. - Spend time with business managers to clearly understand issues which are causing problems in their department. Ask open, probing questions to find out what the people impacts are of these problems, and brainstorm different solutions with your colleagues. - When it comes to developing people solutions for your business, make your standard approach one where you provide a cost-benefit analysis based on financial information, along with metrics to measure the impact of the work. - Share your own approach to project implementation with others in the organisation, and develop them to take on aspects of implementation themselves. - Continually ask 'what's the impact of this?' at all stages of a programme or project – before, during and after. Develop people metrics which can be measured both quantitatively and qualitatively. - Read a broad range of management, HRM&D texts and ensure you are critically considering fresh insights and their applicability to your own organisation. - With your team, review your department's objectives and consider how they contribute to the organisation's specific performance measures. - Participate in external focus groups and events to develop your understanding of sector and industry trends, and consider what insights you can take back to your organisation. - Become an expert in your field by regularly updating yourself on relevant employment law, by using websites, Organisations and law / people publications. - Spend some time shadowing an expert in project management to understand the principles and practice of project management, and any specific approach to projects which is taken in your organisation. Update yourself on the most popular project approaches, such as PRINCE 2.	Farnham BOOK: Human Resources Management in context Marchington and Wilkinson BOOK: Human Resource Management at work Rennie and McGee BOOK: International Human Resource Management Butler and Rose BOOK: Intro to Organisational Behavior	QUALIFICATION: Intermediate Diploma in Human Resource Development QUALIFICATION: Intermediate Certificate in Human Resource Management QUALIFICATION: Intermediate Certificate in Human Resource Development QUALIFICATION: Intermediate Diploma in Human Resource Management

		- Significant issues currently affecting the organisation, including external factors (e.g., legal, financial, market factors) My Gaps - Networking with specialist colleagues and experts to understand trends and innovations in HR - Developing business cases for HR solutions with appropriate costings - Evaluating the impact of HR programmes and projects - Up-to-date best practice and thought leadership in HR / specialist area - Project management tools and approaches - Developing HR solutions that address organisational risks and opportunities - Relevant law for own role (or where to access legal information if required)			
Core	Leading HR	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 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. How prepared am I? What you've told us indicates that your knowledge and skills in this core area are emerging. This usually applies to someone who is at the early stages of building their experience of leading HR projects and teams at this level. Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Leading HR, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop in this area at your current level, we think these recommendations will be of particular benefit to you in building the skills and experience you'll need to excel in HR. What's it like Leading HR at a more senior level? In order to be able to work at the next level up within the HR profession, you typically need to demonstrate strong people management and leadership capability, bringing a commercial mindset to both HR and the business. You'll translate the people strategy into operating and financial plans, ensuring that people services are delivered at best value. As an HR leader, you'll continually seek out and act on feedback, building the professional, technical and commercial capability of the HR team. What are my strengths and gaps for my current level? My strengths	- Become an expert in your field by putting time aside to develop your knowledge and expertise in your organisation's policies and procedures, as well as relevant law and practice. Spend time with the business to ensure your advice is relevant and appropriate to your organisation's culture. - Ask a range of other people (such as your manager, a couple of your peers, a couple of your customers) for feedback on the work you deliver and the way you deliver it. Ask for some specific examples of areas you could improve, and strengths to build on. Ask your manager and trusted peers to offer some feedback on the extent of your HR expertise in the area you work in, and build their feedback into your development plan. - Undertake a learning needs analysis for your team - against the requirements of their roles, and also what they will need to deliver for the business in the next 12 months. Consider different ways of introducing new skills to the team which will make them more effective in the way they support the business on people issues. - Apply the organisation's talent processes to your own team to develop clear talent management and succession plan for all critical roles. - For each people plan / project you're working on, develop objectives and measures which can be evaluated at the end - consider both financial metrics to demonstrate return on investment, as well as people and business metrics. Set out a project plan with key	Gennard and Judge BOOK: Managing employment relations CIPD PODCAST: CIPD Podcast 86 - Look ahead to 2014 CIPD FACTSHEET: HR outsourcing CIPD RESEARCH: Megatrends: the trends shaping work and working lives	QUALIFICATION: Intermediate Certificate in Human Resource Management QUALIFICATION: Intermediate Certificate in Human Resource Development QUALIFICATION: Intermediate Diploma in Human Resource Management QUALIFICATION: Intermediate Diploma in Human Resource Development

