

**Qualification: CIPD Diploma in Applied Human
Resources**

**Developing Professional Practice in Human
Resources**

Title: HR Development Project (Activity 1)

Name: Sarah Debra Tillman

CIPD Membership Number: 55478686

Word Count: 625

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: S D Tillman

Date: 10 January 2020

My HR Development Program

I am completing the CIPD Diploma in Applied Human Resources (level 5) with the University of Wales Trinity Saint David, as part of the Higher Apprenticeship in Human Resource Management (HRM) with Coleg Sir Gar. Therefore, I am a student member of both institutions and will have access to a wide variety of resources. I will be assigned a Training Advisor from Coleg Sir Gar who will conduct regular reviews at set intervals to assess my progress with the Apprenticeship, whilst also undertaking monthly workshops set by the University of Wales Trinity Saint David timetable.

Programme of Study

The CIPD Diploma is a two-year programme and I will be required to attend the monthly workshops. The workshops commence at 09:30 hours and finish at 16:30 hours as set out in the timetable below: -

Timetable – CIPD Diploma in Applied Human Resources 2019-2021

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
25 th September 2019	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
23 rd October 2019	Using a Research Approach in HR	5CIHR	BMPD5002	Part One - 18/11/19 Part Two - 20/6/20	Part One - Written response Part Two - Research Report
20 th November 2019	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	13/1/20 plus submission of updated Personal Development Plan on 24/5/21	Portfolio of Evidence
4 th December 2019	Understanding the Contemporary HR Function	5CMHR	BMPD5003	17/2/20	Slides and notes pages
22 nd January 2020	Understanding the Business Context of HR	5CBIC	BMPD5001	16/3/20	Written report, analysis notes
19 th February 2020	Understanding Employment Law	5CELW			
18 th March 2020	AM: Understanding Employment Law PM: Recap on Research Report	5CELW	BMPD5004	27/4/20	Written answers to questions
22 nd April 2020	Understanding the Management of Employment Relations	5KCER	BMPD5006	25/5/20	Written answers to questions
20 th May 2020	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5005	14/9/20	Slides and notes pages

The timetable provides details of the date of each workshop, the module and the submission date of the assessments. In addition to the timetable, a learning plan for each module is also issued and uploaded to Moodle and students are required to work through this prior to the next workshop: -

Programme: Intermediate Diploma			Level of Study: 5	
Module: Using a Research Approach in HR			Assignment due date: Part One – 18/11/19	
Lecturer: Julie Thomas			Part Two – 28/6/20	
Contact details:			Tel: 01792 481000 Email: julie.thomas@uwtd.ac.uk	
		Session content related to module standards: AC – Assessment Criteria LO – Learning Outcome	GUIDED LEARNING – CLASS CENTRED (10 hours) Topics covered in class to aid learning	GUIDED LEARNING – HOME/WORK CENTRED (10 hours) Mandatory reading/tasks to aid learning. <i>NE: You will also need to undertake your own self-directed learning in order to build on your knowledge and complete your assessments (20 hours). Some recommended reading is also listed below.</i>
	Date			
	23/10	LO1: Understand the meaning of research and the research process	• Introductions • Choosing your topic • Research Methods • Referencing	Read Chapter 5 and sample chapter in Taylor & Woodhams (2016) Read Chapter 2 of Hom (2012) Strategies for finding and developing a dissertation topic Read about Evidence Based HR. Available at: http://mscibocus.com/files/amf_mark_allen_group/workspace 9/Evidence-Based HR Supplement_May17.pdf Watch: Video on Moodle 'Evidence-based Practice'. Task: Book an appointment with your HR Manager to discuss strategic priorities in the organisation and HR issues in order to decide on a topic. Record your discussion on the Topic Blog on Moodle by 8/11/19.
	23/10	LO2: Be able to conduct a data review and analyse the findings	• Sources of Information • Selecting sources • Creating a Critical Review	Please read the following freely available interactive resources from the University of Manchester: Know your sources: Types of information. Available at: https://www.escholar.manchester.ac.uk/learning-objects/mle/information-types/ Knowing where to look: Introducing your search toolkit. Available at: https://www.escholar.manchester.ac.uk/learning-objects/mle/search-toolkit/ Skip section 3 – we will cover UWTSO Library resources in class Finding the good stuff: Evaluating your sources. Available at: https://www.escholar.manchester.ac.uk/learning-objects/mle/evaluating-sources/ Read: How to write a critical review. https://www.cind.co.uk/knowledge/student/s/3047-critical-review-writing

For example, read chapter 5 of the core text book, before the next session.

There are 16 Modules in total which equates to on average a qualification time of 900 hours (450 hours guided learning and 450 hours self-study). Due to the nature of the diploma there is a requirement to complete tasks and additional reading outside of the workshops.

Each module will have an assignment or will require a port-folio of evidence to be submitted. It is imperative to plan for this from the start and ensure a record of all tasks undertaken throughout the course are kept on file and dated as this will be required as evidence for Continuous Professional Development purposes.

Key Resources

There are a variety of resources available to use throughout the duration of the diploma such as: -

Social Media

LinkedIn and Facebook: Both are used for professionals to connect and share information.

Programme of Study Handbook

The University of Wales has created a handbook which provides essential information to students along with key details on where to locate or access such information in the event it is required:



