

Developing Professional Practice in Human Resources

Jodie Barnett

CIPD course number: 5CDPP

CIPD Membership number: 2224083X

Activity 2 - word count: (maximum 1000 words) 1,095 words

Activity 4 – word count: (maximum 1000 words) 1,067 words

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed: 

Date: 14th January 2020

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CIPD Candidate evidence matrix

Candidate name: Jodie Barnett			CIPD Membership/registration No.: 2224083X			
Qualification title: CIPD level 5 in Applied Human Resources			Unique Learner No. (ULN):			
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	IV initials if sampled
5CDPP	Developing Professional Practice	L01	Induction questionnaire	Appendix 1		
5CDPP	Developing Professional Practice	L03	Anticipated process requirements – step guide. (Project work-based evidence)	Appendix 2		
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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: 17/01/20			

CIPD Candidate evidence matrix

Candidate name: Jodie Barnett				CIPD Membership/registration No.: 2224083X		
Qualification title: CIPD level 5 in Applied Human Resources				Unique Learner No. (ULN):		
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5CDPP	Developing Professional Practice	L05	Self-assessment on areas of the CIPD Profession Map undertaken on CIPD website	Appendix 11		
5CDPP	Developing Professional Practice	L05	My Continuing Professional Development (CPD) plan/Personal development plan	Appendix 12		
5CDPP	Developing Professional Practice	L05	ACAS Disciplinary Investigation training course	Appendix 13		
5CDPP	Developing Professional Practice	L05	Colleague completion of the communication effectiveness questionnaire on myself to identify areas for improvement	Appendix 14		
5CDPP	Developing Professional Practice	L05	CIPD course event – Leadership and influencing management	Appendix 15		
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:	17/01/20

Activity 1

My name is Jodie Barnett and I am studying the CIPD level 5 Diploma in Applied HR programme with the University of Wales Trinity Saint David. This programme is part of the Higher Apprenticeship in HRM which is signed up to with Coleg Sir Gar. This is a 2-year programme with monthly workshops which is a supported distance learning course. Being a student member of both institutions provides me with access to a wide range of resources including online libraries and physical libraries at both campuses. The student hwb (figure 1) provides me with easy access to all the programme information I need – this includes:

- **Moodle** - to view information on the course modules including learning plans and essential reading guidance in preparation for class. All course submissions.
- **Student Services** – provides me with support and advice, if required, during my studies including my health and wellbeing. There are student committees run quarterly for students to voice matters of interest or gain clarity throughout my programme.
- **Library and learning resources** – a quick way of browsing through resources available to contribute to my studies.



(Figure 1: Source: UWTSD student hwb main page)

I attended my first session in September, and I was provided with key components of the 2-year programme including a timetable with workshop dates, name of modules and submission dates for assessments. I also completed an induction questionnaire which confirm my understanding of the programme (appendix 1) and was provided with a programme handbook containing everything I need to know about my course, college and programme of learning. The handbook refers to the college code of conduct and what is expected of a student who attends college including their learning and working and behaviour.

APPENDIX 1

Induction Questionnaire

Diploma in Applied Human Resources

September 2022

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Every month at Coley Sir Gar - 9.30 - 4.30
2.	How many modules form part of the programme?	16 in total
3.	When are the workshops this term?	every Wednesday, Monthly in term-time.
4.	What is Moodle?	Submission & access Course information, interaction.
5.	What is Eduroam?	Free wifi in building to access online resources.
6.	What is Turnitin?	to upload tasks (on the job training) and formal Assessment.
7.	Do you know when you are required to hand in work?	Yes via timetable.
8.	What are the core texts for this programme?	- HRM: People & organisations. - HRM: research - Intro to employment law
9.	Do you know how to access the library catalogue?	Yes - via quicklinks/library.
10.	Do you know who to go to if you have a question/concern about the course?	Yes via Induction pack.
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 - Associate
15.	What support is available for study skills?	Student Support Services/Tutor.
16.	Do you know where the fire-exits and first aid points are for the building?	Yes - via Induction pack.
17.	How many credits is the programme?	90 credits
18.	What is the length of the programme?	2 years (May 2022)
19.	Have you been given access to the student handbook and time-table?	Yes
20.	What academic level is this qualification?	5

Name: Jodie Barnett

Signed:

CIPD Membership Number (to be added when available):

Signature of Lecturer:

Date:

Developing Professional Practice in Human Resources

Activity 2 report

Name: Jodie Barnett

CIPD Membership Number: 2224083X

Word count (maximum of 1000 words): 1,095

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed:



Date: 6th January 2020

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1. Introduction

The primary aims of this report are to explain how the CIPD HRPM professional areas and bands define the HR profession and why the HRPM behaviours are essential to be an effective HR professional.

2. Executive summary

To be a HR professional you should possess specialist knowledge and expertise and be able to identify areas of development to adapt to a continuously changing HR workplace. The CIPD Profession Map portrays what successful and effective HR people do and deliver across every part and specialism of the profession. It sets out the required activities, knowledge and behaviour required and what areas these can be used to help business evolve.

Being a member of the CIPD professional body is key as it sets out the standards and behaviours its members must adhere too as outlined within the CIPD Code of Professional Conduct. As well as this, members get full access to use the CIPD Profession Map to identify areas of development and devise a Continuing Professional Development (CPD) plan to take on board these development plans and keep track of progress.

3. What is a 'Professional'

Lester (Johns & Perkins, 2016, p. 75) argues that a professional is someone who:

"makes proficient use of expert or specialist knowledge, exercises autonomous thought and judgement, and makes a voluntary commitment to a set of principles. Such a person need not be a member of an easily defined profession or of a professional association; it is possible to work as a professional from a set of expertise and skills that is relatively unique to the individual"

(Johns & Perkins, 2016) refers to a professional in an occupation that portrays the following characteristics:

- It is based on a body of knowledge (usually comprising theory, knowledge, and practice) which can be taught or learned.
- Its practitioners possess appropriate expertise to which they apply their knowledge and judgement.
- It is underpinned by a code of conduct or ethics.

Most HR practitioners in the UK are members of the CIPD professional body which is the only body operating in this field. The CIPD has a Code of Professional Conduct and members are required to adhere to these standards and behaviours.

3.1 The CIPD Profession Map

It is important to understand that knowledge, skills, and behaviours are key to the role of an HR professional and their development. The CIPD profession map links closely in diagnosing those areas for development and the continuing professional development (CPD) plan meets those needs. The profession map was launched in 2013 and sets out standards for HR professionals around the world: the activities, knowledge and behaviours needed for success (CIPD, 2015). The map has been developed with both individuals and organisations in mind. As illustrated below, the map contains eight behaviours, ten professional areas and four bands of professional competence that provides a vital resource for anyone working or connected with the HR profession.



Source: CIPD online, 2019 – *The 2013 Profession Map*

The CIPD launched a new profession map in 2018 which sets the international benchmark for the people profession. It is designed to help make better decisions, drive change within the organisation, act with confidence and help career progression. It focuses on the knowledge and behaviours needed to create value and make an impact at the workplace by moving to values-based decision making (CIPD, 2018).

The map has been updated to reflect how the role of the HR professional will evolve in the coming years and places “purpose” at the centre of the map showing the importance of the HR role in championing better work and working lives (Faragher & Webber, 2018).

3.2 The four bands of professional competence

There are high standards set out in the 2013 Profession Map and these determine what the best HR professionals and organisations are doing. The map covers each level of a HR profession, from band one at the beginning of a HR career working up to band four relevant for senior HR professions. These are referred to as the four bands of professional competence and to succeed in a career within HR, individuals would need to complete the transitional challenges related from one band to the next in their careers.

