

Professional Behaviours and Valuing People Assignment (BMPD5018)

Task One

1. Define the term professional and explain what it means to be a 'people professional'. (AC 1.1)

The term professional is defined as an individual who is knowledgeable, educated, experienced and skilled. This can be associated with higher level jobs such as doctors, although being a professional is present within any working role and is based on individuals' behaviour.

A people professional focuses on supporting employees' needs and providing a supportive working environment. Armstrong and Taylor (2020) define those who offer advice and services that require expertise around the employment of people. This is usually distinguished by a framework that is reflected by the application of skills in a specialised area. Those who are members of the CIPD are required to uphold set standards and act professionally with integrity. This can be done through building credibility by challenging people practices and creating organisational value. This suggests they use their knowledge, skills, and behaviours to act within their expectations of their function. The core and specialist knowledge that is necessary from a people professional to support the organisational needs are listed within the CIPD Profession Map which aids them to guide their decisions. It is stated that they should be principles led, evidence-based and outcomes driven. Along with the eight defined core behaviours to empower those to create value (CIPD, 2022b). This ensures consistent ways of thinking, carry out processes effectively in challenging and unprecedented circumstances. Professional values are the guiding values and ethics that affect work behaviour such as respect. These are commonly linked with personal values, which motivate a person and are the guiding principles in their personal lives such as honesty. These represent what is important to an individual.

Furthermore, this includes professional integrity, whereby an individual displays and promotes conducts and behaviours consistent with regulatory standards. For example, confidentiality on sensitive information. In practice, this means maintaining appropriate ethical behaviour by adhering to values, moral and ethical principles. Those individuals who demonstrate with professional integrity uphold a moral code of conduct both personally and professionally.

2. Explore how the role of a people professional (either a generalist or a particular specialist) is evolving and the priorities this raises for continuous professional development (CPD) (AC 3.1)

The role of a people professional is evolving as today's workforce becomes more diverse. This has resulted in organisations adapting their initiatives to stay competitive. It is critically important for people professionals to continue their development. Green, Peters and Young (2020) states that the most influential trends in 2030 will be internal change, digital and technological transformation, changing demographics and diversity and inclusion, diversifying employment relationships and sustainability.

Continuous professional development (CPD) is 'a process by which individuals take control of their own learning and development, by engaging in an on-going process of reflection and action' (Megginson and Whitaker, 2007, p.3). This is critically important in the people profession as it is rapidly changing and vital to keep up to date with the changing role (Taylor and Woodhams, 2022). This will become evident as practices can become outdated, regulations could change and may not be the best-available evidence.

One of the main ways is through the reliance on technology as this has drastically changed and changed the capabilities of what professionals do. Technology has taken over most manual tasks which have now been digitally transformed. Regarding Human Resources, technology has transformed the function entirely including training. For example, one of the biggest innovations is e-learning to allow greater flexibility (Stone et al., 2015). This has meant that they have needed to enhance their technological skills, implementing new systems, and inputting all the information and data together to create a training programme electronically.

Secondly, the concept of hybrid working which has become more prevalent due to the pandemic. This has offered more flexibility (Flores, 2019). Therefore, this means there is a shift in employee management as it is regarded as the new normal (HR Collaborative, 2023). This has resulted in how to support line managers in dealing with people management issues virtually such as performance. This has meant new skills have needed to be learnt to deal with these. This has influenced communication and engagement, where it is harder to converse with those working virtually and harder to assess when issues are arising as you have less in-person contact, so can't see their reactions and body language.

3. Discuss the concept of 'ethical values', and how at least three ethical values that you hold personally, impact (or could impact) on your work as a people professional. (AC 1.2)

Personal values are central beliefs that guides our actions (Marinoff, 2022). Whilst ethical values are regarded as the moral compass, doing the right thing because it's the right thing to do (CIPD, 2019). This is significantly important working as a people professional as a badly made decision can have a detrimental impact. Everyone is required to adhere to organisational policies, although personal thoughts may conflict with ethical standpoints. For example, you may personally feel that paternity pay is not substantial and should be enhanced.