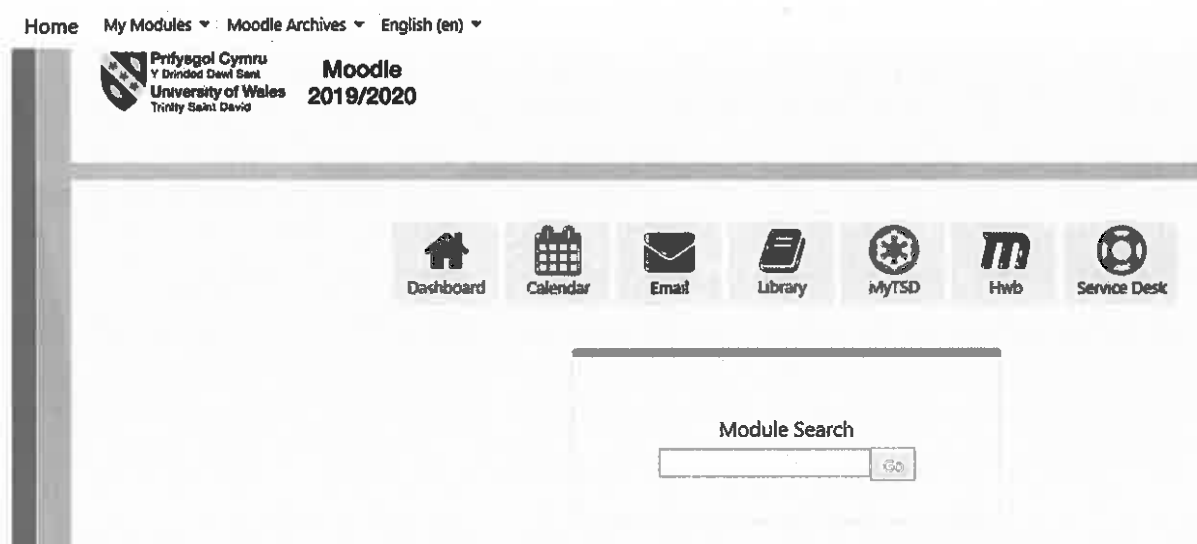
PROGRAMME OF STUDY HANDBOOK

CIPD Diploma in Applied Human Resources

PROGRAMMES OF STUDY AND PROGRAMME MANAGERS	2
SUPPORT DURING YOUR STUDIES	2
CIPD MODERATOR	3
ACADEMIC YEAR 2019/2020	4
CIPD Membership	4
Internal verification of CIPD study centre standards	4
DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED	5
MODULAR TERMINOLOGY	6
ASSESSMENT	6
Extenuating Circumstances	6
Additional needs in terms of assessment	6
Academic Appeal	7
Assessment Regulations	7
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Moodle

This is a Virtual Learning Environment and can be accessed by enrolled students 24/7 using the internet. This allows students access to the course materials, upload and submit assignments via Turnitin and collaborate with other students and/or lecturers:



Hwb

The Hwb is essentially the one-stop shop for all the essential information required at the University Wales Trinity Saint Davids (UWTSD).



The Hwb provides access to: -

- Moodle which will direct me my modules I am undertaking;
- Emails where exam results, timetable changes or any student news updates will be published;
- the library which will enable me to view my account and the library catalogue;
- Academic Support if I need help in submitting my assignment or accessing learning support;
- Health and Wellbeing which provides mental health support, counselling services and so much more;
- Student Life; and
- A comprehensive FAQs section if I was unsure of where to find something.

Code of Conduct

The University has a Code of Conduct for Students to adhere to. This complements the Student Charter and sets out their expectations of how we are expected to behave:

Introduction

The University is keen to foster a culture where all are expected to behave appropriately and to provide an inclusive, supportive, and safe learning environment in which all students and staff can flourish and are able to fulfil their personal potential.

The Code of Conduct complements the Student Charter which states that students are expected to

- recognise the importance of equality and diversity in the University by treating all members of the university community with respect both in person and on other channels such as social media
- act as a responsible ambassador for the University through good conduct and engagement with the local community and environment
- use the facilities and resources of the University with respect and consideration

The Code of Conduct outlines examples of behaviours what are deemed as unacceptable behaviour and advises that the University can start disciplinary procedures if deemed necessary.

Induction Questionnaire

To show my understanding of the course, and what is expected from myself, I completed an Induction Questionnaire which confirms my understanding of the qualification and has been signed off by my lecturer:

Q	Questions	Answers
1	Where, where and at what time will the course(s) be delivered?	1st floor, 1st floor, 1st floor
2	How many modules form part of the programme?	10 modules
3	Where are the workshops this time?	1st floor, 1st floor, 1st floor
4	What is Session 1?	1st floor, 1st floor, 1st floor
5	What is Session 2?	1st floor, 1st floor, 1st floor
6	What is Session 3?	1st floor, 1st floor, 1st floor
7	Do you know when you are required to hand in work?	1st floor, 1st floor, 1st floor
8	What are the exit tests for this programme?	1st floor, 1st floor, 1st floor
9	Do you know how to access the library catalogue?	1st floor, 1st floor, 1st floor
10	Do you know what to do if you have a question/concern about the course?	1st floor, 1st floor, 1st floor
11	What is the name of the Training centre?	1st floor, 1st floor, 1st floor
12	What is the name of the Course lecturer?	1st floor, 1st floor, 1st floor
13	Will you be expected to complete work outside lessons?	1st floor, 1st floor, 1st floor
14	Do you need to be a member of the CIPD?	1st floor, 1st floor, 1st floor
15	What support is available for study skills?	1st floor, 1st floor, 1st floor
16	Do you know where the free wifi and free printers are for the building?	1st floor, 1st floor, 1st floor
17	How many credits is the programme?	1st floor, 1st floor, 1st floor
18	What is the length of the programme?	1st floor, 1st floor, 1st floor
19	Have you been given access to the student handbook and your table?	1st floor, 1st floor, 1st floor
20	What academic level is this qualification?	1st floor, 1st floor, 1st floor

Name: 1st floor, 1st floor, 1st floor

Phone: 1st floor, 1st floor, 1st floor

CIPD membership number (to be added when available): 1st floor, 1st floor, 1st floor

Signature of lecturer: 1st floor, 1st floor, 1st floor

Date: 1st floor, 1st floor, 1st floor

The Profession Map & the HR Profession

Sarah Tillman | Developing Professional Practice in Human Resources | 13 January 2020

The CIPD Profession Map

Executive Summary

Human Resources is an area which continually develops and differs between each organisation. The role of a HR profession is diverse so the Chartered Institute of Personnel Development (CIPD) introduced a 'Profession Map' to benchmark the HR profession and establish a base. The Map sets out what a HR professional should know, do and deliver at all stages in their careers.

Introduction

The aim of this report is to evaluate how the professional areas and bands of the CIPD HR Profession Map define the HR profession and explain why the behaviours identified in the CIPD HR Profession Map are essential to be an effective HR professional.

A Professional

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'. (Lester, 2010)

A profession: -

- is based on a body of knowledge; it can be taught and learnt.
- generally implies that practitioners become experts in their field of expertise and have all the necessary skills and knowledge to apply to their role.
- is a disciplined group of individuals who are governed by a code of ethics.

The CIPD Code of Professional Conduct sets out the standards for all members of the CIPD and covers: -

- Professional Competence and Behaviour
- Ethical Standards and Integrity
- Representative of the Profession
- Stewardship

The new Profession Map

In 2018, CIPD launched an updated version of the Profession Map known as the as 'The new Profession Map': -



(CIPD, 2019)

The main purpose was to reflect and incorporate future working practices. Since the release of the 2013 Profession Map, it has become evident the role of a HR professional has evolved with new roles, specialisms and different opportunities developing. The new Profession Map takes this into account as it is more about 'keeping future fit' and has been designed to adapt with future changes. It provides more emphasis on the knowledge and behaviors required in order to make an impact at work.