3.3 The ten professional areas

There are ten professional areas within the map that are referred to as the capability framework. These include two core areas that sit in the centre of the map followed by an additional eight areas. These apply to all HR practitioners regardless of their role, level or specialism and emphasise the importance that everyone in the profession needs to make a contribution (Woodhams, et al., 2016). They set out what knowledge and skills the HR role requires in order to provide specialist HR support.

3.4 The eight behaviours

The eight behaviours outline in detail how the HR professional needs to carry out their activities and contribute to the success of the organisation. These behaviours are fundamental and underpin good practice and ensure ethical standards are met. Each behaviour is divided into four bands of professional competence, from entry level to leadership. They also highlight negative behaviours known as contra indicators which a successful HR professional would avoid (CIPD, 2019b)

The HR professional should set an example and possess leadership behaviours from being a **role model, always driven to deliver and personally credible** in order to gain respect. Being **collaborative** and working effectively with a variety of people including stakeholders is essential to strong relationships. A good HR professional aims to **influence** people in order to build a successful organisational culture and HR can be regarded as business partners, which requires **courage to challenge, think decisively** and **curiosity** when contributing to business decisions.

4. Conclusion

The 2013 Profession Map sets out comprehensively how HR adds sustained value to the organisation and its people. The HR professional needs to develop a wide range of attributes and the map helps illustrate which are the main skills and what areas these can be used to help organisational growth.

The Map has evolved over time and represents the needs of today's profession in order to sustain success. The introduction of the new 2018 Profession Map indicates that the CIPD are focusing on ensuring that both the profession and organisation are future fit due to changes in the ways of working as well as diversified roles.

5. Recommendations

The CIPD profession map sets out the aptitudes needed in the foreseeable future for all HR professions regardless of their career level. The HR professional needs to be both business and change focused and the new 2018 profession map has taken this into account. The knowledge, skills and behaviours set out in the map are pivotal to the work of the HR professional and their development. It is important to acknowledge that the profession map identifies areas of development need and devising a continuing professional development (CPD) plan to meet those needs is crucial. It is recommended that the HR profession continues to use the new 2018 profession map, which since its launch has been explored by more than 147,000 people on the CIPD website (CIPD, 2019c) and incorporate any identified development needs into a CPD plan.

6. References

CIPD, 2015. *The CIPD Profession Map – Our Professional Standards* (Online) Available at https://www.cipd.co.uk/images/the-cipd-profession-map-standard-format_tcm18-9814.pdf (Accessed 03 December 2019).

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Faragher, J. & Webber, A., 2018. *CIPD unveils new HR profession map at annual conference*. [Online] Available at: <https://www.personneltoday.com/hr/cipd-unveils-new-hr-profession-map-at-annual-conference/> [Accessed 16 December 2019].

Woodhams, C., Perkins, G. & Wilkinson, K., 2016. Developing the Knowledge and Skills of the HR Professional. In: *Studying Human Resource Management*. London: CIPD, pp. 109-128.

CIPD, 2019b. *2013 Profession Map FAQs* (Online) Available at: <https://www.cipd.co.uk/learn/profession-map/2013-profession-map/faqs> (Accessed 02 January 2019).

CIPD, 2019c. *Annual report and Accounts – Year ended 30 June 2019* (Online) Available at: https://www.cipd.co.uk/images/annual-report-2018-2019-revised-26-nov-2019_tcm18-67541.pdf (Accessed 03 January 2019).

Activity 3

1. Projects

The term project has been described by Pinto (Watson & Gallagher, 2014, p489) as follows:

“A project is a unique venture with a beginning and end, conducted by people to meet established goals within parameters of cost, schedule, and quality”

The role of a HR professional often includes project involvement regardless of the size and scope. It is worth acknowledging the 5 stages of project management that are important for a well-planned project (Johns & Perkins, 2016). The sequence of steps below should be followed:

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

I was required to collaborate with a project team during a review of the Primary School Catering Service in NPTCBC which was finalised in June 2019. The aim of this project was to review the hours of work of all the employees within the Primary School Catering service (440 employees in total) to better meet demands and to ensure consistency throughout the service. It also seeks to make the service more cost effective to be retained in house by amending some of the duties of the Cooks in Charge and Breakfast Club Assistants. Many employees within this service were on a temporary or casual contract with inconsistent contractual hours which posed a lack of employment security. The net cost of providing the School Meals and Breakfast Club Services in 2018-19 amounted to £1.829m.

1.1 Planning the Catering review

(Reissner, 2014) refers to the importance of thorough planning and setting timeframes as this is vital for a successful project.

The first stage of the process involved planning and setting a step by step guide of anticipated process requirements (**appendix 2**). This included timeframes for regular consultation meetings with both employees affected and trade union representatives. This ensures that all parties involved are regularly informed during the process and any concerns can be raised. I was responsible for arranging 1:1 meeting for employees and notified the trade unions of the proposed dates and times for these (**appendix 3**).

(Watson & Gallagher, 2014) acknowledge that organisational projects cannot be discussed without also considering change. These projects tend to be dynamic and so change is expected and that the project team must discuss any agree revisions to plans with their relevant stakeholders.

Neath Port Talbot County Borough Council's (NPTCBC) Management of Change Partnership policy recognises that change is necessary and an inevitable part of providing an effective and appropriate services which includes keeping employees fully informed, communicating and consulting with employees and their trade union representatives.

1.2 Implementation of project

(MindTools, 2018) emphasises that the best approach is to make a detailed plan showing how to implement your project.

Following completion of the planning process, management identified that the initial proposal would be cost effective, savings of up to £50,000 being projected for 2020-21 once the pay protection period ends and would create job security within the service.

Implementation of the project was the next step and an implementation timetable was created identifying what tasks needed to be done and by what date. This included who the tasks were allocated to ensuring that everyone involved knew their role within the project (**appendix 4**). It was important that the tasks were completed on the date specified to avoid delays in other tasks.

The implementation process included running a report on the current data held on employees within the Catering service using the NPTCBC HR/Payroll vision database (**appendix 5**). The data was used to collaborate with the Catering Manager in identifying those employees who needed new contracted hours/contract types i.e. temporary to permanent status. Adding a column of new hours next to the employee's current hours allowed us to identify those employees who could potentially be in a pay detriment as a result of a reduction in hours and therefore, entitled to pay protection for a period of 12 months as stipulated within NPTCBC Management of Change in Partnership Policy. This includes the employee's placement on NPTCBC's prior consideration register for a period of 12 months and should they wish to apply for any vacancies during this period, they will be given first consideration.

All identified employee changes needed to be processed prior to the Payroll deadline to ensure that all employees received the correct pay from the implementation date on 3rd June 2019. Contracts of Employment letters highlighting new changes were sent to all employee's affected. A data cleansing exercise was undertaken by the HR Workforce Information team ensuring that all posts were changed in line with the Catering Structure.

1.3 Monitoring and evaluation of project

Monitoring project information following its implementation is important as this ensures that all the necessary changes have been processed and employees are being paid correctly taking into account the new contracted hours.

Following completion of the employee change process on the HR/Payroll vision database, an updated report was run on the Catering structure which provided data currently held against each employee. This allowed us to analyse the new data and identify any discrepancies or errors on employee records and amend accordingly.

It was important to monitor that the changes had been processed and all employees affected were being paid correctly. Such a task ensured employee pay satisfaction and reduced further administrative tasks within the project team.

On completion of the review, employees were satisfied with permanent status and gaining job security as well consistency of hours across the service. Due to so many employees being originally on temporary and casual contracts, contracted hours varied.

