



Reflections



DSBL ASSIGNMENT May 2022

I confirm all work is my own and referenced correctly.

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Word Count: 3926

Reflection 1: Culture change is hard

By Hannah Botes February 2022 (Learning outcome 3,4 &7)

As part of a new team within Hywel Dda Health Board, my new role is to create, enable and drive forward a change in culture that exists within the organisation. Through the pandemic there has been a seismic shift in the way this NHS trust has operated, moving from a command-and-control type structure to one of compassion, empowerment, and wellbeing. The team focus is initially on gathering employee voice; what they liked/loved and what they would like to see change. Only by asking the staff will we get a true reflection of the corporate behaviours (CIPD 2021)). Staff have

never been engaged within in this way before, our primary goal was to ask about experiences face to face.

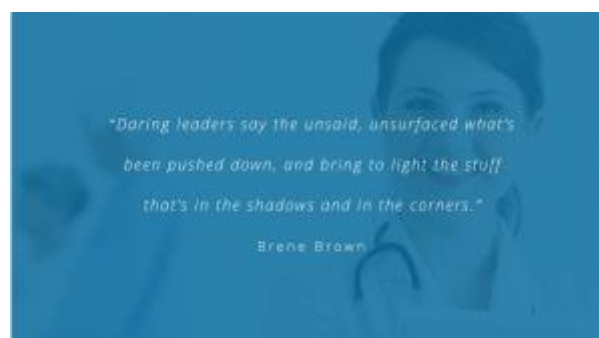


Emmett J et al (September 2021) research talks about employee moments being enlisted to be included in culture change, along with digitalisation and digital toolkits playing a key part to changing the way we work. E.g., Paper filing, virtual focus groups, MS teams, using online apps and platforms.

The pandemic has made a shift in the way people view and want to work. Simply put all the NHS are under pressure. Management are under pressure for planning/executing waiting list times, pressures from press and (Welsh Government 2022).



The new framework we have developed below is called branded as “a Good day at work” and has 7 key themes we will be supporting all teams and individuals with throughout the organisation to develop people culture plans. Our evidence-based research on what supports people post pandemic, as well as collection of the voices of staff through face-to-face interactions, surveys, and insights data (turnover, exit interview) as well as co-creating the concept with the trade unions has led us to finalise this concept. The next part of the ‘jigsaw’ will be around the engagement side and messaging.



My role still involves me building relationships and as more staff stories are shared, the environment is starting to change where it is safe to speak up. Our role is to sign the light on what's great but also

bring to the surface the hard topics to encourage them to resolve. Those leaders who are on board are the easy to feedback to. Those who aren't onboard yet, are the ones who I will be supporting, coaching, and influencing. Through team meetings, reinforcing the cultural behaviours we are striving to have, attending team away days as well as having one to one conversation with those leaders. Providing evidence-based research to back up what I am saying and supporting our well reached framework that we are working towards.

Foundation level	Associate level	Chartered Member level	Chartered Fellow level
At this level you'll understand:	At this level you'll understand:	At this level you'll understand:	At this level you'll understand:
What culture is, and why it's important	What a positive culture looks and feels like	Efficient approaches to culture development and how to align people practices to culture	The impact that culture has on business, safety, innovation, building and shaping organisational culture
That an organisation is a whole system, and that your role and actions have an impact on it	How people practices impact on behaviour, culture, systems and outcomes	How to apply systems thinking to a range of people practices	How systems approaches can lead to organisational performance
It's	Key elements and findings from behavioural science (e.g. right or right response, thinking bias)	How to apply behavioural science to shape people practices and create the conditions in which people can thrive and perform	How to apply behavioural science to improve organisational performance and create value for all stakeholders
What ethics is, and how your actions have consequences	Different ethical perspectives and how they influence your own values and decisions	Efficient ethical perspectives, and how different situations and values influence ethical and sustainable decision-making	Different ethical perspectives, situations and values, and their implications for organisational culture
That people learn and change in different ways	Different ways of learning, different approaches to professional development, and how to apply them in everyday situations	Emerging learning trends and theories, and how they apply to the ongoing development of people	Emerging learning trends and theories, and how to build learning into people at scale
What facilitation, including coaching and mentoring is	Different models of facilitation, coaching, mentoring, and when to use them	How to apply and adapt different models of facilitation, coaching and mentoring for a range of different situations	The value of facilitation, coaching, mentoring, and when to use them in delivering the people strategy
How to work effectively as part of a team	How to develop team relationships and ways of working together to create performance	How to select and shape the right team model (e.g. project, cross-functional, self-organising) for different situations	How to develop and shape performance in teams and enabled by organisational culture and environment
Causes of stress and poor mental and physical health	What managers can do to prevent and manage stress and develop the resilience of team members	How to create a resilient working culture and a healthy working environment	How to create and sustain a resilient and healthy working culture
How employee engagement impacts the way people feel about	Basic theories of motivation, and the factors that affect employee engagement	How to apply different engagement approaches, and the drivers and enablers of engagement	How to create the right environment to engage workers, and drive organisational effectiveness through engagement
The importance of learning for a diverse range of roles	Tools and methods to give a diverse range of people the opportunity to be heard	The relationship between culture and ethics, and how to apply tools and methods that give a diverse range of people a voice	Different approaches to engaging diverse voices, and how these approaches create strategic value for people and organisations