The initial 2013 Professional Map still retains its relevance however the new Profession Map will act as a guide to the profession in the future:

"The new Profession Map will provide clearer guidance for the future of the people profession, supporting individuals in their development and careers, as well as helping HR teams and organisations to innovate and adapt" (Peter Cheese, n.d.)

The 2013 Profession Map

The 2013 Profession Map is similar in principle to the new Profession Map. It sets out the HR profession and looks at how HR adds value to people and organisations: -



© CIPD HR Profession Map

(CIPD, 2013)

This Profession Map: -

- describes ten professional areas (that HR is divided into),
- describes eight behaviours (deemed essential within the HR Profession); and
- has four bands of professional competence (to act as a basis of development and map out transition to the top of each area).

Ten Professional Areas

There are ten professional areas on the Professional Map; two of which sit at the heart of the profession and applicable to all HR professionals regardless of their role, and the remainder eight identify the activities and knowledge required to provide specialist HR support. These are important in defining the HR profession as they assist with the running of the organisation and ensure service delivery.

For example, 'Organisation Design' will ensure the delivery of the organisation objectives. 'Organisation Development' will ensure there is a 'fit-for-future' workforce to deliver the strategic objectives. 'Resource and Talent Planning' will assist with identifying and attracting the key people required to fulfil the goals of the organisation; for instance, the 'HR Strategy' by ensuring the right people with the correct skills are in place to achieve the set goals. 'Learning and Talent Development' allows for people at all levels to develop their skills and knowledge to fulfil their goals and continually improve.

Eight Behaviors

The eight behaviors describe how a HR professional should carry out their duties effectively. The behaviours are an essential requirement to become an effective HR professional as it will allow for the individual to get the most out of themselves and the organisation.

A HR professional should be: -

Curious: HR should be looking to the future to ensure the right individuals are recruited. By being curious about people a HR professional will be able to recognise an individuals' strength and potential which will benefit the organisation.

Decisive Thinker: have the ability to analyse and understand data for solutions to be identified and decisions made. This is critical to the future of HR and business success to ensure sustainability.

Skilled Influencer: to be able to influence to gain support. Throughout their career a HR professional will be required to persuade others especially when confronted with potential conflicts. A HR professional should be able to stand their ground.

Personally credible: to build and deliver professionalism. Line Managers rely on HR leaders to be trustworthy, conscientious and provide invaluable information. Leaders must have personal credibility in an organisation in order to become involved at the strategic level in the organisation.

Collaborative: to bring people at all levels in the workplace together to brainstorm ideas and overcome obstacles.

Driven to Deliver: to demonstrate determination and deliver results.

Courage to Challenge: To show courage and confidence by speaking up, for example, to challenge senior management even when confronted with resistance.

Role Model: to lead and Inspire. A positive team will always provide better results within the workplace. Earn and Build Trust by staying true to your word. Most importantly, make time for your employees as communication is key for any organisation to run effectively.

Conclusions

It is evident that HR is a professional discipline and plays an important role within any organisation. In a forever changing environment it is crucial that a professional keeps their skills, knowledge and abilities up to date as they play a crucial part within an organisation from the beginning of an employment to providing advice to Senior Management making crucial decisions. This can be done with engagement via CPD or the Chartered Institute of Personnel Development (CIPD) Map can assist with this as it identifies areas of strengths and weaknesses and produce a personal development plan with set objectives.

Recommendations

To use the CIPD Profession Map to assess development, as this will contribute to a Personal, Professional Development Plan.

Bibliography

CIPD, 2013. *The 2013 Profession Map*. [Online]
Available at: <https://www.cipd.co.uk/learn/profession-map/2013-profession-map>
[Accessed Friday December 2019].

CIPD, 2019. *CIPD Profession for the Future*. [Online]
Available at: <https://peopleprofession.cipd.org/>
[Accessed Sunday December 2019].

Lester, 2010. HR Professionalism. In: S. T. a. C. Woodhams, ed. *Studying Human Resource Managment*. s.l.:CIPD, p. 75.

Peter Cheese, C. C., n.d. *This way to the future of work*. [Online]
Available at: <https://peopleprofession.cipd.org/>
[Accessed Saturday December 2019].

**Qualification: CIPD Diploma in Applied Human
Resources**

**Developing Professional Practice in Human
Resources**

Title: Project Management (Activity 3)

Name: Sarah Debra Tillman

CIPD Membership Number: 55478686

Word Count: 936

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: S D Tillman

Date: 10 January 2020

Project Management

Human Resources represent people and therefore it is only natural a HR professional will become involved with projects within an organisation such as: -

- career and succession planning: issue an employee satisfaction survey, publish results and post improvement plans.
- change management: identification of needs of a diverse workforce.
- exit Interview: look at increasing retention using the exit interview information

Project management can be split into five phases: -



(Eby, 2018)

Each project undertaken will follow a similar sequence to the above. The first phase will determine the nature of the project and initiate it. The second stage involves planning the project, by identifying the aims and objectives along with what resources are available to complete the task. The project is executed and put into motion to allow for conclusions to be drawn from it. Any issues identified can be corrected along the way. The final stage is ultimately completion by reviewing how the project has gone and setting up a debrief to look at what lessons can be learnt.

Method of Planning

Professionals use several methods to plan and manage projects successfully such as creating a timetable of events or using a Gantt Chart. This allows for projects to be reviewed, monitored and make minor amendments if deemed necessary.

Communication

Across each phase of project management communication is key to ensure the end goal is achieved. This skill will allow the project team to work collaboratively and ensures the rest of the organisation remains in sync with the stages the project team.

Recruitment Campaign

I have recently been involved with a Wholetime Firefighter Recruitment Campaign and the steps involved with the process mirror that of the five phases of project management:

Initiation: Due to the retirement profile within the Service and for future workforce planning, in June 2019 the Executive Leadership Team (ELT) decided to initiate a Wholetime Firefighter Recruitment Campaign (WDS).

Planning and Design: This phase required setting out the goals and focused on developing a plan for everyone to follow to meet performance requirements. To assist with setting goals, I looked at the S.M.A.R.T Goals method as I believe this always achieves results and looks at all aspects of planning: -



(Eby, 2018)

I was given the task to plan out the project and set out each stage of the Wholetime Recruitment Campaign. I opted to create a timetable which set out the process from start to finish and this is attached at Appendix 1 'EV1: Timetable'.