One of my ethical values is that I am dependable this is where I am seen as a trustworthy. Within my role there is a set level of responsibility, and this includes dealing with private and confidential information in a considerate manner. For example, I am expected to deal with this kind of information on a regular basis, and it is highly important for employee privacy to be respected and comply with General Data Protection Regulations. HR confidentiality is vital to running an organisation ethically and avoiding legal consequences (Cook, 2022).

Secondly, I believe it's essential to treat others with respect and kindness. I demonstrate this through my interactions with my colleagues and other employees through conversations which may require to execute my opinion based on professional experience in a respectful manner. I always ensure I recognise everyone's' values while treating them accordingly ensuring they feel empowered and appreciated which in turn helps to build trust. My third ethical value is honesty, where I constantly show commitment to the organisation I work for whilst upholding moral principles in all situations through acting in honesty. For example, when completing performance reviews for employees to address expectations, concerns and issues with their performance and considerations around possible training. I ensure that I am always completely transparent otherwise these can become ineffective. Honesty is seen as the best policy when dealing with employment matters (HR Daily Advisor, 2018). Furthermore, by demonstrating good personal and ethical values, this models the kind of behaviour we expect to see in others.

4. Explain why it is essential for people professionals to contribute confidently to discussions, and ways of doing this that are (AC 1.3):

- **informed**
- **clear**
- **engaging.**

People professional's role includes having conversations and discussions this may include difficult issues. They need to be able to confidently contribute and this can be done through being informed, clear and engaged. This includes having a discussion in an informed manner through making evidence-based argument using the available evidence. This is evident in the CIPD Profession Map where it states that being evidence-based contributes to making better decisions. As professional opinion carries more weight when it's supported by strong evidence from multiple sources (CIPD, 2022b). Therefore, in discussions when evidence is presented is it generally accepted and not challenged or argued as it is factual rather than opinion. Additionally, it is vital for people professionals to be informed so it allows them to speak up and make their contribution to their relevant expertise and can be applied correctly. For example, I have had to exert my expertise during a workplace investigation to ensure the incident is investigated fully in a fair way bringing the matter to a conclusion. This ensures the purpose and values of HR are fulfilled, as stated in the CIPD mission CIPD 'to champion better work and working lives' (CIPD, 2022c).

Furthermore, the discussion also needs to be clear and concise through effective communication. People professionals can achieve this verbally or non-verbally with the aim to have a meaningful discussion. Kaplan Professional (2019) states that communication is more effective when an individual exercises confidence as it allows them to speak concisely. Additionally, the discussion needs to be effective whilst engaging the audience. People professionals can enhance engagement through their speaking skills by varying their tone, pace, and volume. Effective communication is listed as body language (55%), tone, (38%) and words (7%) (Mehrabian, 1972). This demonstrates the importance of other factors other words. This includes demonstrating active listening and questioning skills. Furthermore, by maintaining their attention, adapting the content based on the audience, being precise and clearly summarising.

5. Discuss when and how to raise concerns when issues such as organisational policies or leadership approaches conflict with ethical values or legislation. (AC 1.4)

When issues arise, they can either contradict ethical values or legislation. An ethical issue could include leadership style while a legal issue could be a breach of the Working Time Regulations. If something is legal doesn't necessarily mean it's the most ethical. For example, an organisation seen to be unethical for producing large amounts of waste, although not prohibited by law.

If concerns are raised in conflict with ethical values these need to be raised when it starts impacting an individual. They may be raised with a line manager or support function and an informal process should be considered first as the most appropriate method. This is where it can be addressed on an informal basis to resolve it before being escalated to a formal grievance process. For example, inflexible working hours where this can be resolved to accommodate the needs of the employee. If concerns are raised in relation to breach of legislation this is significantly important as this is illegal if a particular practice or policy is being undertaken. This needs to be raised immediately, through a formal process. This can be achieved through a grievance procedure. For example, Working Time Regulations where an organisation should take all reasonable steps to ensure that an employee's average working hours do not exceed 48 hours per week. If organisations do not comply, then they could face criminal sanctions (Wilson Browne Solicitors, 2023).

