

Professional and Ethical Behaviour

1.1

People professionals in the workplace are committed to fostering a productive and positive workplace. The profession map sets the international standard for the people profession, highlighting core essential behaviours, knowledge, and values for professionals to thrive (**CIPD, 2023a, p.1**).

People professionals aware of the CIPD Profession Map, use its influence on championing better work and working lives for themselves and colleagues (**CIPD, 2025a**). Central to a people professionals' role is to understand its purpose. Purpose is central to the profession map, reminding people professionals to benefit both the organisational goals and its employees. (**CIPD, 2025b**).

People professionals need core knowledge to meet standards and excel in people, work, and change (**CIPD, 2025a**). Core knowledge for people professionals includes understanding the organisation and supporting its most valuable asset: its people. The CIPD profession map lists six areas of core knowledge for people professionals, including understanding people practices, culture and behaviour, business acumen, evidence-based practices, the impact of technology on people, and how to enable change (**CIPD, 2024a**).

There is core behaviours expected of people professionals. In the CIPD map, are eight core behaviours to what it means to be a people professional; being ethical in practice, showing professional courage and influence, valuing people, working inclusively, having a commercial drive mindset, demonstrating a passion for learning, being insights focused, make effective situational decision making (**CIPD, 2024a**). Core behaviours define people professionals, guiding their thoughts, actions, and decisions to create value and a shared purpose around them.

No matter what level you are at as a people professional there is a requirement for strategic thinking and influence. The profession map has four impact levels: Foundation, Associate, Chartered Member, and Chartered Fellow. Through the levels, work is more strategic and influential. As a people professional, the map can guide you on what's needed to excel at each stage of your career. (**CIPD, 2024a, p.2**).

Being a people professional means using your knowledge and behaviours to create an inclusive and thriving workplace. By strategically applying the CIPD profession map, people professionals can unite the organisation and its people, driving success and satisfaction.

1.2

I hold integrity as a personal value, I believe in being consistent, just and fair with others around me. With integrity you can retain an amount of self-respect. My self-integrity led me to leave an associate directorship and 9 years of hard work, rather than accept the organisation's dishonest new pathway to secure finances. My actions were consistent with the 2023 CIPD code of conduct and ethics centres where it lists good character is displayed through role modelling honesty, and professional and personal integrity (CIPD, 2023b, p.8). Building my personal integrity has given me a strong moral compass, guiding my everyday work decisions to align with my beliefs.

In deciding for a career change, I have noticed my ethical and personal values overlap progressively. Owning my moral compass shapes how I make decisions, to always do the right thing, therefore, an ethical value I hold is fairness. In my work, I notice Equity theory, as defined by Adams “concerned with the perceptions people have about how they are being treated as compared with others (Armstrong and Taylor, 2023, p.201). This month, I demonstrated fairness by creating a team planner to ensure tasks were equitable and no one was overburdened (Equity). This has also done a great amount of good for the better efficiency for the entire team (utilitarianism). This proactivity will help everyone understand what each practitioner does within the team, and the skills and abilities needed in new recruitment.

1.3

Professional courage and influence are core behaviours for people professionals, especially at the associate level. Particularly as a people professional, it can be easier to influence others if you have some form of power. French and Raven (1959) founded 5 original forms of power, 1. Coercion, 2. Rewards, 3. Legitimacy, 4. Referent, 5. Expertise, and later adding 6. Informational (**French and Raven, 1959**). Possessing any form of power enables you to contribute to discussions with knowledge and confidence.

It takes a lot of courage to contribute to discussions, speak up, and to influence change. One outcome of failing to influence others by speaking up is the absence of whistleblowing, which leads to a decline in workplace values that contradict the organisations code of conduct and ethics. Contribution to discussions fosters psychological safety, which can create an open and courageous workplace.

People professionals must advocate for better work and working lives (**CIPD, 2025c**) ensuring that those with levels of power act ethically and lawfully while considering business needs. It's also crucial to challenge inappropriate behaviour. To influence others effectively, people professionals participate in discussions with clarity, confidence, and informed insights. This demands professional courage and a diverse set of communication skills.