		• Demonstrating a commercial mindset in own approach to HR My Gaps • Proactively seeking and acting on feedback to develop as an HR professional • Building high performing teams using good people practices • Developing objectives, milestones and metrics (eg, service level agreements, Key Performance Indicators) for HR plans • Supporting the development and monitoring of HR budgets • Ensuring that HR delivery plans are fully integrated into the HR strategy • Approaches to engaging and motivating individuals from different backgrounds • Ways to assess the capability of a team against the organisation's requirements • Approaches to managing and evaluating team performance • Confidently advising employees and managers on HR and people-related issues • Assessing the capability of the HR team to deliver professional HR practice, in line with the organisation's needs • Interpreting budgets and other financial and non-financial data to draw conclusions	dates, milestones where you need to check in and get sign off with key stakeholders, and resources. • Towards the end of each financial year, ask to be involved with the development of next year's HR budget. Share your insights into the people priorities that your team needs to focus on for the next 12 months, and have ready some costed plans to support those budgets. Take responsibility for one or more budgetary areas for the for the HR team. • Review the overall people strategy for the organisation, and consider how the HR operating plans are aligned to this. Do all plans and projects support the overall people strategy, and are they all offering a return on investment? If not, consider whether those plans need to be reworked. • Ask your team for feedback on your management style. (You could consider anonymous 360 feedback here.) Spend time with each team member to understand their preferred way of working and learning, so you can be ready to adapt the way you work with them appropriately. • Research different ways of managing and evaluating the performance of your team by speaking to peers inside and outside of your organisation. Which approach to measuring team performance will most effectively demonstrate the impact your team has on the business? • Spend time with the finance team to understand how to read and use budget sheets, P&L sheets and other financial information which is regularly shared in the organisation (don't limit yourself to HR financial data - consider data around the organisation's performance as well).		
Professional	Organisation development	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 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 at the individual and team level, helping to come up with – and deliver – Organisation Development plans, while supporting and coaching managers in the implementation of the change. How prepared am I?	• Consider the data available within your organisation to support audit or diagnoses. Can you identify any gaps in the data available? Can you identify any ways to acquire the data that you need? Discuss your findings with your manager. • Use an OD tool (such as open systems model for teams), to undertake an assessment of a team that you are familiar with. The assessment should consider their capability and capacity to	Rees and French BOOK: Leading managing and developing people Hughes BOOK: Managing change	CONFERENCE: Learning and Development Show Conference & Exhibition COURSE: Organisation Development: an overview