My next goal was to book rooms for interviews to take place. In this regard, I issued an email to confirm dates for the WDS interviews and booked out rooms accordingly.

A sample of the email I issued is below: -

From: Tillman Sarah H.Q.
Sent: 13 June 2019 10:51
To: HQ RECEPTION H.Q. <mail@mawwfire.gov.uk>
Cc: [REDACTED]
Subject: Meeting Rooms

Good morning

Please can I book the following rooms for the following dates:

18 – 22 November – Branwen
18 – 22 November – Rhiannon
18 – 22 November – Pwyl
18 – 22 November – Occupational health
18 – 22 November – Tywi

These are for interviews therefore water for 7 each day in each room will be required.

Cofion Cynnes / Kind Regards

Sarah Tillman

Execution: The project plan was launched in line with the WDS 2019 Timetable. My line manager issued an email to the department on 24 July 2019 to advise a WDS campaign will commence in September, along with details of the pre-advert launch which would take place during July and August.

The email included a copy of the information pack and the timetable I created as per email below: -

From: [REDACTED]
Sent: 24 July 2019 09:36
Subject: Wholtime Firefighter Recruitment Campaign

Dear All

Please be advised that the Service will be undertaking another Wholtime Firefighter Recruitment Campaign in September, and a pre advert will be published on our external website as from Monday, 29th July until 04 September 2019.

Attached is a copy of the information pack, together with a timetable of the process for your information.

Should you receive any telephone queries, please refer them to the recruitment@mawwfire.gov.uk

Many thanks

The timetable of events was monitored by my line manager and followed each step of the way. The department were provided with continuous updates via email to ensure they were in sync with each stage.

Performance and Control: This naturally occurred during the execution phase as my line manager was monitoring the timetable and was able to identify issues along the way to ensure the campaign remained on target.

During this time my line manager identified two obstacles: -

1. Senior Management were unable to commit to their scheduled interview panel due to other work commitments; and

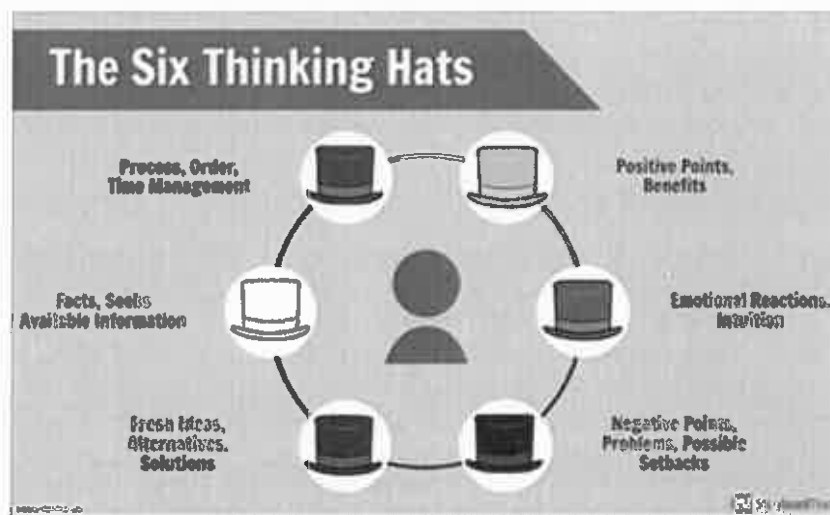
2. room bookings for the interviews had to be reorganised due to a glitch within the booking system.

My line manager delegated the responsibility to myself to resolve to ensure the timetable remained on target.

Problem Solving

1. For the first obstacle, I looked at problem solving techniques such as the 6 Thinking Hats, Brainstorming or listing pros and cons.

After looking at the techniques, I used the 'De Bono's 6 Thinking Hats': -



(Warfield, 2020)

Interview Panel: I had lengthy discussions with a member from the Executive Team whereby I advised of the facts that it was agreed from the initiation of the project to ensure consistency the interview panel would be constant throughout this process I suggested that perhaps meetings could be re-scheduled, or support could be offered to the individual in terms of their workload being shared amongst other colleagues during this period to ease the burden, even though this may put more pressure on other colleagues; but it will make the individual feel valued. As a result, measures were put in place for the individual to continue with interviewing and ensured the WDS campaign remained unaffected.

Room Bookings: The second obstacle encountered required identifying alternative rooms available on the premises to conduct interviews. Due to the glitch in the system we were unable to use the original booking and had to look at alternatives. In this regard I identified that our occupational health room was available and immediately sent an email to book out from the 18th to 22nd November 2019 as per email below: -

From: Tillman Sarah HQ
Sent: 08 October 2019 17:29
To: HQ RECEPTION H.Q.
Cc: [REDACTED]
Subject: Occ Health

Good Afternoon,

I have been advised the Incident Support Team have now moved to the Bungalow rather than the Occ Health Suite. In this regard, please can I book it from 18 – 22 November 2019?

Thanks

Cofion Cynnes / Kind Regards

Sarah Tillman

Swyddog HR - Pensiynau/ HR Officer - Pensions

Project Close

The WDS campaign finished on 16 December 2019 and successful candidates were notified of the outcome on 18 December 2019. A debrief meeting has been scheduled to include all parties who participated in the team to evaluate the project and identify lessons learned so that improvements can be made in the future.

Bibliography

Eby, K., 2018. *Demystifying the 5 Phases of Project Management*. [Online]
Available at: <https://www.smartsheet.com/blog/demystifying-5-phases-project-management>

[Accessed Saturday January 2020].

Eby, K., 2018. *Demystifying the 5 Phases of Project Management*. [Online]
Available at: <https://www.smartsheet.com/blog/demystifying-5-phases-project-management>

[Accessed Sunday January 2020].

Warfield, A., 2020. *Six Thinking Hats in the Classroom*. [Online]
Available at: <https://www.storyboardthat.com/blog/e/six-thinking-hats-in-the-classroom>

[Accessed Wednesday January 2020].