References

Watson, G. & Gallagher, K., 2014. Consolidating Leadership Skills: Project Management and your Development. In: *Developing Skills for Business Leadership*. London: CIPD, pp. 487-529.

Reissner, S., 2014. Practical Aspects of Postgraduate Study Skills. In: *Developing Skills for Business Leadership*. London: CIPD, pp. 67-95.

MindTools, 2018. *The Planning Cycle*. [Online] Available at:
https://www.mindtools.com/pages/article/newPPM_05.htm
[Accessed 04 January 2019].

Johns, T. & Perkins, G., 2016. Developing Professional Practice. In: *Studying Human Resource Management*. London: CIPD, pp. 67-87.

NPTCBC, 2019. *Management of Change in Partnership Policy*. (Online) Available at:
<http://npt.gov.uk:700/1964> (Accessed 02 January 2020)

APPENDIX 2

ANTICIPATED PROCESS REQUIREMENTS (AS A GUIDE 5 – 7 MONTHS)

STEP 1

- Steer from Leader needed as to whether to progress.
- Further management meetings, as applicable, to clarify detail and whether two separate consultations will need to take place or the consultation will need to be delayed.
- Further consultation with Union to cover all 4 aspects above.
- Job Descriptions need to be checked in detail, to establish whether they have changed/whether there is a need for further job evaluation.

STEP 2

- **Letters** to employees giving **notice of group consultation meeting** with unions present **(1 - 2 weeks' notice of meeting)**
- If any VR is applicable, figures will need to be requested so that these are available at individual consultation meetings later on.

STEP 3

- **Group consultation meeting to mark the start of the formal consultation** – management presents proposals as to changes, reason for changes, new job descriptions given out, employees informed of purpose of consultation and that an individual consultation meeting can be arranged.

STEP 4

- **Formal consultation period begins – normally 4 weeks – may need to be longer** depending on numbers expected to request individual meetings (approximately 60 employees to be consulted with).

STEP 5

- Formal consultation closes after 4 weeks. **Management Meeting** to consider points raised during the consultation period; then feedback to unions. **(within 1 – 2 weeks)**

STEP 6

- **Further staff meeting (potentially)** to give feedback as to final decision and any alterations made as a result of the proposal. **(1 – 2 weeks' notice of meeting)**

STEP 7

- Write to staff individually, giving **3 months' notice** of changes.

[illegible]

 If you have received this email in error, please notify the sender immediately. Please note also that there is no guarantee that this email or any attachments it contains will reach you.

APPENDIX 4

CATERING REVIEW TIMETABLE - IMPLEMENTATION DATE JUNE 3RD 2019

(Cooks-in-Charge, Breakfast Club Cooks, Breakfast Club Assistant, Kitchen Assistants)

- Change from temporary to permanent
- Change in hours (decrease, increase or no change)

START DATE	COMPLETION DATE	ACTIVITY	ALLOCATED TO
Wc April 22 nd	2 nd May 2019	1.Ensure permanent posts are available for each job title in each school and 2. Make adjustments of hours, where applicable	WIT team
After May payroll Wc May 27 th	31 st May 2019	1.To arrange for an up-to-date bi query report to run on employee data before employee (to ensure all changes have been captured) 2. To arrange to meet with Catering Manager to validate the report	HR Officer
June 3 rd	12 th June 2019	1.To transfer employees into new posts i.e. Contract change and/or Hours change Pay protection, if applicable 2. Place on PC register as Tier 2 3. HRO to ensure EST has correct information and liaise with EST how to allocate the work (especially pay protection information – please include in ad hoc amendment – that hours will be protected for 12 months from June 3rd 2019 – June 2 nd 2020)	1. EST 2. EST HR Manager
June 12 th	14 th June 2019	All amendments to be authorised – HRO to liaise with HRM to allocate the authorising	HR Officers
After payroll closure (14 th June)		1.Employees to be sent letters with new posts, new status, new hours, new locations 2.Arrange for mail merge to be done (printing and enveloping) – use the same validated spreadsheet	HRO/HRM
As above		To dis-establish posts	WIT
		To I Docs all letters	

APPENDIX 5

Occupation nDisc	Section nDisc	Subsection nDisc	Location	Employee	Contract Type	Grade	Job Title	Grade Min	Grade Max	Current Rate	Hours Per Week	12 mo notice Letter Type	Notes made by Manager between 01/01/18 and 01/01/19	Probation Y/N	PS Y/N, if probation	NEW POH ID#
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 1	TEMPORARY	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 2	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 3	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 4	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 5	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 6	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 7	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 8	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 9	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 10	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 11	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
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EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 13	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 14	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 15	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 16	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 17	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 18	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 19	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199
EDUCATIO	COMMUNITY SERVICE	Access	School loc	employee 20	PERMANENT	GR02	Cook-in-Chief	21	27	21.15	20.00	PERM / TEMP	P - seconded	Y		3199

APPENDIX 6

Selima

Pay

Pay 1

Pay 2

Pay Slip

Cost Centres

Alls/Deds

Pr



E-forms

Employees

+ Actions

+ Details

• Personal

• Pay

• Employment 1

• Employment 2

• Absence/Injury

• Occ Health 1

• Occ Health 2

• Education

• History

+ Reports

Planner

Amendments

Hover Settings

Posts

Hierarchy

Employee No.

Post Ref

Post Grade

FTE From

Post Contract Type

Personal Grade

Terms

Grade Min. Point

Current Spinal Point

Protected Earnings?

Sick Pay Scheme

Contract Type

Working Pattern

Payroll

Job Type

Contracted Hours

Annual Salary

Fraction Worked

Post FTE Hours

Period Salary

Plus Rates

Scale FTE Hours

Pay Frequency

Overall FTE Percentage

Opt Out Agreement Signed

Hourly Rate

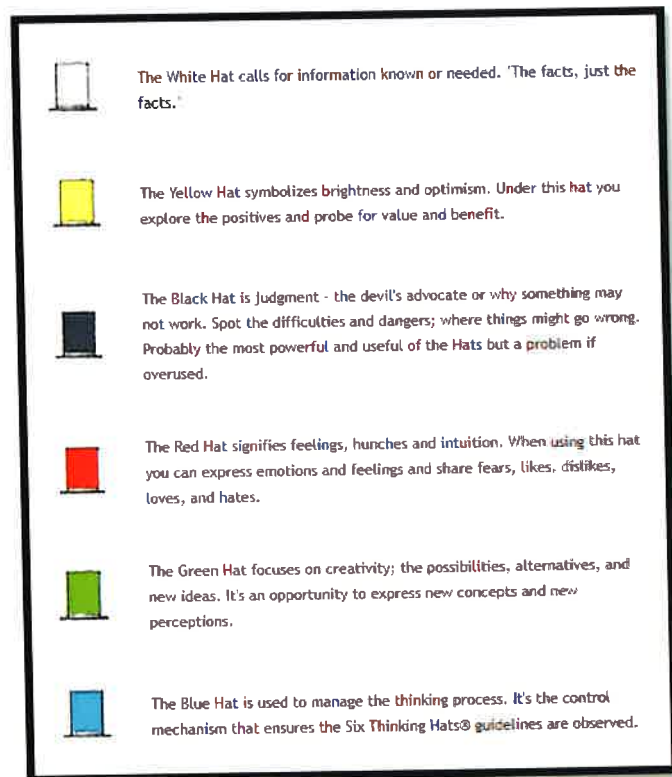
Contract Expiry

Job Evaluation Id



2. Applying basic techniques for analysing and resolving problems

Edward de Bono created the “Six Thinking Hats” technique (**Figure 1**) in 1985 and it remains a powerful technique today. It can help to look at problems from different perspectives whether individually or in a group discussion. Each “Thinking Hat” is colour coded and represents different styles of thinking to discuss a problem. It can help look at problems from different perspectives with the benefit of preventing any confrontation between people with different thinking styles. This technique can be used when analysing and resolving problems within the workplace.