The approach we have taken has allowed the team and I to tweak and change wording, language and adapt as feedback is received from the different groups we have interacted with. The initial intel and data we had was based in surveys from 2020/2021 and so this information may be skewed as we were mid pandemic. Hence why our engagement piece is so critical. Culture change is iterative and doesn't stand still. Initially I thought having a static framework to work towards would help us, however, due to the numerous professional groups, sheer number of staff and teams, I realised that a generic framework with flexibility is the best way to drive change in a direction without a specific end point. A blended approach to feedback will be key and to change my approach with each leader to ensure we get good outcomes and nudge (Thaler, R. H., & Sunstein, C. R. (2008) the system as we need to. The CIPD recognises both Culture and change as core knowledge and there is ever evolving studies and academia being released. To remain leading and up to date we must ensure as a team that we are continuously developing and sharing the learning we are gaining. The leaderships voices are just as important, remembering culture change is not easy, in fact it's hard to influence 14,000 staff to change the way they have done things. Its ok that it is difficult, its important for my team to support managers in recognising this and moving forward to make a difference.

Celebrating the small successes, gaining momentum, and listening to feedback are our key three principals for this year, as we navigate and test the waters on what we have created. We have taken an Agile approach to this project and that is what will make it more human and for staff to come along on the journey (Forsberg, K., Mooz, H., & Cotterman, H. (2005).). It's a marathon not a sprint

and I am comfortable with being uncomfortable in the uncomfortable as we navigate this strategic journey.



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Reflection 2: Coaching is Hard



By Hannah Botes March 2022 (Learning Outcome 4)

As someone who never has any form of coaching in my 16-year career, the concept of coaching was slightly alien to me. So, when I started my new role, I was enrolled onto the ILM level 5 coaching qualification as part of my development into the Organisational Design space.

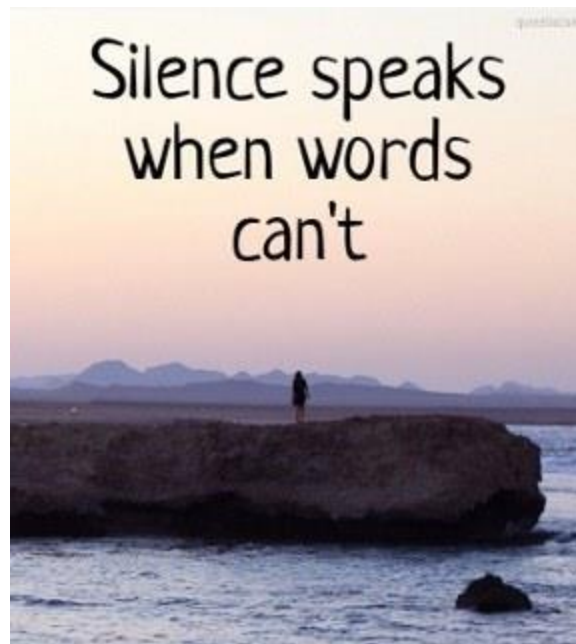
“Coaching is unlocking a person’s potential to maximise their own performance” (Whitmore (1996)). When I first saw this quote, I believed that this was what I had been doing anyway throughout my HR career. I enable great dialogue, make impacts, and enable outcomes to be achieved. However, as I moved through the course, I realised there is a lot more to a great conversation and a coaching conversation is different.