Books

Studying Human Resource Management 2nd Edition

WDS 2019 Timetable

Outreach Work	Ongoing – Positive Action Events in mid-May to end of July
Pre-Advert (i.e. Facebook, Twitter, Candidate Booklet and Dates released)	July and August 2019
SIFT	4 days Registration (09:00 Thursday, 5 September – 23:59 Sunday 8 September 2019) 5 days Assessment (12:00 Thursday 12 September – 12:00 Tuesday 17 September 2019)
On Line Ability Tests	9 – 15 October 2019
Physical and Practical Assessments	7; 13 & 14 November 2019 (On Call personnel – Bleep Test) w/c 18 November 2019
Selection (interviews)	w/c 18 November 2019 (any on call personnel) w/c 25 November 2019 (27 th onwards) 02 December 2019 09 December 2019 16 December 2019
Medicals	w/c 06 January 2020 (This will allow applicant to give 1 month notice to current employer)
First Course	w/c 10 th February 2020

**Qualification: CIPD Diploma in Applied Human
Resources**

**Developing Professional Practice in Human
Resources**

**Title: A report to explain the concept of Group and Team Dynamics and
explain Political behaviours in organisations (Activity 4)**

Name: Sarah Debra Tillman

CIPD Membership Number: 55478686

Word Count: 1,047 (excluding Executive Summary and Bibliography).

**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: S D Tillman

Date: 09 January 2020

Group and Team Dynamics and the Impact Political Behaviours have within the Workplace

Team Working

Executive Summary

Teamwork is key within any organisation in order to achieve goals. Forming an effective team can be quite difficult as different personalities and opinions come together. Creation of an effective team involves understanding the different stages of team development and the skills required from individuals to ensure a positive and successful result.

The purpose of this report is to identify theories and analyse how their models are used to create a high performing team.

Introduction

The aim of this report is to look at the concept of group and team dynamics within an organisation and explain how political behaviours impact on the achievement of the organisation objectives.

A HR professional will often work in teams with either work colleagues, stakeholders, or other individuals and groups. Huczynski and Buchanan state that teams can take on various forms in organisations such as: -

- Advice
- Action
- Project
- Production (Buchanan, 2010)

Group Dynamics

To work effectively with others a HR professional must be aware that a team can often be influenced by a variety of dynamics such as: -

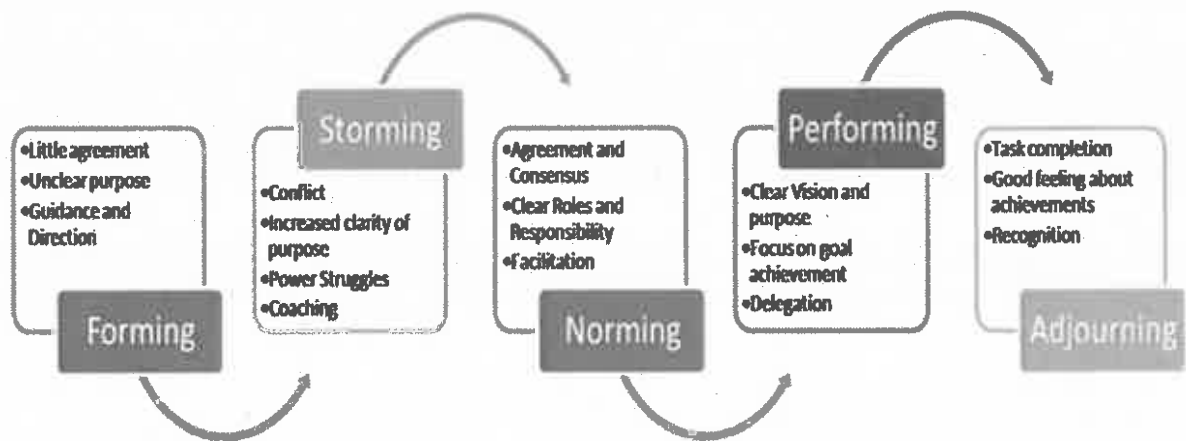
- the nature of the individuals in the group,
- leadership,
- structure of the group,
- power; and
- communication.

In addition to the dynamics of the group a HR professional must also understand and develop the skills associated with collaborative working and conflict resolution for the team to operate successfully.

Kurt Lewin noted that *“people often take on distinct roles and behaviours when they work in a group. “Group Dynamics” describes the effects of these roles and behaviours on other group members, and on the group as a whole”*. (MindTools, n.d.)

Team Dynamics

To become a high performing team, Bruce Tuckman identified a five-stage development process which focuses on the way a team develops from start to finish: -

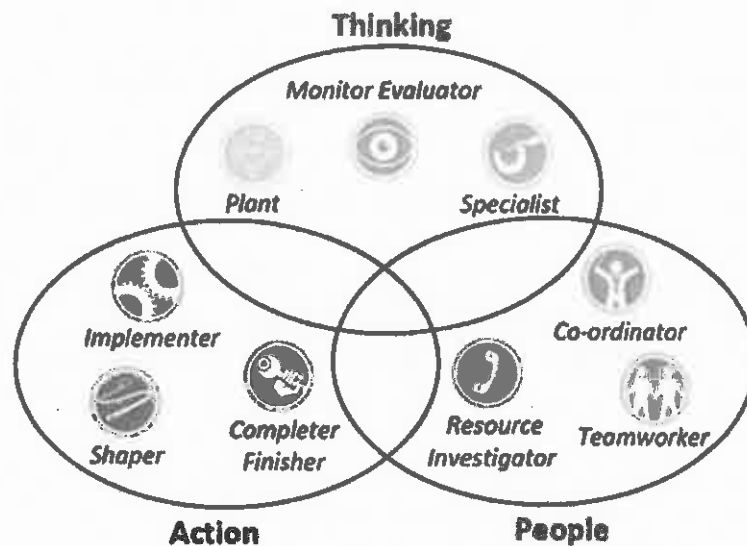


(Jensen, 2012)

This approach is recognisable, as every team will go through the five stages during an assigned task. Initially a team will be formed, people are positive and make an effort to get to know each other. The second stage, people tend to push against boundaries or can become frustrated with people's difference of approach to a task and this can result in conflict within the team. Differences are subsequently resolved, and people will tend to build on each other's strengths and respect the leaders within the team. The focus is set to achieve the desired goal without friction and the leader can delegate tasks to develop individuals within the team. The result is completion of the task and the team can reflect on their achievement and look at how they have developed.

Belbin's 9 Team Roles

Whilst Tuckman's theory focuses on the development process of a team, Belbin identified certain behaviours that are required to be high performing and created a list of nine team roles that he believes every team should have: -



(Coaching, n.d.)

"Wherever teams exist within organisations, Belbin can be used to bring the right people together so that the team is as high performing as possible, and is more likely to achieve its goals" (Belbin, 2020)

Belbin believes that a team requires an element of each of the nine roles listed but this does not necessarily mean that a team requires nine people. This is because individuals will already possess two or three of Belbin's Team Roles and can utilise them accordingly.

Nevertheless, not all nine roles are required at the same time. The required Belbin Team Role behaviours will be identified once the team has been set up and the team objectives set.