Additionally, through whistleblowing whereby employees raise and disclose a concern about an organisational wrongdoing (CIPD, 2021). This wrongdoing must be in the public interest. An individual who is seen to blow the whistle is protected under Employment Rights Act 1996 as amended by the Public Interest Disclosure Act 1998 and provides them with the right to take a case to employment tribunal (GOV UK, 2023). Royal Mail have been central to this in the media where an employee raised doubts around the legitimacy of the bonus policy scheme. This ended in compensation of over £100,000 (Palmer, 2019).

6. Provide a robust argument for ethical people practice that is supported by academic theory and details both the business and human benefits of people at work feeling included, valued, and fairly treated. (AC 2.1)

One model which underpins the importance of employees feeling included, valued, and fairly treated is Maslow's hierarchy of needs. This is a motivational theory of human needs including psychological, safety, love and belonging, esteem and self-actualisation (McLeod, 2018). Maslow (1943) argued that the lower-level needs must be met as these are the basic requirements. For example, an employee who feels their safety needs aren't met can result in negative consequences such as low productivity, low absenteeism, and high staff turnover. Those who reach self-actualisation are more likely to feel safe and secure in their role as they are more committed and engaged.

CIPD map identifies that to value individuals we need to consider wellbeing. CIPD (2022d) states that good health and wellbeing can be at the core of employee engagement and performance. By investing in employee wellbeing leads to 56% increase in job performance, 50% drop in turnover and 75% in absence for increased engagement leading to increased productivity (Carr et al., 2019). Additionally, that inclusion and diversity should be promoted (CIPD, 2022b). Whereby it should be an inclusive environment where all individuals can be engaged. There are legal requirements regarding but going above and beyond legal compliance will add value. For example, implementing blind screening of CVs to eliminate bias and diversify the workforce. This suggests that regardless of identity everyone should have a fair opportunity.

The business benefits of treating employees ethically is they will be able to retain their workforce. Spatz (2018) states that unappreciated employees are not committed or inspired who may look for a position elsewhere. Therefore, this benefits the business as they retain their expertise and skilled employees. Despite this, organisations need to recruit new employees with business expansion. Although it will become easier to recruit as the organisation will have a positive corporate reputation (Silva and Dias, 2022). This implies that there will be a happy workforce that feel included, valued, and fairly treated.

7. Drawing on your own or a hypothetical example of providing a people practice solution to meet a particular need or introducing a new policy or initiative, describe:

- **strategies for designing the solution/initiative so that it will be inclusive**
- **strategies for checking that, when in practice, the solution/initiative engages and meets the needs of all those it is aimed at. (AC 2.2)**

The initiative that will be the focus is a hybrid working policy. It is crucial that the relevant individuals contribute to the designing process of the initiative and those who benefit and are impacted. If they are not included in the decision this can lead to frustrated staff leading to unethical behaviour known as rotten apples.

This can be achieved by employees communicating their voice. Wilkinson and Fay (2011) state that employee voice is the ability for employees to have their say regarding work activities and decision-making. This will involve discussions with people practitioners and senior management to create an inclusive environment (CIPD, 2022c). To gain this information appropriate methods need to be used, one could be an organised discussion which gives them the opportunity to openly discuss their viewpoints ensuring they feel engaged in the process. This ensures that the policy is designed in collaboration with those involved and ensuring their needs are considered. CIPD (2022d) reveals that organisations who don't offer hybrid working are at risk of increased employee turnover and reduced employee engagement. This can be further understood by completing a SWOT analysis to evaluate the strengths, weakness, opportunities and threats to employees and the organisation for implementing the initiative. Additionally, researching similar policies to gain insights on what worked well and areas for improvement.