The structure that the OSCAR Model (which is the pure coaching model we are adopting in Hywel Dda) provides, really does drive conversations to be meaningful with actions and accountability behind them . For me the biggest learning curve has been the listening complaint. Did you know there are seven levels of listening! I think when I commenced the course, I was on about level 2. The course enabled me to really develop my active listening skills and I think I have improved to around level 4/5 now. Through paraphrasing and not listening to reply , I have developed my skills . Small distractions such as holding a pen, making notes whilst someone is speaking is inherited from years of disciplinary proceeding and note taking for records. Coaching doesn't need this and by working to remove these two distractions my listening has improved massively. This has not been an easy journey for me, who from an operational background has been 'trained' into solutions first, fix the problem quickly but giving the answers. Coaching is the belief and the mindset, that the coachee has the answer within themselves. This is a totally different mindset to what I have been practicing. The notion that the answer lies with the individual does seem like logic, in practice though I am sure we have all looked for the perceived 'quickest solution' . My role as coach is to facilitate the individual to find solutions, unlock their true potential and options that they can take forward.

Having undergone the formal training (8 session in total) it was now time for me to be unleashed on my coaches. As part of coaching, we are to document our reflections.

After my first session I felt that I went totally off script, my 'structured' approach was all over the shop, not in refined order as my normal Virgo self would have liked. My questions were in the main nondirective, but there were a few times a leading question popped up , where I knew, I was trying to satisfy my own curiosity and not for the benefit of the coachee exploring their situation. On reflection these sorts of questions were being used when I was trying to fill the dreaded silence. As a self-proclaimed chatterbox, I feel uncomfortable when the room is silent. That awkward tumble weed moment, usually gets filled with me asking questions, subject changing or trying to just make the other person feel at ease. Coaching is about self-discovery, silence is in fact key to help you process, form your response and answer. It allows the cogs to turn and look at different, thought through perspectives instead of instantaneous responses of what you think you should respond. Covery (1989) said, "Between stimulus and response man has the freedom to choose"



I enjoyed using the OSCAR model as I feel it provides a systemic approach to the situation an individual is experiencing. Whilst I didn't follow it in its exact order in my first coaching session, I did reach the outcome of actions for the coachee. The ability to explore consequences was powerful for this individual and meant certain blockages were acknowledged, understood more and their thought process was wider than it would have been should we have not explored those options.

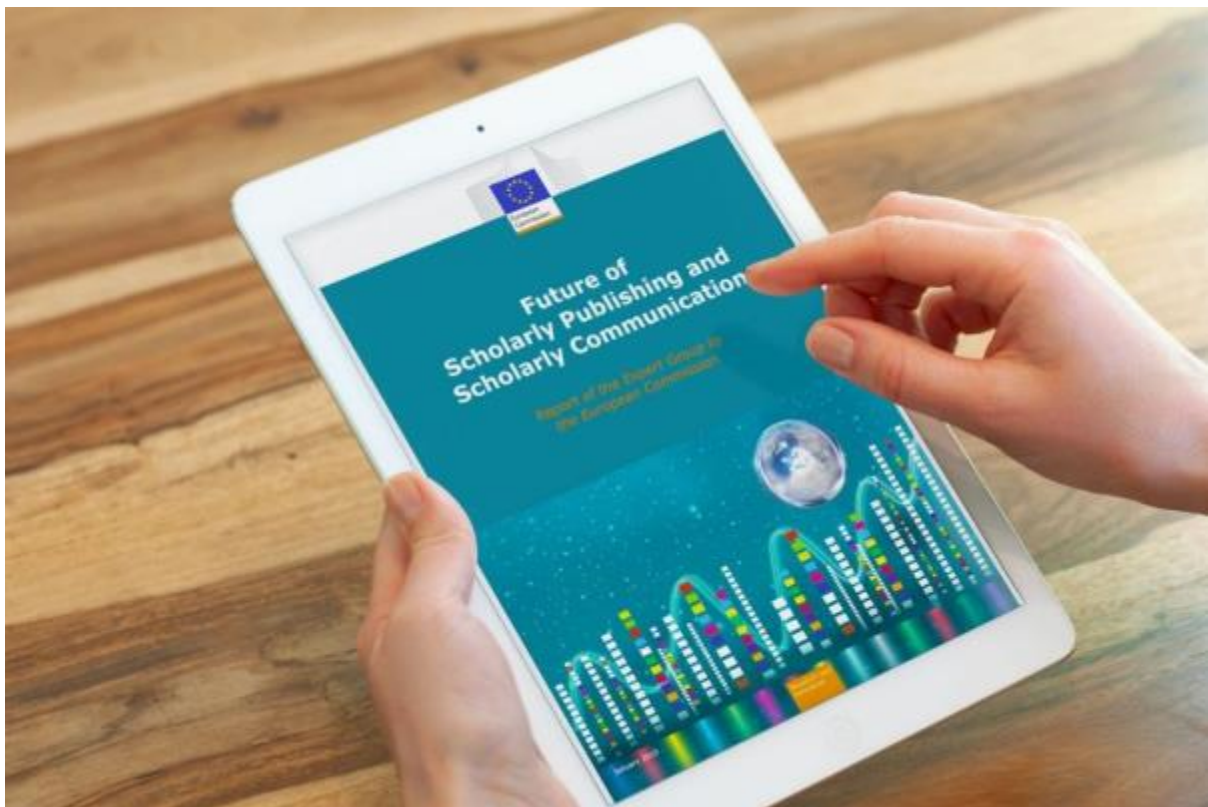
I have since had further coaching sessions, and each time I find I learn something about myself. My new focus is now on my micro expressions which seem to be much more obvious when on MS teams. Reflection as a tool has supported me in identifying great aspects of my coaching style but also where I need to improve to ensure my coachee experiences a better session. If I could change some aspects, it would be to have more face-to-face sessions and not just on MS teams. Due to restrictions we had to coaching through MS teams, which has made rapport building different to the norm. Whilst I am still developing these skills, they are already seeping into my everyday conversations, in and out of work. I enjoy the solution/action focus it gives me and this is a skill that will support my career.