Influencing others as a people professional enables positive workplace changes. Failing to contribute results in no benefits for the organisation or its employees. Clear and confident contributions enhance influence and decision-making, while a lack of input can lead to overlooked insights.

1.4

As a people professional, it is important to address unethical and illegal matters and understand that all behaviour can be modified through effective good management practices (**CIPD, 2019**).

Nepotism.

Nepotism is an issue I have witnessed in the workplace, it's unethical, and leads to reduced employee morale and perceptions of unfairness.

Whilst a difficult issue for professionals to tackle, a first step is to observe and evidence patterns that indicates nepotism or favouritism (**Morris, 2024**). Showing courage by speaking up and reaching out to employees for confidential discussions, will provide them with comfort and afford understanding of their perspectives.

In positions of power, review policies around promotion to ensure transparency and fairness straight away to identify gaps and biases. Although Wilson Wong of CIPD, notes that perceptions of fairness are not enough in itself to mitigate employee responses to promotions (**CIPD, 2023c**).

HR plays a big part in implementing changes during the hiring process, they can audit decisions and assess evaluation criteria. In receipt of findings, engage leadership and advocate for a more equitable process of promotion.

Wage Theft.

Wage theft is illegal, such as paying employees below the minimum wage. The National Minimum Wage Act of 1998 must be followed by all employers to ensure their employees are paid fairly in accordance with the law (**Kerrigan, 2023**), or organisations face serious consequences.

On occasions where organisations have failed in their duties, there must be immediate investigation to gather the facts where there is suspicion or report of wage theft, by reviewing records of payroll.

When legal implications are unclear, research into pay fairness is needed to ensure compliance with laws and regulations (**CIPD, 2024b**), all situations must be rectified in a prompt manner. Moving forward, all payroll staff should receive training on wage payroll and compliance with wage laws and regulations.

Throughout, communicating findings instils trust in your position, the organisation, and for future commitment to ethical and legal standards (**CIPD, 2024c**).

2.1

Effective people professionals utilise established and modern theories to express the importance of inclusion, value, and fair treatment in the workplace.

Motivation theories include Maslow's hierarchical needs theory. Although it has empirical study doubters (**CIPD, 2021, p.9**), Maslow argues that individuals are motivated to fulfil a series of needs, starting from basic physiological needs such as the desire for water and shelter and progressing to higher-level needs such as esteem and self-actualisation (**CIPD, 2021, P.9**). The higher the level achieved in Maslow theory, employees feel included and valued, their love and belongingness needs are met, fostering a sense being fairly treated within the workplace.

Equity theory can significantly impact morale and influence performance (**Armstrong and Taylor, 2023, p.200**). Equity Theory concentrates on the perceptions around how fairly you feel you are treated compared to others. Adams (**1965**) suggests that employees evaluate fairness of their rewards relative to effort by comparing their own input/output ratio with that of others.

In recent research Social Learning underlines the human and business benefits of feeling included, valued, and fairly treated at work. Observing and modelling positive behaviours promotes a culture of continuous learning and growth through inclusive practices. Valued employees are likely to collaborate, innovate, and exhibit job satisfaction and loyalty, reducing turnover (**Carr, Reece, Kellerman and Robichaux, 2019**).

Personally, I have belonged to an inclusive organisation, and one that concentrated on prioritising business before people. Valued employees, experiencing inclusion have been more satisfied in their role, which led to job satisfaction with sprinkles of reduced stress. This satisfaction reduced sickness rates, reduced silent quitting and increased retention. Happy employees stay where they are, be more efficient, effective and thrive. I've found happier employees find their 'purpose' and work

harder to achieve the organisational goals – which as a result enhances organisational corporate reputation.

2.2

In Hywel Dda, I co-facilitate our core leadership program as a key people practice initiative. LEAP is inclusive in its design, with five diverse themes focusing on various aspects of leadership.