Once the initiative was implemented, research would need to be undertaken to understand whether it met the needs and engaged those who it affected. To understand this communicating with them about feedback and suggestions. This can be completed through a formal process such as surveys, or informally like conversations. This will give insight on the impact it has had and if there are any areas that need to be addressed. Additionally looking at statistics such as performance, turnover, and absenteeism. These processes will give an understanding on the impact on organisational performance and how it affects motivation, engagement, and wellbeing.

Task Two

Activity 1 – (AC 2.3 & AC 3.2)

In appendices 1-5 below show my self-assessment against the five CIPD Professional Map core behaviours at associate level. I completed this self-assessment by reflecting upon myself with my current strengths and weaknesses and potential areas for future development. For example, in my role I know my strengths are being well organised, having flexibility and working effectively to deadlines. To decide how I would give myself the appropriate rating for each core behaviour was based upon my recent probationary review in my new role. This helped me understand where I rate myself in skillset and performance. For example, it was evident that I have a passion for learning where I am proactively developing and acting upon any feedback I receive. Despite this, I feel sometimes I may underestimate myself; this is seen in the Dunning-Kruger effect where individuals mistaken their ability and underestimate their ability (Chen, Shi, and Ying, 2013). Therefore, I gained further feedback from colleagues this was achieved through 360-degree feedback. I choose this method as it allows to provide safe and positive feedback as seen in appendix 6-8.

Activity 2 – (AC 3.3)

In appendices 9-11 below detail the identified development needs based on the five core behaviours and I have formulated several appropriate development activities to meet these needs. I have chosen one activity for each core behaviour; this will allow me to continue to develop my skills within each excepted area of the Profession Map. For example, within Ethical Practice I have decided to read the CIPD factsheet on ethical practice which will allow me to further deepen my knowledge and understanding of ethical concepts. I have selected development activities which have been recommended through the learning hub due to completing the self-assessment. Additionally, I have also added in my own development activities which I thought were relevant and beneficial to my development needs. For example, I used some of the recommendations given including using CIPD resources that are available. Furthermore, I decided to include my own activities such as research current trends and developments under the Passion for Learning core behaviour.

The reasons why I have chosen these activities is a combination of my own choice as to how I can increase my understanding of each core behaviour. Additionally, it's also an expectation of my new job role as a People Services Administrator to have an in-depth understanding of how these core behaviours integrate. These are reflected in my learning style preferences where I am a read/write

and kinaesthetic learner (VARK, 2023). Therefore, these activities will work for myself as I have reflected upon them, suit my learning style, and believe they are the right thing for my learning.

Activity 3 (AC 3.4)

In appendices 12-14 below features my CPD reflections on the impact of my learning within the last 12 months. I choose to evaluate and reflect on 3 activities consisting of both informal and formal activities which I have completed which have contributed to my development.

The first activity I am reflecting on is an Education and Training formal course. This enabled me to learn a wide range of information regarding Learning and Development. This included how to engage and motivate learners within the learning process and giving them understanding and developing wider skills which can positively impact their employment. This has impacted my performance by being aware that there are numerous learning and development opportunities available for learners and can be hugely beneficial. As a result of completing this course, I was able to identify that the organisation I work for offers a wide range of development opportunities. Therefore, the next progression step was to evaluate the progression opportunities on offer and review if there was any room for improvements or offer new opportunities that would be of benefit. Overall, I found this activity very effective for my learning and found it a positive experience on developing my knowledge further.

Secondly the next activity is that I have read an article on Equality, Diversity, and Inclusion in the workplace. This enabled me to gain good in-depth knowledge and understanding on how to promote and deliver an effective strategy. This in turn creates an effective working environment and embedding positive cultures. This has positively impacted my performance as it has allowed me to evaluate all current policies and initiatives in place and review if they are in alignment with good practice for promoting Equality, Diversity, and Inclusion in the workplace. The next steps from here are to continue researching more around this topic, listening to podcasts, watching videos, and having conversations and discussions with other people professionals I work with to understand this topic in more depth. Generally, I found from reading this article I found it beneficial for my independent learning and a good foundation in understanding equality, diversity, and inclusion and how this is then implementing within the workplace and abiding by laws and regulations to ensure good practice.