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Reflection 3: Writing the IBI Report



By Hannah Botes March 2022 (Learning outcome 5,6,7,8)

The IBI module of my studies initially seemed like a straightforward and exciting project as I felt I had a lot of the skills needed to complete the task. I really enjoyed the research element of the task and felt that my report would provide my previous employer Chwarae teg with some valuable insights, evidence-based research, and recommendations. The topic I chose was on a critical evaluation of job design at Chwarae teg as my own role was due to be affected with a restructure on the horizon from

the withdrawal of EU funds from the UK. I was enthusiastic at the beginning as I was the Employee Forum Chairperson and saw the impact that role design was having on morale, staff sickness and turnover.

I had a lot of difficulties during this part of the course, as I was working full time, running my own business as well as raising my family. Time management lapsed during this time, as I was having to care of my 3-year-old son as well my husband who was dealing with depression. In addition to this I resigned from Chwarae teg in August 2021 and was working my notice period when the peak of the research finding was coming in. Following this I also had Covid when the assignment was due, resulting in having to submit late as I had no access to upload.

Secondary research was challenging. Some of the financial evidence for reporting I was not able to really get into the detail due to lack of my own skills set. The HR data was confidential, and I was not allowed to share or have limited access to this



Writing effective questions was difficult to really gain the essence of the information I was trying to get. Not writing leading questions was a challenge. I have defiantly improved on this since starting my ILM level 5 coaching course which has given me a much better understanding of questioning techniques. On reflection I should have taken the time to really research these questioning techniques better and this would have helped me in producing a better project. I would also have put more effort into my PID, and looked at the availability of secondary resources, financial information interpretation and ensured I would have developed this skill.

If I was to run the research again, it would be for a longer period and not over the summer holidays when a lot of staff were leaving. I would have also planned out my time better and allow for some contingencies. Using the Eisenhower Matrix would help me focus and prioritise tasks by urgency and importance. The fact I was sick twice and had other challenges did impact on my performance ability.



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The process was valuable, and I did learn to pull together the research in a report that could influence the board. During this process I progressed in my career and secured a new role as an Organisational Development Relationship Manager, which is focussed on a conduit to the wider workforce team within an NHS trust. The experience from this report has allowed me to progress in my career, which will involve evidence-based interventions as well as building people culture plans for different areas of the organisation.

My own self awareness was developed as part of this course as a whole , developing different aspects of my own behaviour and feelings. Allowing me to reflect has been key to supporting my journey of development. I now keep a weekly reflection diary utilising Gibbs (1988) reflection circle to help me close off the week and review how I can improve .



Linking back these skills to the CIPD professional map, I can see that I have improved my abilities to think critically and bring together evidence-based arguments to persuade and influence leaders. The IBI module allowed me to develop my analytical skills as well as embrace new technology to present my work and gather data. The ethical considerations for the data collection GDPR compliance were very detailed and this was something I had not done in such detail before and has shown me the best practice approach to this. Whilst in improved my evaluation skills, I could have developed this much further if I had more time planned and different circumstances. Business acumen at Chartered

Level is an area I have improved but there are still elements on this core knowledge I need to continue to develop, and my new role will help me move from operational to more strategic focus. Toulmin model (1979) has supported the way I structure arguments for persuasion. I also need to develop my understanding of financial implications, particularly around Return on Investment (ROI). My new role will require financial implications to be assessed within my report writing to the board. Overall, I feel I have learned more about my project planning, and this is already being used within my new role.