(Figure 1: Source: The De Bono Group – Six Thinking Hats)

My role in the Sickness Taskforce Team requires me to manage sickness absence within the Education Directorate and duties include being able to demonstrate problems that requires analysing and resolving with managers, employees and Trade Union representatives.

I am required to monitor absence cases and arrange meetings with employees and their trade union representative in accordance with NPTCBC's Maximising Attendance at Work Policy/Procedure. Arranging these meetings can sometimes present problems when trying to arrange a date/time that potentially needs up to 4 people's availability. I am often required to reschedule appointments that do not always suit an absentee and/or their representative. I am required to resolve this promptly by rescheduling and writing to the absentee confirming the revised meeting details, whilst ensuring adherence to the Policy/Procedure providing adequate notice of the meeting and considering the absence process timeframe (**appendix 7**).

My role includes regular liaison with the Occupational Health Unit (OHU) who provide advice following an assessment of an employee who is absent from work. Supporting an employee to return to work following a period of absence can be pivotal to them sustaining their attendance at work and in turn, reduces absence costs within the Council. As an Employer, we have a duty of care to the absentee and want to ensure that any return to work does not prolong any ailments. An absentee's OHU report dated 19th November 2019 recommended that temporary medical redeployment be considered in respect of this long-term absentee to assist them in returning to work in a less physically demanding role. Following discussions with the employee's management, I was able to analyse the OHU recommendations and suitable alternative employment was identified and the employee's absence case was resolved (**appendix 8**).

Monitoring the early stages of an employee's absence from work is critical and regular contact offering support to the employee during the early stages can make a difference to the extent of their absence. Management need to know that they play a vital role and regular communication with their employee offering support is essential. I monitor levels of absence and email management should their employee remain absent from work for a period of 2 weeks (**appendix 9**). This triggers the manager to contact their employee and complete a sickness absence return to work plan (**appendix 9**) to identify any support the employee requires during this time, whether they require reasonable adjustments to their role or a referral to the Council's Occupational Health Unit. This communication strategy supports the employee and is likely to identify a return to work date.

Should the employee be absent from work with a stress related reason, whether this is personal or work related, as part of the Council's Corporate Stress Policy, I will request that management completes a stress risk assessment form with the employee to identify and alleviate any concerns/risks (**appendix 9**). Again, this can identify the reason for the employee's absence and possible adjustments could be put in place which could see the employee return to work sooner than planned and reduce sickness costs.

References

MindTools, 2019. *Six Thinking Hats*. (Online) Available at:
https://www.mindtools.com/pages/article/newTED_07.htm (Accessed on 02 January 2019).

The de Bono Group, 2019. *Six Thinking Hats*. (Online) Available at:
http://www.debonogroup.com/six_thinking_hats.php (Accessed on 02 January 2019).

APPENDIX 7

From: TU representative
Sent: 25 November 2019 16:58
To: Jodie Barnett <j.barnett1@npt.gov.uk>
Subject: Re: NASUWT - LB

Hi,

That's fine. I will let her know.

Thanks,

From: Jodie Barnett <j.barnett1@npt.gov.uk>
Sent: Monday, November 25, 2019 3:04:52 PM
To: TU representative
Subject: RE: NASUWT - LB

Hi ,

TIME on DATE at VENUE.

Are you able to notify the employee of the new date/time?

Kind regards

Jodie Barnett

Assistant HR Officer / Swyddog Adnoddau Dynol Cynorthwyol
ELLL sickness taskforce
Neath Port Talbot County Borough Council/ Cyngor Bwrdeistref Sirol Castell-nedd Port Talbot Tel/ Ffôn: 01639 763563

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From: TU representative
Sent: 25 November 2019 13:52
To: Jodie Barnett <j.barnett1@npt.gov.uk>
Subject: RE: NASUWT - LB

Hi,

Any time on the Friday would be fine for me.

Thanks,

TU representative

From: Jodie Barnett <j.barnett1@npt.gov.uk>
Sent: 25 November 2019 13:48
To: TU representative
Subject: RE: NASUWT

Hi,

I will be representing HR at this meeting. I will check with the employee's manager her availability for DATE.

Is there any particular timeframe that you are free?

Kind regards

Jodie Barnett

Assistant HR Officer / Swyddog Adnoddau Dynol Cynorthwyol
ELLL sickness taskforce
Neath Port Talbot County Borough Council/ Cyngor Bwrdeistref Sirol Castell-nedd Port Talbot Tel/ Ffôn: 01639 763563

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From: TU representative
Sent: 25 November 2019 13:20
To: Jodie Barnett <j.barnett1@npt.gov.uk>
Subject: NASUWT - LB

Hi Jodie,

EMPLOYEE NAME (JOB TITLE) has asked me to attend a Stage 1 Absence meeting with them at VENUE at TIME on DATE.

Is there any chance this could be on DATE, as I have facility time for Union duties.

Thanks,

Negotiating Secretary
NASUWT The Teachers' Union

APPENDIX 8

Jodie Barnett

Subject: EMPLOYEE NAME Post Title - Payroll number

From: Jodie Barnett <j.barnett1@npt.gov.uk>

Sent: 05 December 2019 09:39

To: OHU

Cc: Manager's name

Subject: EMPLOYEE NAME Post Title – Payroll number

Hi

Further to your medical report dated 19th November, 2019 where you suggested that EMPLOYEE NAME would benefit from a temporary medical redeployment please see the attached.
Management have looked into supporting [REDACTED] back into work by providing him with a phased return whereby he would work at VENUE as a POST TITLE working up to 2 days a week and building up to 5 days by eventually working up to 3 days at VENUE as a POST TITLE until March, 2019 and then hopefully EMPLOYEE NAME will be well enough to return to their substantive role.

Please could you take a look at the duties and advise me if this is a suitable Temporary Medical Redeployment?

I want to relay that there are some concerns that EMPLOYEE NAME is not well enough to return to work so please can you also advise that you believe he will be fit to return to these duties?

Kind regards

Jodie Barnett

Assistant HR Officer / Swyddog Adnoddau Dymol Cynorthwylol

ELLL sickness taskforce

Neath Port Talbot County Borough Council/ Cyngor Bwrdeistref Sirol Castell-nedd Port Talbot Tel/ Ffôn: 01639 763563

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APPENDIX 9

Jodie Barnett

Subject: Sickness – Employee name, payroll number
Attachments: Sickness Absence Return to work Plan.doc, HSE Stress Risk assessment.doc; Corporate Stress CP1702 (3).doc, Blank Stress Risk Assessment 08082016 2.doc

From: Jodie Barnett
Sent: 10 October 2019 09:22
To: MANAGER EMAIL ADDRESS
Subject: Sickness – Employee name, payroll number

Name of Manager,

The sickness database is showing that EMPLOYEE NAME has been absent since FIRST DAY OF ABSENCE due to a stress related absence. In line with the long term sickness absence procedure if an employee is likely to be off more than 28 days then an informal return to work plan and a stress risk assessment (if work related) will need to be carried out as soon as possible.

Please can you send me a copy of the Sickness Return to work plan and Stress Risk Assessment to me once completed and signed.

Thank you

Jodie Barnett

Assistant HR Officer / Swyddog Adnoddau Dynol Cymorthwyl
Heath Port Talbot County Borough Council/ Cyngor Bwrdeistref Sirol Castell-nedd Port Talbot Tel/ Ffôn: 01639 688945

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Neath Port Talbot County Borough Council –
Sickness Absence Return to Work Plan.