Political Behaviours

Office politics is an issue within any organisation. An individual will manipulate their working relationships or a situation to their own advantage, but at the expense of the organisation or team purely for their own gain.

"Organisational politics are informal, unofficial, and sometimes behind-the-scenes efforts to sell ideas, influence an organisation, increase power, or achieve other targeted objectives" (Seldman, 2000).

Office politics can arise: -

- if individuals do not agree with one another and differences of personality and opinion become difficult to manage.
- based on decisions made simply by seeking to influence people's choices.
- due to a position held within an organisation and potentially having more power than others. For example, an individual might increase their power by ascertain their authority but by doing this they will take power away from others.
- due to limited resources; teams may compete to satisfy their own agenda even if it goes against the "greater good".

A HR professional will often use "good" politics, known as influencing, in order to deliver, and without harm to others. To do this, a HR professional will use 'positive' political behaviours and the most common factors used to achieve this include: -

- **Analysing the Organisation Chart:** simply by observing and mapping out the political power and influence within the organisation.
- **Understanding the Informal Network:** look at interactions and relationships between people in order to understand the informal or social networks.
- **Build Connections:** based on the relationships identified, look at building your own social network irrelevant of an individual's role.
- **Develop People Skills:** Interpersonal skills will be invaluable in building and maintaining the network.
- **Be Brave and not Naïve:** As opposed to keeping your distance to people who practice "bad politics" get to know them as this has been proven to be more effective.
- **Neutralise Negative Politics:** Try not to join in with the negative politics, remain professional and do not take sides.

Effects of Politics

The impact of organisational politics within an organisation and/or workplace can be detrimental, for example: -

- it can decrease productivity which may lead to failure to achieve set targets,
- it can affect concentration and mistakes will be made,
- it will have a negative impact on the working environment as it can ruin relationships amongst individuals and failure to trust one another,
- often a non-performer participating in politics can be the apple of the boss's eye, thus demotivating the performers.

Conclusion

It is evident that teamwork is crucial within an organisation as it allows for people with a different set of skills and opinions to work collaboratively to achieve a desired outcome. To achieve team-working it is vital that clear goals are set from the offset so the team can identify the goal they are working towards to and can be more effective, to measure team performance so areas for improvement can be identified and reward team excellence as this has been proven to motivate staff to achieve team goals.

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**Qualification: CIPD Diploma in Applied Human
Resources**

**Developing Professional Practice in Human
Resources**

Title: My Personal Development Plan (Activity 5)

Name: Sarah Debra Tillman

CIPD Membership Number: 55478686

Word Count: 734

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: S D Tillman

Date: 10 January 2020

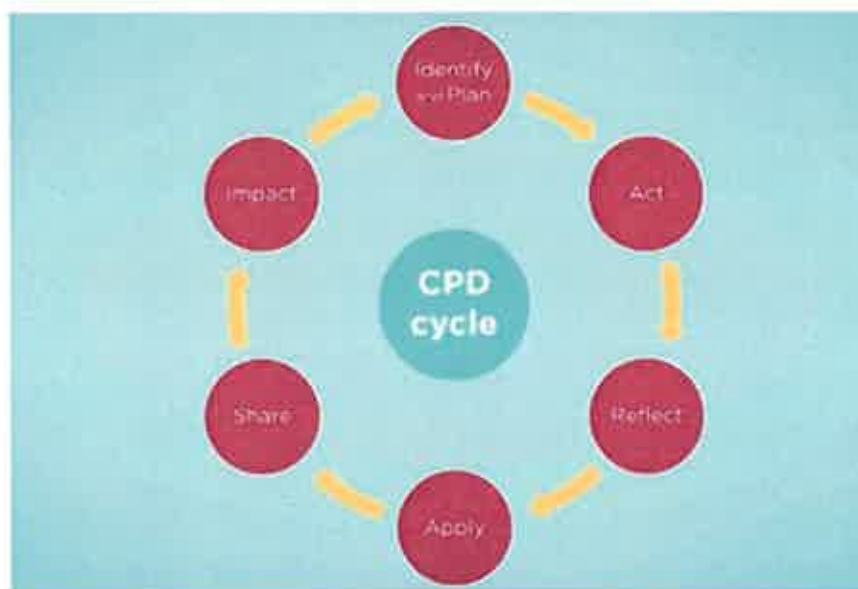
My CPD Map

Introduction

Continuous Professional Development (CPD) is a method used to plan, track and document your development to assist with keeping skills and knowledge up to date. This can be done either formally, by means of formal study or attending seminars, or informally by work shadowing or via coaching and mentoring in the workplace.

CPD Cycle

The CPD cycle is a useful guide to structure your CPD and involves six key stages:



(CIPD, 2020)

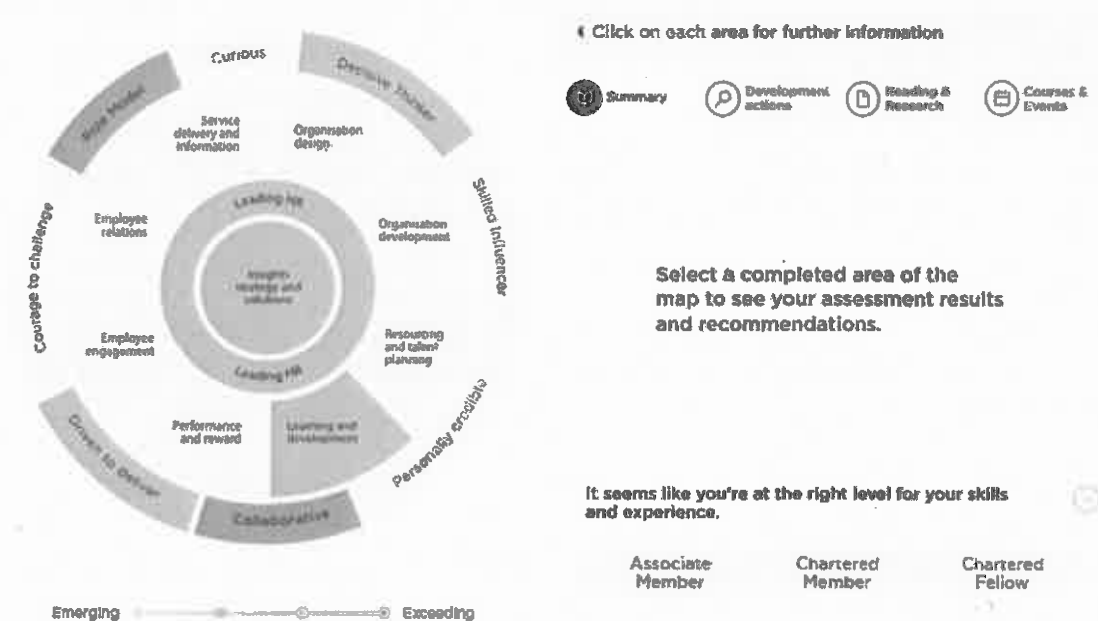
Each stage assists with the management of ongoing learning as it allows you to recognise your current position and identify your goals for the future. Using the CPD Map you can assess yourself against the CIPD profession map, identify areas for development and produce a personalised report with a range of development options to choose from. This will allow for an individual to create a plan of action and set clear dates to track progress. For example, making time to reflect on day to day learning at the end of each day and note progress which has been made or being able to share ideas with peers or via alternative platforms such as social media will also add to learning development. It is important to recognise the impact of learning development along with the benefits it has to yourself and the organisation.