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Reflection 4 - New team Niggles

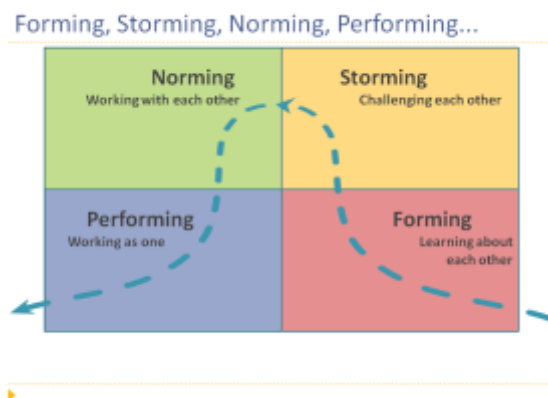


By Hannah Botes March 2022 (Learning Outcome

¹https://peopleprofession.cipd.org/Images/full-standards-june-2021_tcm29-95364.pdf

"People are like puzzles, they take time and patience to understand" is a quote I heard many years ago and has stuck with me throughout my HR career. This is how I feel about my new role.

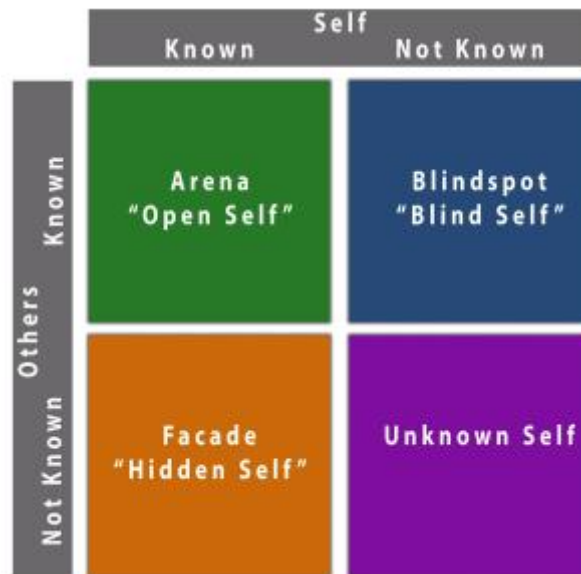
Leaping from a Human Resources (HR) management post into the world of Organisational Development (OD) has been a whirlwind I did not expect. Having 15 years generalist experience, at a variety of levels, in a few different counties, I thought my skills set and knowledge was well prepared for the jump into OD. The move from private sector to the huge public body that is the NHS has been a culture shock, some of it great, some of it frustrating and some generally confusing. My role is an Assistant Organisational Development Relationship Manager with the NHS in Wales. It is not only a new role to me, but also to the whole NHS (UK Wide) and will impact around 14,300 employees (HDHB Jan 2022) . I am part of a new pioneering team that is taking on a strategic culture change programme within and striving to make it a better place to be and have more good days at work.



With a new team comes the different phases as per Tuckman (1965) picture shows. My Team 7 months in is still in the storming phase of this cycle as some of the teams are in constant conflict with our manager. . The team also has some generational differences which has impacted on digital capabilities, ways we communicate, and work can conflict.

The role itself has been a roller coaster of emotions. My previous organisation was an innovative forward-thinking team, who switched to digital solutions during 2020 due to the Welsh government guidance of work from home. [Welsh Government 2020)]² . My new team have not worked in a hybrid way before, this is something they struggle with. I however have adapted well, taking control of my workload, boundaries, and wellbeing strategies from the start

²[https://nhs.wales365-my.sharepoint.com/personal/hannah_botes_wales_nhs_uk/Documents/Hannah Personal/DSBL.docx#_ftn2](https://nhs.wales365-my.sharepoint.com/personal/hannah_botes_wales_nhs_uk/Documents/Hannah%20Personal/DSBL.docx#_ftn2)



I have been able to cement part of my value in my role by developing digital platforms, workstreams and templates. I have developed a great sense of self-awareness (Sutton, 2016³; Williams, 2008⁴) during my career and particular in my previous role in an equality charity, but in the first few months I was questioning this. Knowing that this is a key part of my leadership capabilities (Axelrod, 2012⁵; Collins, 2001⁶) . One of the aspects related to self-awareness considers awareness in relation to the feelings of those and considers the impact I can have on other. This was something I have been very aware of, due to my role being focussed on relationship building. (Beck et al., 2004⁷). There are things about my self that are 'unknown' to me, as this is a new role and they are things I am waiting to discover as depicted in Johari's window framework (Luft, J., Ingham, H 1955).