This form is to be completed with the absent employee to establish the details and timescales of a return to work.

DETAILS:	
Employee Name:	Payroll No:
Section:	Contracted Hours:
Location:	Manager:
Job Title:	
RETURN TO WORK ARRANGEMENTS:	
First date of absence:	
Reason for absence Ask the employee how they are feeling, ask them to describe the reason for the absence. What symptoms are preventing the employee from attending work?	
Return to Work Date Discuss an approximate or actual return date to allow you to consider issues such as cover arrangements, employee contact arrangements, OHU services, workplace adjustments	
Arrange a contact strategy If not already done, explain that regular contact will be made to keep in touch with the employee during the absence. How often will you make contact with the employee? Who will make contact? What method will be used, i.e. telephone, email, text?	
Duties or tasks to be undertaken Describe the specific duties and tasks of the role. Include any physical requirements e.g. lifting, twisting, bending, sitting etc.	
Specific duties or tasks to be avoided	

Describe the specific duties and tasks to be avoided or restricted and whether this is reasonable in their substantive role.	
Workplace supports, aids or modifications to be provided Describe workplace supports, aids or modifications, e.g. rest breaks, special tools, equipment, training, duties undertaken with a colleague etc that could be provided temporarily.	
Medical advice If you are unable to identify the duties, restrictions and adjustments consider if advice from OHU is appropriate? If OHU advice has been received, describe the details of the restrictions identified (if any), employee's Fit Note or any other medical information provided. (See referral guidance for more details) What date or period(s) do these restrictions apply? If a phased return is identified, then the employee should return to full duties after a maximum period of 6 weeks, however this can be extended in some circumstances (See Rehabilitation Policy for further details)	
Procedural information Please ensure that the employee is informed of the procedural details and are aware of how it will progress if they remain absent	
Start Date:	Review Date:
Review Date:	Review Date:
Review Date:	Review Date:
Notes/Additional Information	
AGREEMENT:	
Employee Signature:	Date:
Manager Signature:	Date:

Stress Risk Assessment Form

Corporate Health and Safety Section



Neath Port Talbot
Castell-nedd Port Talbot
County Borough Council Cyngor Bwrdeistref Sirol

Activity to be Assessed		Assessment Number		
Persons undertaking or affected by the activity				
☐ Employees ☐ Contractor ☐ Public ☐ Pupil ☐ Service User				
☐ Other				
Identified Hazards	Likelihood	Severity	Risk Level	
1 Demands				
2 Control				
3 Support				
4 Relationships				
5 Role				
6 Change				

Existing Control Measures / Additional Control Measures Required				
1				
2				
3				
4				
5				
6				
Re-assessment of Activity Hazards		Likelihood	Severity	Risk Level
1	Demands			
2	Control			
3	Support			

4	Relationships			
5	Role			
6	Change			

Reviews	Key								
Review Date :	Likelihood	Severity	Likelihood of Injury	5	5Y	10R	15	20	25
Reviewed by:	1 very unlikely	1 nuisance		4	4	8	12	16	20
Review Date :	2 unlikely	2 minor		3	3	6G	9	12	15
Reviewed by:	3 likely	3 medical treatment		2	2	4	6Y	8	10Y
Review Date :	4 very likely	4 major		1	1	2	3	4	5G
Reviewed by:	5 certainty	5 fatal		0	1	2	3	4	5
Review Date :				Severity of Injury					
Reviewed by:				Low Risk		Medium Risk		High Risk	

Conclusions from initial assessment	Yes	No			
Is specialist advice required from Safety Officer, etc?			Employee:	Signature	Date
Does the employee need to be referred to the Occupational Health Unit?			Manager:	Signature	Date
Re-assessment date:					

Re-assessment information	Date
Employee additional information	
Re-assessment - Action	Re-assessment – Safety Officers Comments

Conclusions from re-assessment		Yes	No		
Is specialist advice required from Safety Officer, etc?			Employee:	Signature	Date
Does the employee need to be referred to the Occupational Health Unit?			Manager:	Signature	Date
Re-assessment date:					

3. Applying methods for influencing, persuading and negotiating with others

The HR professionals role includes having the ability to successfully influence others, whether it is implementing some sort of change, purchasing a new process or someone's way of thinking.

Yemm (Johns & Perkins, 2016) claims that effectual influencers should possess the following characteristics:

- friendliness
- empowerment
- vision
- the ability to build alliances
- expertise and knowledge
- bargaining skill.

Possessing the above characteristics will not only avoid the HR professionals' position being undermined by a line manager asking difficult questions but will gain the trust of others by relaying their appropriate knowledge and expertise when required. The ability to compromise and reach agreements in difficult situations is key for the HR professional when striking a bargain.

Negotiation also plays an important part in the role of the HR professional as it helps to reach a common understanding or viewpoint or make a pact for a course of action. Such skills help all professionals to resolve situations where there is conflict between individuals or different groups. Establishing the best result when negotiating is known as the "win-win" situation.

Dealing with managers, Trade Union representatives and their members (employee) is something I deal with on a regular basis. Exploring options and providing an employee who is absent from work with the best possible outcome should they be unable to return to work is an important representation of the employer. Many decisions made on an employees employment will need to take into consideration any legal implications and consistency when making these decisions.

I covered a colleague's case which required a thorough assessment due to concerns raised from the employees manager, who felt that the employees ongoing health concerns were making them incapable of fulfilling their duties. After initial negotiations between myself, the employee and their manager, it was felt that as a duty of care, the employee would be referred to the Occupational Health Physician for an assessment.

Following a detailed Occupational Health report in respect of the employee, a meeting was arranged with the employee, their Trade Union Representative, the employees manager and myself to discuss the report in detail. The report highlighted that the employee is not fit to fulfil their current role and that medical redeployment should be explored. The employee was adamant that they did not want to relinquish their current role which they had been undertaking for many years. The employee was informed that taking into account current health concerns and the physical demands of the current role, she be persuaded to reconsider her decision to avoid worsening their health conditions and this influenced them

in changing their decision and agreed to explore further options including the recommendation for medical redeployment.

No suitable alternative employment was found for this employee and a further assessment with the Occupational Health deemed the employee incapable of fulfilling any role due to health concerns and the employee was granted ill health retirement with full pension. I emailed my HR colleague updating them on this case and the subsequent outcome **(appendix 10)**.

References

Johns, T. & Perkins, G., 2016. Developing Professional Practice. In: *Studying Human Resource Management*. London: CIPD, pp. 67-87.

APPENDIX 10

From: Jodie Barnett

Sent: 27 November 2019 11:44

To: Carly Thomas <c.thomas1@npt.gov.uk>

Subject: RE: Absence

Hi Carly,

Just wanted to update you on this case following the employee's initial approach to her manager on 1st September. For info, the relevant manager approached me shortly after a discussion with you for advice on how to proceed.

The manager queried what the position would be in light of the employee advising they felt they were incapable of fulfilling their duties. As such, I provided advice on the sickness absence process should the employee report as sickness absent, with this I outlined general process, timeframes and associated sickness costs. As I was aware that management were looking to manage this in a cost efficient way I also advised on the potential for a referral to be made to the Occupational Health Department to explore alternative options such as medical redeployment and ill health retirement (depending on the employee's fitness to work in her substantive and/or alternative roles).

An appointment was made for the employee to attend the Occupational Health Department on 26th September 2019, an extract from the report reads 'The employee has managed to maintain her attendance in recent months, but she is clearly struggling. Certain elements of her job have impacted on her back problems, particularly those involving bending and manual handling as such she does not feel that she is able to perform to the expected standard' *(they have advised that the employee is permanently incapable of carrying out her current role and that permanent Medical Redeployment should be considered at this time)*. Following which I then met with the manager and ran through the medical redeployment process explaining that the employee would be placed on the Prior Consideration register where opportunity for application for vacant posts would be issued on a fortnightly basis.