LEAP is inclusive by providing a diverse curriculum of learning. Delegates have the opportunity to learn about topics within themes such as Leading Self; Leading with compassion and kindness; The Coach Approach; Leading Strategically; Leading for the Future and Leading Forward. Within those subject headings, important topics are covered including ED&I strategy, which as the CIPD notes, producing EDI strategies demonstrates Hywel Dda is taking its legal and moral obligations seriously **(CIPD, 2024d)**.

On day one we foster an environment of confidential safety, where leaders of the organisation come together, with openness and honesty. Every delegate is encouraged and supported with challenges around inclusivity.

People practice initiatives like LEAP must be aware of the different ways people learn **(Armstrong and Taylor, 2023)**, therefore, delegates are provided with a personal navigator to understand individuals learning styles, ensuring inclusivity and a supportive network.

The programme design is bespoke and thus accessible to different learners. Materials are provided in multiple ways; printing, video content, audio files, catering to all learners, including any physical and digital requirements.

It's vital to evaluate inclusivity progress **(Armstrong and Taylor, 2023)**, and as a result LEAP is assessed through anonymous feedback. Evaluation forms sent out 3 times to collect experiences; particularly around how they feel valued and heard during LEAP.

In any people practice initiative, it is crucial to have an inclusive, diverse selection of applicants, just as you would for in inclusive recruitment drives. I have achieved this by creating PowerBI charts to review the participation of our diverse demographics across the Health Board. Making any small change to our selection process will affect who applies, who's selected, and the next cohort experience **(CIPD, 2024e)**.

The CIPD profession map suggests using insights to inform professional development plans **(CIPD, 2023a)**, and as such, all delegates are provided with a workbook, created by the team. The workbooks' role is to observe changes in leadership and behaviour through personal insights, commitments and actions. Tasks and questions are also set for evidence to confirm they are applying inclusive practices back in the workplace.

2.3

Working inclusively and positively with others is important to my people practice role as I create environments where delegates feel valued, respected, and safe to contribute. Recently I have held meetings with peers, had line manager one-to-ones, and used my 360 data to assess this ability.

According to my 360, I am extremely respectful of those around me. Notably, my line manager summarised that although I am not currently in a leadership role, I display respect and empathy for those I communicate with. A mark for improvement in the 360, was the suggestion to ask colleagues

more for their opinions, any improvement I can make will aid my ability to work inclusively and positively with others.

Open communication is critical in the workplace. According to the 360, colleagues feel that I encourage open, honest and respectful dialogue, with my ability to actively listen to others as a core quality. Another that I display clear compassionate leadership behaviours. I try to bring fun into the workplace, with peers commenting that I bring laughter and cheer to meetings, resulting in more positive results. Self-reflection, in working inclusively and positively with others, I try to make delegates feel like they are at 'play', when they come to development days, resulting in excellent working relationships with delegates.

Collaboration is important in working inclusively and positively with others. The 360 showed that I am able to collaborate very well with others. It evidences that I'm able to offer my own opinion, but also listen and coach others. Through reflecting on my own personal approach to collaboration, I recognise the need to spread beyond my close-knit team. Hywel Dda has 14,000 members of staff, and the W/OD function is large, so I identify, and a peer has suggested, to take the lead, seek out wider colleagues and increase my network.

Providing support and positive encouragement is important in working inclusively and positively with others. In self-reflection this is a strength, but there are steps to improvement. Feedback shows I'm compassionate who supports and encourages growth, and instead of being a character to take over, I guide. Reflecting on this has been a difficult one due to recently going for a promotion role, and unfortunately not being offered the role, however, the feedback from them has been "Chris is always willing to help and available to support, he has been instrumental in helping me learn all the aspects to my role".

3.1

People practitioners are no longer company administrators, instead they are now strategic partners within organisations (**CIPD, 2025d**). The modernised role of people practitioners has seen a more empathised approach to handling organisational use of data analytics, the strategy of business decisions, and introducing a focused approach on employee well-being (**CIPD, 2020a**).