The third activity is reviewing and updating policy documents which is one of my job responsibilities as a People Services Administrator. By completing this task, it was a valuable activity by reading through policy documents, reviewing them, and updating them by making any necessary changes. Even by reading through numerous policies gave me in-depth insight on how the organisation I work for implements specific policies, practices and initiatives and ensuring it meets laws and regulations and good practice. This has impacted my performance as it has given me more knowledge on how policies are written and reviewed, and it has made me feel more confident in reviewing official documents and discussing with colleagues and line managers about the policies in place and why they are of importance to the running of the organisation. Furthermore, the next steps for myself from this is to purposely have conversations and discussions with colleagues, line management and employees within the organisation about the policies in place and their opinions and viewpoints about changes and with how important they are for the changing nature of the workplace. Therefore, I found this informal activity very useful and effective in understanding what policies are in place, how they are effective and understanding changes that may need to be made to update them.

In conclusion, this has shown I have taken ownership and responsibility for my CPD and has revealed positive impacts to my own learning and development through strengthening my knowledge around the people profession. It has become evident through completing formal and informal development activities such as formal courses, reading and on-the-job training and development areas which are a part of my new job role I have been able to continually develop. This also had an impact on my behaviour, whereby by completing these development activities made me feel more engaged in learning therefore resulting in feeling more motivated. This help developed play an increasing role in gaining a greater understanding of different perspectives and interactions which can be put into practice. Despite this, I did find some of these activities difficult and challenging at times especially with the formal course. Although, I felt this was a huge benefit as it challenged my learning, my thoughts and reflections and had a positive impact on my individual thought process. On balance, I believe that my CPD activities have had a positive impact by improving performance and behaviour, learning constantly, identifying what was difficult and what is next within my learning plan.

Word Count

Task 1 – 2305

Task 2 – 1224

Overall - 3529

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Appendices

Appendix 1 – Ethical Practice

Ethical practice				
Core Behaviours				
Rate yourself against the following:	Emerging		Exceeding	
Making responsible choices by applying professional principles and values	☐	☐	☒	☐
Considering the implications of your actions and decisions for all stakeholders	☐	☐	☒	☐
Raising concerns about practices that are inconsistent with professional values or legislation	☒	☐	☐	☐
Providing reasons and explanations for any choices and advice	☐	☐	☒	☐

Appendix 2 – Professional Courage and Influence

Professional courage and influence				
Core Behaviours				
Rate yourself against the following:	Emerging		Exceeding	
Contributing to discussions in an informed and confident way	☐	☐	☒	☐
Communicating key information clearly to engage and influence others	☐	☐	☒	☐
Knowing how and when to communicate, through an understanding of any potential reactions and resistance	☐	☒	☐	☐
Taking responsibility for your mistakes and contributing to putting things right	☐	☒	☐	☐

Appendix 3 – Valuing People

Valuing people				
Core Behaviours				
Rate yourself against the following:	Emerging		Exceeding	
Building a sense of team spirit and purpose	☐	☐	☐	☒
Treating people fairly and considerately	☐	☐	☒	☐
Enabling others to develop and be at their best	☐	☐	☒	☐
Coaching and advising others in the business	☐	☒	☐	☐
Enabling people to have a voice on things which may impact them	☐	☐	☐	☒
Taking into account the wellbeing of others in the design of delivery of your work	☐	☐	☒	☐

Appendix 4 – Working Inclusively

Working inclusively	
Core Behaviours	
Rate yourself against the following:	Emerging Exceeding
Getting to know people as individuals	☐ ☐ ☐ ☒
Actively seeking and listening to diverse views and opinions	☐ ☐ ☒ ☐
Building purposeful working relationships and collaborating with wider colleagues	☐ ☒ ☐ ☐
Readily sharing knowledge and expertise with others to solve problems	☐ ☒ ☐ ☐
Supporting others to resolve conflict before issues escalate	☐ ☒ ☐ ☐
Encouraging others to recognise when they need help, to admit mistakes, and share concerns and ideas	☐ ☐ ☒ ☐