Personal Development Plan

To identify my professional development needs I am going to undertake the self-assessment against a section of the CIPD HR Professional Map. The section will include two professional areas (one of which will be a core area) and two behaviours. This will provide me with a baseline to use as it will give an overall summary based on the answers I select, create development actions so I can devise my own development plan and provide suggestions about materials to research and courses or events I can attend.

I have chosen to assess myself against Leading HR (core area), Insights, Strategy and Solutions, Driven to Deliver and Collaborative as I believe these areas, I can improve within my role in the organisation:

STUDENT ASSESSMENT Your assessment results



My Personal Development Plan

Based on the self-assessment results, I have devised my own development plan (attached at Appendix 1) to improve my knowledge in the following three areas:

- **Leading HR** - I lack confidence in providing HR advice relating to policies and procedures within my organisation. My role predominately deals with issues relating to pensions and therefore my goal is become confident within this remit by undertaking inductions to new members of staff.
- **Insights, strategy and solutions:** To be able to provide reports upon request and analyse data. The Service heavily relies on statistics for future planning to ensure

sustainability so I would like to be able to deliver on this aspect and contribute to the wider Service's workplan.

- **Driven to Deliver:** Within my role, I always undertake several projects simultaneously and it is imperative I keep track of my progress, complete my work to deadlines and inform others when targets can not be met. I feel my methods of record keeping can be improved in a way which I can easily identify what I have on the go so I can prioritise accordingly and don't leave work 'last minute' so to speak. My aim is to identify the most efficient method of record keeping which can be easily accessible to others, clearly understood and fit in with my day to day workload.

Achieve Targets

To help devise my development plan and achieve my targets, I undertook the 'Learning Styles Questionnaire' produced by Honey & Mumford to assist with identifying what my preferred learning style(s) are and this is attached at Appendix 2.

Based on the results it was evident I was a 'Reflector'; I prefer to stand back and observe others in action. I look at the resources I have available to myself and identify at all possibilities before coming to a definitive conclusion.

Therefore, most of my development plan involves observing colleagues and making time to reflect on what I have learnt, shadowing a colleague in action and use all resources I have available to me within my organisation to allow me to draw my own conclusions.

Time Scale

Due to work commitments within my organisation I am going to commence my development plan from 01 April 2020 with an end target date of 31 March 2021 and ensure I note my progress throughout each stage.

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Development plan

NAME:	Sarah Tillman	MEMBERSHIP NUMBER:	55478686
COVERING THE PERIOD FROM:	01 April 2020	TO:	31 March 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
Leading HR: Experience of providing HR advice in relation to my organisation's policies and procedures to undertake inductions to new members of staff.	I will observe colleagues who provide HR advice and learn from the way they provide information. I will shadow a colleague undertaking an induction to see how the process works. I will request meetings with the Equality and Diversity Officer to set myself targets and learn more in-depth about the organisation's values. In agreement with my Manager, I will undertake staff inductions and have a member of staff observe in order to provide me	I will be dependent on the Equality and Diversity Officer being able to commit to set meetings. To maximise my learning, I am going to create a log and ask my manager to review the actions via one to one meeting. For the induction process I will need to acquire a copy of the induction packs issued to employees along with the supporting paperwork.	I undertake an induction to new members of staff. I request written feedback to ensure my performance is satisfactory. I will feel confident about the Service's policies and procedures and able to provide sound HR advice.	To take place from April due to staff commitments. April - Mar – Continually observing colleagues and reflect on observations made at the end of each week. April – Set up monthly meetings with the Equality and Diversity Officer. July – Sept – Observe colleagues who undertake inductions during this period. Oct – Mar – Undertake staff inductions and request feedback from Management.

	with feedback and identify areas for improvement.				
Insights strategy and solutions: Develop my knowledge of reporting from the HR system to enable me to provide accurate management information.	Coaching sessions from my line manager in writing and running reports to prepare information for Managers.	Dedicate time to allow me to practice reporting and request that I provide any future reports required. I receive enough practice to become competent in this area.	The ability to produce management information upon request.	Apr - June – Organise fortnightly meetings with my Line Manager to go through writing and running reports of the HR System. July – Oct – Request I run the reports to provide me with practice. Nov – Mar – All reports requested by personnel are forwarded to myself to run so I become competent in this area.	
Driven to Deliver: Develop a method to record my workload and/or projects that I have on the go in order to prioritise accordingly.	I am going to ask other colleagues how they keep track of their workload. Look online and identify what methods are available. Speak with our IT department and see if there is any software available to do this.	I will require access to Microsoft 365 applications, such as Microsoft Word and Excel. I will arrange a Team meeting to discuss methods they use to record their on-going workload.	The ability to produce a record my workload to assist with planning and scheduling of projects.	Apr – Arrange a team meeting with the helpdesk to discuss their method of record keeping. May – Look on the internet for various examples of methods for recording workload / projects. June – Liaise with IT department to discuss the topic with them. July – Solution identified. August – Mar – Produce a record of my workload to assist with planning and scheduling of projects.	

LEARNING STYLES QUESTIONNAIRE

(Honey & Mumford - revised 1986)

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences - so that you are in a better position to select learning experiences that suit your style.

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it (/). If you disagree more than you agree put a cross by it (x). Be sure to mark each item with either a tick or cross.