		What you've told us indicates that your knowledge and skills in this area are emerging. This usually applies to someone who has just started out in HR or has not yet had much 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 interpret business priorities to align the organisation's structure, people capabilities, systems, process and culture in such a way that they support the business's goals. You'll need to be aware of what's going on in the wider business world, and know how those factors might impact your work. You'll typically be working at individual, team and department/business unit level to deliver organisational change. What are my strengths and gaps for my current level? Where I am competent - Analysing data relating to culture and capability, and proposing potential OD initiatives - Developing organisation development initiatives to address specific aspects of structure, capability, systems, process or culture My Gaps - Using OD tools to assess the capability and capacity of a team to deliver their function's objectives - OD theory including diagnostic tools (eg, drivers of team and organisation performance, psychoanalytic theory, group dynamics, systems theory) - How OD theory affects the design of OD interventions - The concepts of values and behaviours, and how they support the organisation's objectives - Identifying appropriate data requirements and sources of data to support capability audits and diagnostic activity - Leading implementation of organisation development initiatives, programmes and plans	meet their collective objectives. Discuss the findings with your line manager. - Analyse the results of a culture or engagement survey for one or more areas of the business. Which areas is your organisation rated lower in (compared to external benchmarks or previous trends)? How does this fit with the organisation's strategy? Identify any areas that might require an OD intervention (for example, strategy indicates entry to new markets but staff survey reports low risk taking, innovation and change readiness) and consider how you would approach the cultural issues that might arise. - Develop and lead an organisational development intervention/programme that is new to you (ensuring you have identified an appropriate advisor) to address a specific area of OD (for example, structure, team, capability, systems, process or culture) that clearly demonstrates its impact on overarching and organisation-wide objectives. - Consider the key milestones that need to be met in delivering your OD intervention. What barriers or obstacles might you face, and how you can mitigate the risk of them impacting on your outcome or ability to deliver? - Carry out a full audit/review of the organisation's diagnostic tools to understand which are still fit for purpose in assessing capability and capacity of teams. Make recommendations for adaption's/replacements. - Carry out in-depth research to realise the theory behind at least one contemporary OD tool that your organisation isn't using. Develop and a recommend a business case for this tool/intervention. - Facilitate a session to understand how the organisation's values are perceived and understood within the organisation, specifically around how they support the organisation's objectives and any points of tension.	Butler and Rose BOOK: Intro to org behaviour Francis, Holbeche and Reddington BOOK: People and organisational development CIPD FACTSHEET: Organisation Development	COURSE: Organisation Development Conference & Workshop
--	--	---	---	---	---

Behaviour	Decisive Thinker	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, defensible decisions. How prepared am I? What you've told us indicates that your behaviour in this area is developing. This usually applies to someone who is demonstrating some of the behaviours expected at this level, but is yet to demonstrate and develop their competence more broadly in this area. Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you demonstrate decisive thinking. If you're keen to develop your decisive thinking, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop at your current level, we think they'll be of particular benefit to you in building the skills and experience you'll need to excel in your role. What are my strengths and gaps for my current level? Where I am competent • Gathering , analysing and critiquing information from different sources before making a decision • Comparing and contrasting situations and information, identifying patterns and trends to inform decisions My Gaps • Applying own judgement and objective criteria when developing HR solution or approaches • Identifying suitable analytical tools or data gathering approaches, depending on the specific context	• Review the decisions you made in connection to a project or significant piece of work. Consider the range of information and data that was valuable in making your decisions and drawing your conclusions and what additional information, data and tools would have been useful. Also think about the pace and timing of your decisions and what factors influenced this. • Use a number of new analytical or decision making tools or techniques when making your next challenging decision and then critically evaluate the benefits and drawback of each to inform your future practice. • Complete a SWOT or PESTLE analysis for a project you're working on and share the results with the project team.	Bazerman and MOORE BOOK: Judgment in managerial decision making	COURSE: An introduction to HR information
Behaviour	Driven to Deliver	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 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 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	• Create a checklist of key criteria / information that you require in order to understand the objective and scope of a project as well as key deliverables. Use this understanding to process map clear milestones and priorities at the planning stage. • Share your learning of managing multiple projects with peers and colleagues both inside and outside the organisation. • Create a full and detailed implementation plan for an idea you would like to implement, a project you are currently working on or for a project you are knowledgeable about within the organisation. Consider how you would	Covey BOOK: The seven habits of highly effective people : restoring the character ethic Lewthwaite BOOK: Managing	COURSE: The effective supervisor/team leader COURSE: Essential interpersonal skills

		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 • Driving the delivery of multiple project plans in the short to medium term • Tracking progress of projects and resolving issues promptly so they are delivered to time • Maintaining enthusiasm and commitment in the face of difficulties My Gaps • Leading teams to deliver HR programmes by prioritising, identifying clear milestones and establishing clear measures	tackle unexpected challenges. Discuss your plan and anticipated resolutions with peers and / or a more experienced Project Manager. • Role model leadership in the way you deliver projects - engage and motivate the team you're working with, and find ways of keeping them involved and enthused during difficult times.	people for the first time: gaining commitment and improving performance	
--	--	--	--	--	--

Bibliography;

CIPD (My CPD Map available at: <https://mycpdmap.cipd.co.uk/dashboard> (Accessed 10th January 2020)