Appendix 5 – Passion for Learning

Passion for learning	
Core Behaviours	
Rate yourself against the following:	Emerging Exceeding
Keeping up-to-date with external trends and developments	☐ ☒ ☐ ☐
Testing new ways of doing things to make improvements	☐ ☒ ☐ ☐
Proactively developing professional knowledge, skills and experience	☐ ☐ ☒ ☐
Asking for and acting on feedback to learn and develop	☐ ☐ ☒ ☐
Demonstrating awareness of your own strengths and development areas	☐ ☒ ☐ ☐

Appendix 6 – Candidate 1 Feedback

Feedback

Candidate 1

Please mark your relationship to the feedback receipt:

Manager

Direct report

Peer

Subordinate

Self

Does Emily exhibit any leadership qualities in the role they play in the company?

Please provide examples:

Emily is carrying out two roles, one of which is a leadership role as a F&B Supervisor. In her role as PS administrator, some of her leadership traits are evident, as she will respectfully give her opinion to help resolve a matter and is happy to approach others in the team for support. Whilst Emily is new to the PS team, I can see that she is assertive when needed, caring and happy to help any way that she can.

What does Emily excel at and should continue to demonstrate?

Please provide examples:

-Great at solution-based thinking and being proactive. Emily is also great at attention to detail and is a quick learner.

How does Emily help you and your team to succeed?

Please write your answer here:

Emily has good attention to detail, which is very important, she is motivated to get work done and likes to fully complete the tasks she is doing. Emily will also give her input/opinion on matters which help us to make a more rounded decision on something which is very helpful for a balanced approach.

How might Emily Lane be able to improve on their performance?

Please include examples:

Emily has very recently joined the PS team therefore she is still learning the job she is doing. She should continue to learn the job and then when she is confident, she will naturally gravitate towards other aspects of the HR role that she enjoys doing.

Appendix 7 – Candidate 2 Feedback

Candidate 2

Please mark your relationship to the feedback receipt:

Manager

Direct report

Peer

Subordinate

Self

Does Emily exhibit any leadership qualities in the role they play in the company?

Please provide examples: Emily can lead a team well to achieve the required goal. She can multitask well and priorities throughout her working day.

What does Emily excel at and should continue to demonstrate?

Please provide examples: Can do attitude and efficiency with tasks given to her.

How does Emily help you and your team to succeed?

Please write your answer here: Gets involved with the team to get to the end target.

How might Emily Lane be able to improve on their performance?

Please include examples: Become more positive on certain areas of the job, try not to see the easy way out all the time. Try not to dismiss

Appendix 8 – Candidate 3 Feedback

Candidate 3

Please mark your relationship to the feedback receipt:

Manager	Peer	Self
Direct report	Subordinate	

Does Emily exhibit any leadership qualities in the role they play in the company?

Please provide examples: Emily shows very good leadership skills and qualities and can easily assess a situation and find the best outcome very quickly.

What does Emily excel at and should continue to demonstrate?

Please provide examples: Emily is very focused on tasks she is set and can regularly predict forthcoming issues that can arise. Emily shows very good leadership qualities and does continue to demonstrate daily.

How does Emily help you and your team to succeed?

Please write your answer here: Emily clearly indicates what she would like to be seen done and is very good at communicating it to the team. Emily will work to help train and teach the team and does so effectively.

How might Emily Lane be able to improve on their performance?

Please include examples: Continue developing on skills and knowledge. |

Appendix 9 – Development Activities 1 & 2

Course

Complete the CIPD's online course on professional courage and influence to develop this behaviour to achieve positive outcomes.

[Find out more about this course](#) 



Mark as Complete

Write a Reflection



Resource

Read the CIPD's factsheet on ethical practice and the role of HR to deepen your understanding of this area.

[Go to the factsheet](#) 



Mark as Complete

Write a Reflection



Appendix 10 – Development Activities 3 & 4

 **Action**

Research different coaching models (such as GROW, CLEAR, ACHIEVE) and practice using them by offering to coach a manager on a people issue.