1. **I have strong beliefs about what is right and wrong, good and bad. /**
2. **I often act without considering the possible consequences. x**
3. **I tend to solve problems using a step-by-step approach. /**
4. **I believe that formal procedures and policies restrict people. x**
5. **I have a reputation for saying what I think, simply and directly. x**
6. **I often find that actions based on feelings are as sound as those based on careful thought and analysis. x**
7. **I like the sort of work where I have time for thorough preparation and implementation. /**
8. **I regularly question people about their basic assumptions. x**
9. **What matters most is whether something works in practice. x**
10. **I actively seek out new experiences. /**
11. **When I hear about a new idea or approach, I immediately start working out how to apply it in practice x**
12. **I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc. /**
13. **I take pride in doing a thorough job. /**
14. **I get on best with logical, analytical people and less well with spontaneous, 'irrational' people. x**

15. I take care over the interpretation of data available to me and avoid jumping to conclusions. /
16. I like to reach a decision carefully after weighing up many alternatives. /
17. I'm attracted more to novel, unusual ideas than to practical ones. x
18. I don't like disorganised things and prefer to fit things into a coherent pattern. /
19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done. /
20. I like to relate my actions to a general principal. /
21. In discussions I like to get straight to the point. x
22. I tend to have distant, rather formal relationships with people at work. x
23. I thrive on the challenge of tackling something new and different. /
24. I enjoy fun-loving, spontaneous people. /
25. I pay meticulous attention to detail before coming to a conclusion. /
26. I find it difficult to produce ideas on impulse. /
27. I believe in coming to the point immediately. x
28. I am careful not to jump to conclusions too quickly. /
29. I prefer to have as many sources of information as possible - the more data to think over the better. /
30. Flippant people who don't take things seriously enough usually irritate me. /
31. I listen to other people's points of view before putting my own forward. /
32. I tend to be open about how I'm feeling. /
33. In discussions I enjoy watching the manoeuvrings of the other participants. /

- 34. **I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance. x**
- 35. **I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc. /**
- 36. **It worries me if I have to rush out a piece of work to meet a tight deadline. /**
- 37. **I tend to judge people's ideas on their practical merits. x**
- 38. **Quiet, thoughtful people tend to make me feel uneasy. x**
- 39. **I often get irritated by people who want to rush things. /**
- 40. **It is more important to enjoy the present moment than to think about the past or future. /**
- 41. **I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition. /**
- 42. **I tend to be a perfectionist. /**
- 43. **In discussions I usually produce lots of spontaneous ideas. x**
- 44. **In meetings I put forward practical, realistic ideas. x**
- 45. **More often than not, rules are there to be broken. x**
- 46. **I prefer to stand back from a situation and consider all the perspectives. /**
- 47. **I can often see inconsistencies and weaknesses in other people's arguments. x**
- 48. **On balance I talk more than I listen. x**
- 49. **I can often see better, more practical ways to get things done. x**
- 50. **I think written reports should be short and to the point. x**
- 51. **I believe that rational, logical thinking should win the day. /**
- 52. **I tend to discuss specific things with people rather than engaging in social discussion. /**

- 53. **I like people who approach things realistically rather than theoretically. /**
- 54. **In discussions I get impatient with irrelevancies and digressions. /**
- 55. **If I have a report to write I tend to produce lots of drafts before settling on the final version. /**
- 56. **I am keen to try things out to see if they work in practice. /**
- 57. **I am keen to reach answers via logical approach. /**
- 58. **I enjoy being the one that talks a lot. x**
- 59. **In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations. x**
- 60. **I like to ponder many alternatives before making up my mind. /**
- 61. **In discussions with people I often find I am the most dispassionate and objective. x**
- 62. **In discussions I am more likely to adopt a 'low profile' than to take the lead and do most of the talking. /**
- 63. **I like to be able to relate current actions to a longer-term bigger picture. /**
- 64. **When things go wrong, I am happy to shrug it off and 'put it down to experience'. x**
- 65. **I tend to reject wild, spontaneous ideas as being impractical. x**
- 66. **It's best to think carefully before taking action. /**
- 67. **On balance I do the listening rather than the talking. /**
- 68. **I tend to be tough on people who find it difficult to adopt a logical approach. x**
- 69. **Most times I believe the end justifies the means. x**
- 70. **I do not mind hurting people's feelings so long as the job gets done. x**
- 71. **I find the formality of having specific objectives and plans stifling. /**
- 72. **I am usually one of the people who puts life into a party. x**

- 73. **I do whatever is expedient to get the job done. /**
- 74. **I quickly get bored with methodical, detailed work. x**
- 75. **I am keen on exploring the basic assumptions, principles and theories underpinning things and events. /**
- 76. **I am always interested to find out what people think. /**
- 77. **I like meetings to be run on methodical lines, sticking to laid down agenda, etc. /**
- 78. **I steer clear of subjective or ambiguous topics. x**
- 79. **I enjoy the drama and excitement of a crisis situation. x**
- 80. **People often find me insensitive to their feelings.x**

(Honey and Mumford 1986)

LEARNING STYLES QUESTIONNAIRE - SCORING*(Honey & Mumford 1986)*

You score one point for each item you ticked. There are no points for items you crossed. Simply indicate on the lists below which items were ticked.

	2	7	1	5
	4	13	3	9
	6	15	8	11
	10	16	12	19
	17	25	14	21
	23	28	18	27
	24	29	20	35
	32	31	22	37
	34	33	26	44
	38	36	30	49
	40	39	42	50
	43	41	47	53
	45	46	51	54
	48	52	57	56
	58	55	61	59
	64	60	63	65
	71	62	68	69
	72	66	75	70
	74	67	77	73
	79	76	78	80
TOTAL	6	18	13	6
	Activist	Reflector	Theorist	Pragmatist

Ring your scores on this chart and join up.

Activist	Reflector	Theorist	Pragmatist	
20	20	20	20	Very strong preference
19				
18		19	19	
17	19			
16		18	18	
15				
14		17	17	
13	18	16		Strong preference
12	17	15	16	
	16			
11	15	14	15	Moderate preference
10	14	13	14	
9	13	12	13	
8	12	11	12	
7				
6	11	10	11	Low preference
5	10	9	10	
4	9	8	9	
3	8	7	8	Very low preference
	7	6	7	
2	6	5	6	
	5	4	5	
1	4	3	4	
	3	2	3	
0	2	1	2	
	1	0	1	
	0		0	

LEARNING STYLES - GENERAL DESCRIPTIONS

Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once'. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.

Reflectors

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. 'If it's logical it's good'. Questions they frequently ask are: 'Does it make sense?' 'How does this fit with that?' 'What are the basic assumptions?' They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is: 'There is always a better way' and 'If it *works* it's good'.

° Honey and Mumford 1986