The CIPD professional map (CIPD 2021) allows me to map across my behaviours and values in terms of principles led, evidence based, and outcomes driven. A core knowledge element is digital working which is something I know I can demonstrate and bring to the team. I have shared my knowledge through developing videos, but I maybe could support my team with more one to one support to gain understanding. The generational differences are something I need to appreciate more.

On reflection we did have a well-planned out induction, issued reflection diaries to use as part of our journey, made key links and objectives set. We did plan to do more team building, but due to

³<https://journals.sagepub.com/doi/full/10.1177/1052562921990065>

⁴<https://journals.sagepub.com/doi/full/10.1177/1052562921990065>

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⁷<https://journals.sagepub.com/doi/full/10.1177/1052562921990065>

pressures from The Board and needing to start engaging this has gone on the back foot. We completed the Belbin team roles survey (Belbin 1981) but have not come back together to review and reflect as team on where we sit.

As a team I think we would benefit from group reflection spaces more Ashby, C. (2006) to enable us to take stock of the work we have done, were we fit and iron out some of the conflicts. I think the conflict challenges not resolved but following this time to reflect I have some actions I can take forward to ensure a real resolution that will be created within the team and not just me in silo (Gibbs 1988).

Linking back our roles to the professional framework I think will support all the team realign with our professional values and impacts we want to make as Strategic OD changer makers. By carrying out team building and reflect and act section, hopefully we reach better understanding of how we all work, and where we all fit in the team and in turn improve communication. As I am striving for Chartered membership I should be working and at the strategic level to influence change.

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Development plan

NAME: Hannah Scott
COVERING THE PERIOD FROM: March 2021 – March 2021

Planned outcomes
 Where do I want to be by the end of this period? What do I want to be doing?

What do I want to achieve?	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
How to write financial statements and add a business plan to project planning and proposals	I will actively seek advice from the finance manager about income – non effects and status in the department	Finance time from finance team and potentially funding for a course at Brunel for non-financial managers	I will be able to submit financial statements fully report selling confidently, and with full understanding of the numbers	June 2021
Carry out been ability to write the better not recommendations and write out where we all fit in a team	I will find a team and support a day in the day for the team to get together. I will also see one of the LAD managers to facilitate the session	LAD facilitator all team members my own time and resources	Team cohesion been working and understanding	June 2021
Get a better understanding of analysis data	I will seek out peer training on our data analysis software to analyse the data and create dashboards	I will need to speak to the performance data manager to find out the best way to use the training	Better understanding of data analysis software to analyse data for supporting culture change and leading to an evidenced-based report	June 2021
Research CPD's thought about "Can't leave evidence in the hands of the psychologist"	I will find quite time to be able to sign the article fully	My own time and planning	Having a better understanding of my role and along the digital changes forward	June 2021

Author and milestones	What subject and at business with my team – the should be ongoing	My own time, motivation and other people in the	Better team working with more understanding of what challenges and resources	August 2021 – develop and then agree ongoing milestones
Complete my CPD form?	I will complete all assignments at the CPD centre	My own time to study and plan my assignments. Research time as well as reflection	Completing the qualification	July 2021
Complete my job in time	I will complete all assignments as per the CPD centre	My own time to study and plan my assignments. Research time as well as reflection	Completing the qualification	July 2021
Complete my LAD Learning qualification	Complete assignments and complete 10 hours of time to one course for the LAD	My own time and the availability of my resources	Completing the qualification	October 2021
Working with a culture change	Completing the small work with the team and the organization to achieve the goal	My own time and the availability of my resources	Completing the qualification	July 2021 and then ongoing
Complete annually the CPD map	To ensure I am up to date with my knowledge and understanding of the practice	My own time and the availability of my resources	Completing the qualification	Ongoing from March 2021
Focus on strategic skills	Monitoring for my manager on sharing resources on strategic skills and projects	My own time and the availability of my resources	Completing the qualification	Ongoing
To apply for Chartered membership	Following completion of qualifications giving for structured membership to support my professional development	My own time and the availability of my resources	Completing the qualification	July 2021