The CIPD imagines what the people profession will look like in 2030, and it's clear that people practitioners will continue to have more strategic involvement and drive change (**CIPD, 2020b**). Therefore, it would be beneficial for me to shadow the talent management team over the next 12 months to understand our strategy and direction further.

Technology has evolved the role of people practitioners. The ability to make effective decisions has been aided by HR technology, but in HR we must not substitute people for technology, instead understand the impacts first (**CIPD, 2024f**). Dashboards are used internally to visualise key HR metrics, aiding to make data-driven decisions. However, it would also be beneficial to enrol on a course to use technology to improve peoples working lives.

People practitioners should now have a focus on the employee experience, with a empathises on their mental and physical wellbeing. I understand how important it is for leaders in Hywel Dda to role model better wellbeing and care for themselves. As a result, an implication for my professional development will be to increase exposure of wellbeing resources in all OD development programmes and work closer with Hywel Dda's wellbeing service team.

3.2

Due to 360-feedback data populated by six colleagues, I decided to assess myself against two core behaviour areas of the CIPD profession map.

Professional Courage and Influence

An associate level people professional is able to show courage, communicate effectively, engage stakeholders, Influence and be accountable.

I have identified several strengths, primarily, I am recognised for bringing laughter and cheer to meetings, which helps create a positive atmosphere. This approachability is important at an associate level, as it allows me to engage and build strong relationships with stakeholders.

Furthermore, my ability to communicate effectively is noticed, key for the profession map associate level. Colleagues appreciate my willingness to assist and support them, which has been especially beneficial for new team members as they adapt to their roles. I take accountability, display passion attention to detail, and demonstrate compassionate leadership behaviours in considering others' perspectives.

The 360 feedback weaknesses indicates that I may not always seek opinions when making decisions, which could limit collaborative input and potentially overlook diverse perspectives.

Going forward, it is important for me to consciously involve others in decision-making processes to enhance my influencing approach. I feel by involving others more, there will a broader range of ideas in the team and increase support for new initiatives we can collectively bring.

Working Inclusively

An associate level people professional is inclusive, values diversity, builds relationships, shares knowledge, resolves conflict, and encourages psychological safety.

Feedback reads that I'm a team player willing to help colleagues, ensuring that everyone feels included and valued. My warmth, likeable nature, team rapport, and ability to build relationships was evident in the 360.

Moreover, I am noted for valuing diversity and demonstrating empathy, compassion, and inclusivity, even without being in a formal leadership role. I enjoy getting to know colleagues better than surface level, it makes for a better workplace to get to know them as individuals allowing for greater effective working.

A potential area of weakness identified is my lack of understanding of the wider W&OD function beyond my role. The 360 expressed that I could expand my knowledge. Reflecting, I completely agree, and it's a core part of relationship building at an associate level, in doing this, I can enhance collaboration across departments and understand the organisational landscape.

As a result, I have reached out to seniors and peers for shadowing opportunities to understand their roles and purpose. This will help in understanding the function and seek out diverse opinions to mould my own future in Hywel Dda. By focusing on these development areas, I can grow professional courage and influence, as well inclusive working.

3.3

Undertaking the 360 self-assessment provided valuable insights into my strengths and areas for improvement. I have identified four development activities to pursue moving forward.

- Invest in time to research motivation (intrinsic).

In my 360-feedback exercise, my line manager noted that I could improve my performance by “increasing motivation around tasks that do not interest him so much”. To do this, I am going to invest time to researching motivation, and specifically intrinsic motivation. Intrinsic motivation shows that if I can truly believe in the purpose of the task, find it fun, and self-fulfilling, I will then be motivated to do it moving forward.

- Shadowing.

It was noted that I could do with gaining wider knowledge of the wider W&OD function. This I feel is threefold; one to gain knowledge; two to allow the team to collaborate with other services; three for my own development, visibility and future. As a result of this I have booked in informal development opportunities by shadowing leaders. I hope to takeaway new ways of working, so I can prove myself for future promotion opportunities, and understand Hywel Dda as an organisation better.