Myself and the manager met with the employee and her trade union representative to discuss her Occupational Health report and explained the Medical Redeployment process with her. I placed her on the prior consideration register for a period of 10 weeks and issued her with notice of termination of her employment on DATE with the effective date of termination being 4th December 2019 in line with the policy should alternative employment not be successfully secured.

I have met the employee on various occasions during the process with the relevant manager to offer support and assistance with identifying and applying for available posts. She confirmed that she is in receipt of the fortnightly bulletins to identify any vacancies she may be interested in within the Authority and will notify me accordingly.

As the medical redeployment process was reaching an end the employee attended a review appointment with Occupational Health on 11th November 2019 whereby following receipt of medical notes from her GP, the Occupational Health Physician has advised that medical redeployment is no longer appropriate as the employee is not considered to be fit for work for any role. An extract from the report reads 'She is unlikely to cope in any role that involves physically demanding tasks or in a sedentary based role due to her back symptoms. As such I am of the view that permanent medical redeployment is not appropriate to this case and would suggest that we now proceed to ill health retirement in view of her ongoing reduced level of functioning'.

The report confirms that the employee is captured under the Equality Act 2010 and as such we have a legal requirement to make any reasonable adjustments during this process. I have since met with the employee and her representative again on 17th November to discuss her Occupational Health report following her appointment with them on 11th November 2019 and I have arranged an appointment with an Independent Physician for an independent ill health retirement assessment on 3rd December 2019 as her period of notice is due to come to end on 4th December 2019.

I will update you further following the employee's assessment on 4th December 2019.

Kind regards
Jodie Barnett

Assistant HR Officer / Swyddog Adnoddau Dynol Cynorthwyol
ELLL sickness taskforce
Neath Port Talbot County Borough Council/ Cyngor Bwrdeistref Sirol Castell-nedd Port Talbot Tel/ Ffôn: 01639 763563

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From: Carly Thomas <c.thomas1@npt.gov.uk>

Sent: 21 October 2019 16:27

To: Jodie Barnett <j.barnett1@npt.gov.uk>

Subject: Absence

Hello Jodie,

As discussed in previous meetings, I have a few cases which I do not have the capacity to advise on at this moment in time. With regards to the employee discussed earlier, as agreed details are as follows:

- The employee approached management 1st September 2019 advising that she did not feel she was capable of carrying out the role

- The employee raised awareness of a back complaint which she felt rendered her incapable of satisfying role requirements
- It is unknown whether the employee is captured under the Equality Act
- Sickness absence management for this employee would result in at least 6 months occupational sick pay

Management have asked for advice with regards to absence management, practical considerations with regards to financial aspects and advice on any appropriate policies/procedures that could assist in the interim.

Could you please use the details provided previously and come back to me with your thoughts and advice so I can review this and pass this onto the relevant manager.

Best Regards

Carly Thomas

HR Officer/ Swyddog HR

Neath Port Talbot County Borough Council/ Cyngor Bwrdeistref Sirol Castell-nedd Port Talbot Tel/ Ffôn: 01639 686770

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Developing Professional Practice in Human Resources

Activity 4 report

Name: Jodie Barnett

CIPD Membership Number: 2224083X

Word count (maximum of 1000 words): 1,067

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed:



Date: 17th January 2020

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1. Introduction

The primary aims of this report are to explain the concept of group dynamics and why the HR professional needs team skills and explain political behaviours and how it can impact on the achievement of organisational objectives.

2. Executive summary

It is important that organisation's develop teams that can work effectively to meet the needs of the service and objectives. Adopting well established models, such as the Tuckman (1965) development of stages contributes to building a successful team and identify any problems at the same time.

Political behaviours are inevitable in organisations and it is important that managers are aware of their role in containing such behaviours.

3. Group dynamics

Kurt Lewin, a Social Psychologist and change management expert created the term "group dynamics" in the 1940s. People who work in a group often take on distinct roles and behaviours and the term "group dynamics" describes the way in which a group of people interact with one another (MindTools, 2018).

(Johns & Perkins, 2016) argues that teamworking is an important part in organisational life and HR professionals must be able to work effectively with colleagues, as well as individuals and groups outside of the HR function. Poor teamworking can lead to serious losses in both business productivity and individual motivation.

(Watson, 2015) refers to organisations requiring teams that are fluid and functional and possess the necessary skills that enable them to adapt to changing business needs. The Tuckman model 1965 is commonly known for communicating how a team will develop. The model reflects that teams develop through five stages known as Forming, Storming, Norming, Performing and an additional stage Adjourning (**Table 1**):

Forming	First stage to introduce group members, understand the structure and purpose of the team and understand one another's differences.
Storming	Discuss roles and duties, clarify how information is shared, identify informal leader should no leader be appointed. Conflict and confrontation likely at this stage.
Norming	Group members settle to cooperate and collaborate with one another, understanding of individual contributions and competition is discouraged.

Performing	Group is now fully functional, all have clear understanding of common goal and how information will be shared. Collectively responsible.
Adjourning	Original objectives achieved, group separates or another is formed for new objectives and the process begins.

Table 1: Source: *Developing Skills for Business Leadership textbook*

HR Professionals should possess effective team-work skills as part of their role as these should contribute to strengthening the culture and achieving an efficient organisation. CIPD research highlights that today's workforce is more diverse than ever and understanding the different skills to apply to different cultures is vital to sustainable organisation performance.

It is known that employees performance better, communicate better and are more creative when engaged (MacLeod & Clarke, 2009). In turn this also minimises conflict within the team, but it is vital that HR professionals have the skills necessary to manage conflict should it arise.

I have been fortunate to have worked in a number of successful teams during my career. However, I have also been part of a team that was involved in a restructure that subsequently led to the amalgamation of the Council's HR Services. This resulted in a high increase in staff to form one HR Service and during a period of transition, this impacted on communication. Employees were unaware of elements of their roles and responsibilities and this caused confusion with workloads between a number of colleagues. It was a difficult period of time in my career which led to my first experience of feeling demotivated.

4. Political behaviours

Workplace politics refers to the differences between people at work and opinions. Conflict of interests are often regarded the same. It's all about human communications and relationships and those who master office politics tend to perform better. It is worth pointing out that many will be affected by office politics at some point in their careers.

(Owen, 2009) provides guidance on effective management which includes a theory on political management.

4.1 Positive impact

(Jarrett, 2017) argues that studies show that individuals with political skills do better in gaining more personal power and tend to have a bigger impact on organisational outcomes. It is acknowledged that although politics can be perceived as a destructive force, when used effectively it can help meet objectives especially during organisational change.

(Holbeche, 2003) indicates that HR, using "good politics" is essential to making change happen and requires influential skills rather than direct authority. In order to deliver change, HR professionals will face potential confrontation and developing a constructive political view should be part of the role.

4.2 Negative impact

According to (Holbeche, 2003) and the Roffrey Park's 2003 Management Agenda survey, office politics can damage organisational performance. Negative politics, such as lack of trust and back-stabbing, can cause compliant behaviour as well as prevent employees from performing well.

5. Conclusion

It is important to understand that positive dynamics contributes to a team's overall performance and in turn, meet the organisational objectives. Tuckman's model 1965 provides guidance on the development stages of building a team ensuring that all members work to the same common goal.

It is clear that there are positive and negative impacts on political behaviour within the workplace and these behaviours may not necessarily disrupt organisational success. If implemented and managed appropriately, politics in the workplace can trigger competition that benefits the organisation in the long-term. Employees are more likely to work to the best of their ability if they can see an individual benefit.