☐ **Mark as Complete**

Write a Reflection



 **Action**

Map your working relationships in the organisation to understand your internal network. Identify ways you could improve and extend your network to support your work and objectives.

☐ **Mark as Complete**

Write a Reflection



Appendix 11 – Development Activities 5

 **Action**

Researching up-to-date trends and developments within People Practices

☐ **Mark as Complete**

Write a Reflection



Appendix 12 – Reflection 1

Record Name: Education & Training Course
Date: 26/05/2022
Profession Map Area: Learning and development
Type of Reflection: Course Reflections
Type of Learning Experience: Attended/completed a course
Grade: N/A
Supporting material: N/A

If you have a web page you'd like to reference, add the URL below (to open the link, right click and choose open in a new tab).

What did I learn?

I learnt about how to involve and motivate individuals within the training experience and how this can improve to develop wider skills for theoretical and practical learning.

What did the learning experience tell me about myself?

Prior to this experience I believe I had a good understanding of the importance of offering Learning and Development opportunities. Although I learnt about how this can be promoted better and how the importance of Equality and Diversity is to be part of this process.

How does this learning experience impact my professional practice and the way I'll approach situations in the future?

I will be able to review all current Learning and Development opportunities that are available within the organisation from an educational perspective and evaluate if there is any room for improvement or future opportunities.

What do I need to do next for this learning experience to have a wider positive impact (eg on others, my organisation, the sector, the profession, society)?

Share my deeper understanding within the People Services team and train out to other colleagues within the organisation the importance of Learning and Development and creating a safe environment for this to happen.

Appendix 13 – Reflection 2

Record Name: Equality, Diversity & Inclusion in the Workplace Article
Date: 09/12/2022
Profession Map Area: Valuing people
Type of Reflection: Course Reflections
Type of Learning Experience: Read an article/blog/book etc
Grade: N/A
Supporting material: N/A

If you have a web page you'd like to reference, add the URL below (to open the link, right click and choose open in a new tab).

<https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/factsheet#ref>

What did I learn?

I learnt that in order for individuals to feel secure, a sense of belonging and empowered is based on creating effective working environments which embed positive cultures.

What did the learning experience tell me about myself?

It gave me more understanding that Equality, Diversity & Inclusion is more than just the legal framework of The Equality Act 2010.

How does this learning experience impact my professional practice and the way I'll approach situations in the future?

It will allow me to evaluate all current policies and initiatives currently in place and review if they are in alignment with good practice for promoting Equality, Diversity and Inclusion in the workplace.

What do I need to do next for this learning experience to have a wider positive impact (eg on others, my organisation, the sector, the profession, society)?

I will be able to have discussions and conversations with operational departments on the importance of implementing Equality, Diversity and Inclusion policies and initiatives in the workplace.

Appendix 14 – Reflection 3

Record Name: Reviewing and Updating Policy Documents
Date: 15/02/2023
Profession Map Area: Ethical practice
Type of Reflection: Course Reflections
Type of Learning Experience: Reflection from a course activity
Grade: N/A
Supporting material: N/A

If you have a web page you'd like to reference, add the URL below (to open the link, right click and choose open in a new tab).

What did I learn?

In my new role as a People Services Administrator I learnt that one of my job responsibilities is to read through policy documents, review them and update them if there are any necessary changes to be made.

What did the learning experience tell me about myself?

Prior to this, I had no understanding of what this job responsibility involved as I had never completed this before. Although I had read the majority of policies in place as they are very prominent through operational procedures which occur daily and I practice on a regular basis.

How does this learning experience impact my professional practice and the way I'll approach situations in the future?

I will be able to review more policy documents in the future and identify if any changes need to be made to update the policy on a yearly basis.

What do I need to do next for this learning experience to have a wider positive impact (eg on others, my organisation, the sector, the profession, society)?

I need to collaborate with my colleagues in the People Services departments and have conversations and discussions about the policies and the changes I think that need to be made, but also what their viewpoints and opinions are about these changes. Also the importance of these policies being implemented into the workplace.

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