- Mentorship and Coaching.

I need to understand the benefits of being able to ask others for their opinion before starting or completing a project. One way I can do this, is through internal mentorship and coaching, and opening myself to people’s opinions, perspectives and decision-making processes. I have started taking advantage of coaching opportunities with aims of a coaching qualification. Mentorship however is currently an untapped resource.

- Visibility of skills and abilities.

I chose this activity after being passed over for a role due to a perceived lack of facilitation experience, which I now realise was simply a lack of visibility to decision-makers. Interview feedback included the recommendation to concentrate my future on what I excel, i.e. designing. In reflection, this is not what I want for my future, Instead I want to expand my skills and be noticed. I am therefore going to take advantage of professional development programmes that allow me to demonstrate new skills. I have also held discussions to run my own workshops for visibility. I will be visible in cross-departmental projects which showcases to a wider audience – this will also aid collaboration between departments, rather than silo working.

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Development plan

NAME:	Christopher Brett	STUDENT NUMBER:	2318124
COVERING THE PERIOD FROM:	21st February 2025	TO:	21st February 2026

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
I need to learn how to garner motivation within myself for tasks that do not interest me much. I have come to this conclusion thanks to my 360, where somebody noted that I appear only to be somewhat motivated by tasks and responsibilities, noting that I could improve my performance by “increasing Motivation around tasks that do not	Set myself small goals. Take regular breaks. Clear other distractions – Block my calendar out. Understand when I am most productive and book myself in to do these tasks when I am. Audit how long it’s taking me to complete tasks. Create a daily plan into my outlook calendar. Award myself. Get in the zone! Be wary of burnout. Make use of others around me that are interested	My work Outlook calendar – take time to populate this with the tasks that need to be done and set appropriate amount of time dedicated to each one. Support from those around me, to get tasks completed. Watch motivational theory talks from experts – TED talks etc.	The ticks against completed jobs on the calendar – turning red uncompleted jobs, to green. Share my calendar with others to see my progress and allow for collaboration. Regular one-to-ones with line manager to track progress and their outside view of my motivation of the tasks.	End of each day, ensure tasks are ticked off and turned green. Monthly One to Ones.

interest him so much”.	in the task/responsibility.			
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
Shadow management colleagues across the Health Board to gain wider knowledge of the W&OD function beyond my role.	Take the lead and seek out colleagues from across the W&OD function. Book conversations with them to understand their individual roles and impacts. Shadow management colleagues on their every-day role. Increase Network. Research across the Hywel Dda SharePoint, read what each department does, their responsibilities, and how/we can work together. Understand their service strategies and direction and I how I can individually play a part in it.	Support from my line manager to allow me time away from my own role duties to learn more about others. Support from those around me in the W&OD function to allow me to learn from them.	Greater collaboration and learning – my next 360 to showcase the growth. Development and potential higher job role in the organisation.	Monthly reviews with line manager.
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