6. Recommendations

An organisation with cultural values that are clearly defined and well-communicated will support recruitment and retention of employees with the same values. Professionals that effectively communicate, respected and apply an unbiased approach will contribute to positive politics and minimise conflict. Conflict is unavoidable in the workplace, and it is important that management know how to address such situations. The ability to recognise, understand the reason and identify a resolution are skills that prove effective in conflict resolution. Not managing this can have an adverse effect on the organisation.

It is recommended that the use of the Tuckman model 1965 is adopted to contribute in developing a successful team required to meet the organisation's objectives. Political management can be difficult to manage and implementing Jo Owen's theory on effective management should be used as a guidance.

7. References

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Activity 5

Self-assessment on the CIPD Profession Map

I undertook a self-assessment against of the CIPD Profession Map to assess my current knowledge and experience and identify further development needs. I undertook my self-assessment on the following sections of the Profession Map:

- 1 Core Area – Insights, strategy and solutions
- 3 Professional Areas – Service, delivery and information, employee relations and employee engagement
- 2 HR Behaviours – collaborative and courage to challenge

My self-assessment shows that I am currently demonstrating skills and experience expected at a Technician level (**appendix 11**). It illustrates that I have sound knowledge and experience in the HR field and has highlighted areas for development based on the chosen sections of the Profession Map.

Insights, strategy and solutions means that individuals should develop their understanding of the organisation and its context and using these insights to develop strategies and solutions which meet the needs of the business in the short and long term. My self-assessment indicates that my knowledge and skills in this core area are emerging and my strength is being able to support the administration and delivery of HR programmes and projects. I am competent in collecting and analysing data and I have an understanding of the HR business plan which relates to Neath Port Talbot County Borough Council's wider business strategy known as the Single Integrated Plan 2013-2023.

Employee relations is an area I am gaining further experience in since my change of role within the HR Section. Based on my self-assessment, my knowledge and skills within this area are developing with some room for development. I am able to maintain accurate and up-to-date documentation, information and records in line with legal requirements and provide advice and guidance on policies and procedures. I have gained experience in managing long term sickness absence and adhere to the General Data Protection Regulations (GDPR) when handling and transporting employees sensitive and personal information.

My gaps in this area include knowledge of current employment law and working with managers and employees to ensure they are adhering to the organisation's values and behaviours in everyday practice. I have identified my areas of development which will include shadowing various colleagues at meetings where they will be advising on employee relation issues and ask my manager if I can be considered to attend any future Employment Law seminars through the workplace. I would like to broaden my knowledge on various policies and procedures within this field including the Council's Disciplinary Policy and Procedure and I have been put forward to attend the ACAS Disciplinary Investigation training (**appendix 13**) in June 2020.

Collaborative is a behaviour that I am developing according to my self-assessment. I am able to establish constructive and collaborative relationships with colleagues and ensure that I support colleagues to assist with resolving issues constructively. My gaps in this area

include regular communication with my colleagues to keep them up to date with relevant work information.

HR professionals are required to communicate clearly, effectively and professionally always. It's a set of skills that all must learn and repeatedly seek to improve as it is a key element of the role (Johns & Perkins, 2016)

I requested that a colleague complete a communication effectiveness questionnaire on me to help identify areas where my communication skills could be improved (**appendix 14**).

Another area I am developing in is **courage to challenge**. I am confident to ask questions and seek clarification to more fully understand an issue, however, gaps identified include taking into account a range of different viewpoints and developing skills that can help me to challenge and influence management on decisions, when needed. I am attending a CIPD course event on Leadership and Influencing Management in Swansea on 25th March 2020 (**appendix 15**).

Continuing Professional Development (CPD) plan

(Woodhams, et al., 2016) argues that Continuing Professional Development (CPD) can be defined in many ways but all have the same outcome – identifying ongoing learning and improvement in the specific professional requirements of an individual's role. CPD is designed to improve specialist knowledge, ensuring adherence to legislative and regulatory process and general awareness of development needs.

Continuing Professional Development (CPD) is a combination of approaches, ideas and techniques that will help manage own learning and growth.

The CIPD is committed to supporting its members in their professional growth journey and the CPD plan sets out how to do this. They operate an outputs-based CPD policy which focuses their approach on outcomes and results and capturing useful experiences and assessing the practical benefits of what is learnt.

It is important to undertake CPD as a means of developing professional competence on an individual basis and identifying how to keep track of progress. It is becoming ever more important within organisations as the business world is continuously changing and for this reason, those who do not engage with continual learning and improvement will find their skills and knowledge will quickly run out of date.

(CIPD, 2018) CPD cycle provides a clear structure for what great CPD looks like. CPD is about positioning learning in the context of evolving as a professional and applying your learning in the workplace (**Figure 1**).

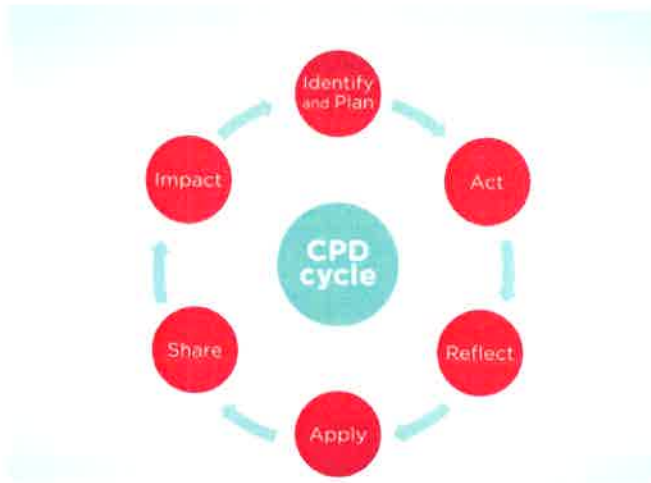


Figure 1: Source: CPD cycle, CIPD website.

I have devised a personal development plan (**appendix 12**) where I have identified my development needs in line with my self-assessment undertaken against the CIPD Profession Map. I have outlined what I want/need to learn, how I will achieve this, what resources or support I will need and target date for completion.

I will update my personal development plan as I continue to identify areas for development and update any targets completed. This is a good way of keeping track of my progress during my CIPD qualification.

References

CIPD, 2019. *About CPD*. (Online) Available at: <https://www.cipd.co.uk/learn/cpd/about> (Accessed 11 January 2020).

Woodhams, C., Perkins, G. & Wilkinson, K., 2016. Developing the Knowledge and Skills of the HR Professional. In: *Studying Human Resource Management*. London: CIPD, pp. 109-128.

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APPENDIX 11



You're currently assessing as a **TECHNICIAN**

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Your dashboard

You'll find all your recent assessments here, as well as any archived assessments you might have previously completed
Your most recent assessment

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TECHNICIAN

2 of 2 Core Areas

3 of 8 Professional Areas

8 of 8 HR Behaviours

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Start a new assessment

Want to find out which areas of HR interest you the most?