I need to learn to ask those colleagues around me more for their opinions before making decisions.	Before making decisions where I can utilise other peoples opinions or expertise, stop and ask... What Would Happen if We Did Not Do This? What Could Make Us Regret doing it this way? What Alternatives Were Rejected in Choosing This Course of Action? It's a Year from Now and We're Looking Back at This Decision... How Will We Later Know This Was the Right Decision? Are there specific milestones or deliverables that would be used to stop and reassess our decision? What would be the cost of being wrong? Does this decision really need to be made now? Would it be beneficial and possible to defer making a decision? If I make this decision, will it affect the morale of others?	I need to realise the potential of those around me, and the support they can give me.	Greater collaboration on achieving goals. In my next 360, hopefully the result will be higher in this category of question.	Next 360 in 6 months time.
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	Would anyone not fully support this decision?			
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
Understand the impacts new technology in the HR people profession has on people, and how it CAN improve peoples working lives.	Stretch and challenge myself. Have a sit down with the OD function head, and discuss a development plan, so I can develop or showcase my abilities in areas that colleagues have not been able to see yet. Research a wide a range of resources from across the OD function including culture and workforce, wellbeing, relationship management, innovation practices. Get involved in the function's delivery of the above areas, to widen visibility of myself.	Wider reading of the internal resource pages. Wider usage of the Hywel Dda library for expert writing and views. Support from the heads of services and colleagues to provide me with open opportunities to learn from them and take over tasks and responsibilities away from what others perceive me to be solely good at.	Colleagues from across OD asking for my help on tasks and duties other than my perceived area of expertise. Given my own development programme to work for Hywel Dda.	Weekly review on what I am being asked to do, my evaluating my planner to assess whether it's becoming more varied.
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
Focus on employee experience – particularly around	Work closer to the Hywel Dda wellbeing service team.	Access to their resources to share to wider afield in the organisation.	An increase in employee wellbeing data in evaluation surveys. Plus,	At the end of each cohort. The assessment of the pre and

delegates on development programmes mental and physical wellbeing.		Support to raise awareness.	more positive personal navigator discussions.	post programme evaluation forms where individuals assess their own wellbeing.
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Development record

NAME:	Christopher Brett	MEMBERSHIP NUMBER:	2318124
COVERING THE PERIOD FROM:	21st February 2024	TO:	21st February 2025

Key Dates	What did you do?	Why?	What did you learn from this?	How have/will you use this? Any further action?
19/4/24	Action Learning Facilitator - Attended & Completed a Course	I asked Hywel Dda for programmes to develop my skills and potentially use for internal employees. So, I trained to become an action learning facilitator, dedicating three course days to hone my skills and pass assessment exams.	Profession Map Area – Culture and Behaviour. What did the learning experience tell me about myself? The action learning approach removes all experts out of the room, it relies on your ability to ask non-directive questions, which focused my attention on just how difficult that is! As a leader, I wanted to	Professionally moving forward, I am thinking about empathy, by being careful how this comes across and projected back to the team when they present issues. I have learnt, empath

			solve issues for team members, but I now see the qualities of giving colleagues ownership over their decisions, with my role being to guide, without leading with my own beliefs and thoughts.	projection can be dangerous, when not knowing what a situation means to everyone. In my navigation one-to-one conversations during internal programmes, I am utilising non-directive more as I cannot fully understand a front-line Consultant or Senior Nurse, as I cannot give them all the answers to issues they bring, but I have the skills to ask questions to get them think about the situation and find actions to move forward. I have sent invites to employees on leadership programmes, to create internal action learning sets, maximum of 8 people in each
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				set, to come together, discuss personal/work issues that they're facing, and find solvable actions to move forward with.
Key Dates	What did you do?	Why?	What did you learn from this?	How have/will you use this? Any further action?
18.6.2024	Read a Book - Surrounded by Idiots	Profession Map Area – Working Inclusively. This book provided me with a method to assess everyone I communicate with based on four personality types: Red, Blue, Green and Yellow. From body language to conflict handling, it gives tools how to understand and influence those that work around me, whilst ensuring the 'idiot' is not me.	That it's okay for me to be a RED, it's my personality, and be aware of strengths and weaknesses, but also awareness of other personality types, and how relationships can vary depending on situations, and people. I will naturally have better relationships with some, but not to think too hard on others, as it may just be down to personality colour. In Surrounded by idiots, the impact is summed, "At work, you can't always choose the people you'll work with. They are just there, whether you would have chosen them or not. In the professional world, you must play a good	I need to build a team database relating to the DISC personality, and update regularly as personalities can change, so continue to undertake the assessment test twice a year, and importantly when it comes to recruitment, assess the ideal personality types required to take the team to another level.

			game with the cards that you have. It makes me think more about the importance of recruitment and assessing the teams that are already in place and how to collaborate best with the individuals already there. In recruitment going forward I will not bring new people in just because they are like us already and easy to understand, instead it's better to bring in new types of people, to build the ideal team dynamic for success.	
Key Dates	What did you do?	Why?	What did you learn from this?	How have/will you use this? Any further action?
17 th and 18 th February 2025 – Two Day Programme	Attended The Coach Approach – Hywel Dda internal Programme	The Coach Approach is a critical part of the programme in which I am a part of delivering. I wanted to attend the Coach Approach to gain an understanding and put myself in the delegates shoes who partake as a requirement of the programme. I also have ambitions of gaining a coaching qualification when	Profession Map Area – Learning and Development. The COACH approach is a framework to help, guide and enable staff to identify outcomes and solutions to potential issues that arise. The frameworks GROW and OSCAR were discussed, the OSCAR acronym stands for: - Outcome Situation Choices/Consequences Actions	Through the COACH approach and sprinkling technique, I'm now applying it to many conversations both ad hoc and formal, I have with individuals and teams. What I've noticed is that I am more relaxed in the knowledge that as a

		Hywel Dda has the budget to allow – this is important for navigator/delegate conversations throughout the learning and development programmes I am involved with.	Review And is an excellent way of problem solving with staff through conversation. One does not need to be a trained coach in order to apply these principles and the concept of 'sprinkling' was encouraged whereby aspects of the framework can be incorporated routinely into everyday interactions with staff. Coaching is a process where a coach supports an individual in setting and achieving goals so that they clarify their aspiration and make positive changes. Part of the role is to provide feedback and encouragement. Coaching can be done at any level by anyone in the organisation. By adopting a coach approach culture, we should hopefully begin to see a shift from being 'told what to do' to being encouraged to seek your own answers but in a supportive way. This would help staff to have faith in their own decision making. It would encourage the organisation as a whole to be one that listens to their staff which is empowering.	collective we will either come up with the solution together and that I don't have to have the answer and often through teasing out issues through exploratory conversations, staff have the solutions to most issues and if not, then I can offer additional advice. In a recent meeting to discuss an ethical dilemma with a MDT, I chaired the process and applied the techniques. The meeting was productive, efficient, felt healthy, positive with equal contributions from all and staff went away thanking everyone for the time and that they felt
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			The key messages I took from the Coach Approach was: • Enable not disable staff • Encourage freedom of thought, speech and decision-making • The solution to problems lies within • Managers do not need to have all the answers; we are the facilitators to enable greater autonomy and decision-making in teams • Adopt the sprinkling techniques when applying coaching • When staff have more autonomy, there is increased job satisfaction.	there was a clear plan of action in less than 40 minutes. I will continue to apply this throughout my practice. My further action is to 'sprinkle' coaching into each conversation I have.
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Reflecting on the three development activities I engaged in;

Action Learning Facilitator Course

The Action Learning Facilitator course has influenced my approach to problem-solving and team collaboration. By learning a new facilitation technique, I have the option to guide group discussions to ensure they are action orientated and hence be more productive. This has aided my performance in our internal development programmes, where I have been able to improve the quality and efficiency of group work.

Reading 'Surrounded by Idiots'

'Surrounded by Idiots' has enhanced my understanding of different personality types and communication styles. Understanding the DISC profile has enabled me to facilitate the sessions on Hywel Dda programmes effectively, aiding to greater personal performance. It has also been an interesting approach to getting to know – at least the starting point – of getting to know my colleagues, especially new starters since reading the book and now undertaking the test together. This has not only increased my personal effectiveness but also positively influenced team cohesion and productivity.

Attending The Coach Approach

Attending The Coach Approach has rising in me coaching skills that are important in developing others. This experience has taught me to ask insightful questions and provide constructive feedback, enabling me to support those that need me, to achieve their professional goals. This new skill will benefit my professional and personal performance, as sprinkling can be done in every conversation. A reflection of my own about myself through the years has been that I perhaps do not ask for help enough, and therefore, I aim for a coaching style to aid in my behaviour to allow others to provide me with answers to questions.