STUDENT ASSESSMENT

Your assessment results



Click on each area for further information

Background

Groundwork areas

Research & Research

Learning & Support

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

It seems like you're at the right level for your skills and experience

4 skills
Map Skills

4 skills
Map Skills

4 skills
Map Skills

Development plan

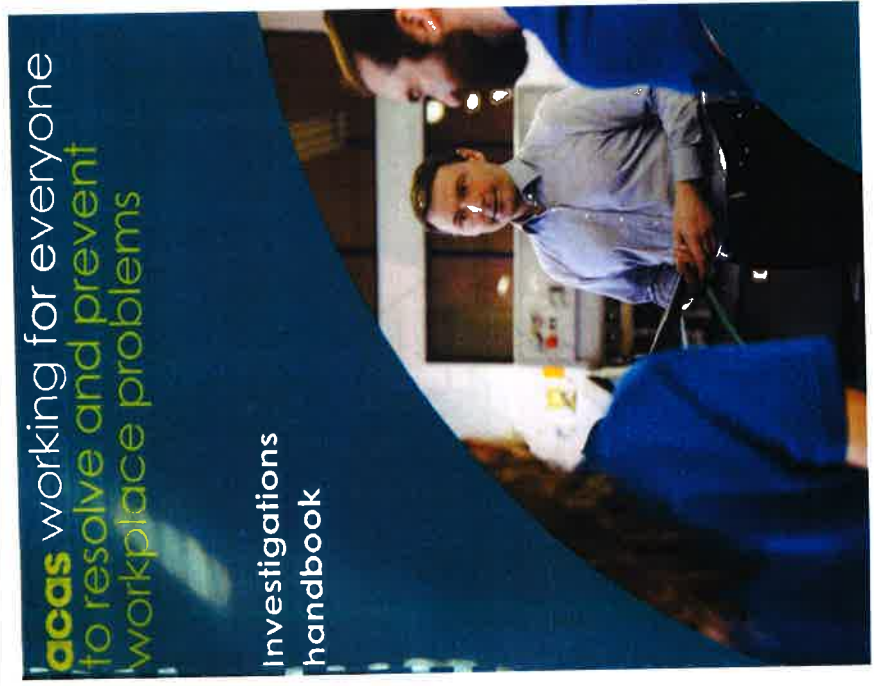
NAME:	Jodie Barnett	MEMBERSHIP NUMBER:	2224083X
COVERING THE PERIOD FROM:	January 2020	TO:	May 2021

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
Update knowledge on Employment Law legislation.	Attend Employment Law seminars / research legislative change.	Access to Government website / speak with manager to request that I be considered for any Employment Law training / request time from work to attend any seminars.	To establish a sound knowledge of Employment Law and relevant legislation connected.	Target date – September 2020 Review date – June 2020
Gain further knowledge on Employee Relation issues in the workplace.	Shadow a number of colleagues who advise in this field.	Request manager approval to attend any meetings scheduled when office cover.	Understand how decisions are met, consistency of advice and update knowledge of the Policies and Procedures within my organisation.	Target date - January 2021 Review date – September 2020
Contribute to management decisions and portray my ideas	Regularly view CIPD course events in South Wales area and identified a Leadership and Influencing Managers course	Allocated time from work to attend event	To have the courage to challenge and contribute to decisions made within the HR function.	Course event on 25/03/2020.

Broaden my knowledge of Employee Relations Policies and Procedures within my organisation.	Identify training courses/ shadow colleagues at meetings.	Authorisation from manager to attend meetings with colleagues and identify any training courses to attend.	Broaden knowledge of the Employee Relations Policies and Procedures, particularly the Council's Disciplinary Policy and Procedure.	ACAS Disciplinary Investigation Training booked for 06/06/2020.
Monitor communication skills and approach in meetings	Request line managers observe and feedback when conducting sickness absence meetings.	Management approval to observe and feedback.	To learn and identify any improvement to be made whilst conducting sickness absence meetings.	Ongoing – to discuss with relevant management.

The image shows the front cover of a handbook. The top half features a photograph of two men in a professional setting; one man in a blue shirt is looking down at a document, while another man in a light blue shirt looks on. The bottom half of the cover is a solid dark blue color. The title 'acas working for everyone to resolve and prevent workplace problems' is printed in white and yellow at the top. Below it, 'Investigations handbook' is written in white. At the very bottom, in small white text, is 'Investigations handbook 2015' and the URL 'www.acas.org.uk'.

APPENDIX 14

COMMUNICATION EFFECTIVENESS QUESTIONNAIRE

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

Rarely	Occasionally	Sometimes	Frequently	Always ✓
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2. I smile warmly at people when they appear to want to talk to me

Rarely	Occasionally	Sometimes	Frequently	Always ✓
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3. I let people finish what they are saying without interrupting

Rarely	Occasionally	Sometimes	Frequently	Always ✓
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4. I show genuine interest when people are talking to me

Rarely	Occasionally	Sometimes	Frequently	Always ✓
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5. I encourage people to speak their minds openly and share concerns

Rarely	Occasionally	Sometimes	Frequently	Always ✓
--------	--------------	-----------	------------	----------

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

Rarely	Occasionally	Sometimes	Frequently ✓	Always ✓
--------	--------------	-----------	--------------	----------

7. My body language is conducive to attentive listening

Rarely	Occasionally	Sometimes	Frequently	Always ✓
--------	--------------	-----------	------------	----------

8. I listen enthusiastically and positively

Rarely	Occasionally	Sometimes	Frequently	Always ✓
--------	--------------	-----------	------------	----------

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

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

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

Rarely	Occasionally	Sometimes	Frequently	Always ✓
--------	--------------	-----------	------------	----------

20. I am able to get complicated ideas across clearly

Rarely	Occasionally	Sometimes	Frequently	Always ✓
--------	--------------	-----------	------------	----------

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

Rarely	Occasionally	Sometimes	Frequently	Always ✓
--------	--------------	-----------	------------	----------

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

Rarely	Occasionally	Sometimes	Frequently	Always ✓
--------	--------------	-----------	------------	----------

23. My written communications are clear and concise

Rarely	Occasionally	Sometimes	Frequently	Always ✓
--------	--------------	-----------	------------	----------

24. I keep everyone informed where appropriate

Rarely	Occasionally	Sometimes	Frequently	Always ✓
--------	--------------	-----------	------------	----------

Please provide any further details on what I do well:

Jodie is very empathetic to people and situations. She explains the maximising attendance policy + procedure fully to the employee and always listens fully before giving advice.

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

Jodie is now starting to participate in further operations meetings such as disciplinary hearings so it would be helpful for her to attend as an observer to gain more experience in the communication of these meetings.

Thank you for your time

10. I am calm and patient in conversation and discussion

Rarely	Occasionally	Sometimes	Frequently	Always ✓
--------	--------------	-----------	------------	----------

11. I am well prepared for meetings

Rarely	Occasionally	Sometimes	Frequently	Always ✓
--------	--------------	-----------	------------	----------

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

Rarely	Occasionally	Sometimes	Frequently	Always ✓
--------	--------------	-----------	------------	----------

13. I communicate feelings as well as ideas and facts

Rarely	Occasionally	Sometimes	Frequently	Always ✓
--------	--------------	-----------	------------	----------

14. I speak up when I am confused or unsure

Rarely	Occasionally	Sometimes	Frequently	Always ✓
--------	--------------	-----------	------------	----------

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

Rarely	Occasionally	Sometimes	Frequently	Always ✓
--------	--------------	-----------	------------	----------

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

Rarely	Occasionally	Sometimes	Frequently	Always ✓
--------	--------------	-----------	------------	----------

17. I communicate clearly when giving information and instruction

Rarely	Occasionally	Sometimes	Frequently	Always ✓
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18. I openly demonstrate that I appreciate feedback from other people

Rarely	Occasionally	Sometimes	Frequently	Always ✓
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APPENDIX 15

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South West Wales

MAR 25

**CIPD South West Wales -
Leadership and Influencing
Management (Swansea)**

by CIPD Wales

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Register

Date And Time

Wed, 25 March 2020
13:15 – 16:30 GMT

Add to Calendar

Description

Joint event with Swansea and West Occupational Safety Group, IOSH,
South Wales Construction Group

APPENDIX 12