Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

5CDPP Activity 1

Word Count:

Student Name: Danielle Williams

Student Number: 1806990

CIPD Membership Number: 53310261

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: *Danielle Williams*

Date: 18.11.2018

Assessment Criteria Activity One: Matrix

Induction

The following is to support the criteria needed to complete the assessment criteria for 1.1 1.2 and 1.3

NAME: Danielle Williams	CIPD NO: 53310261

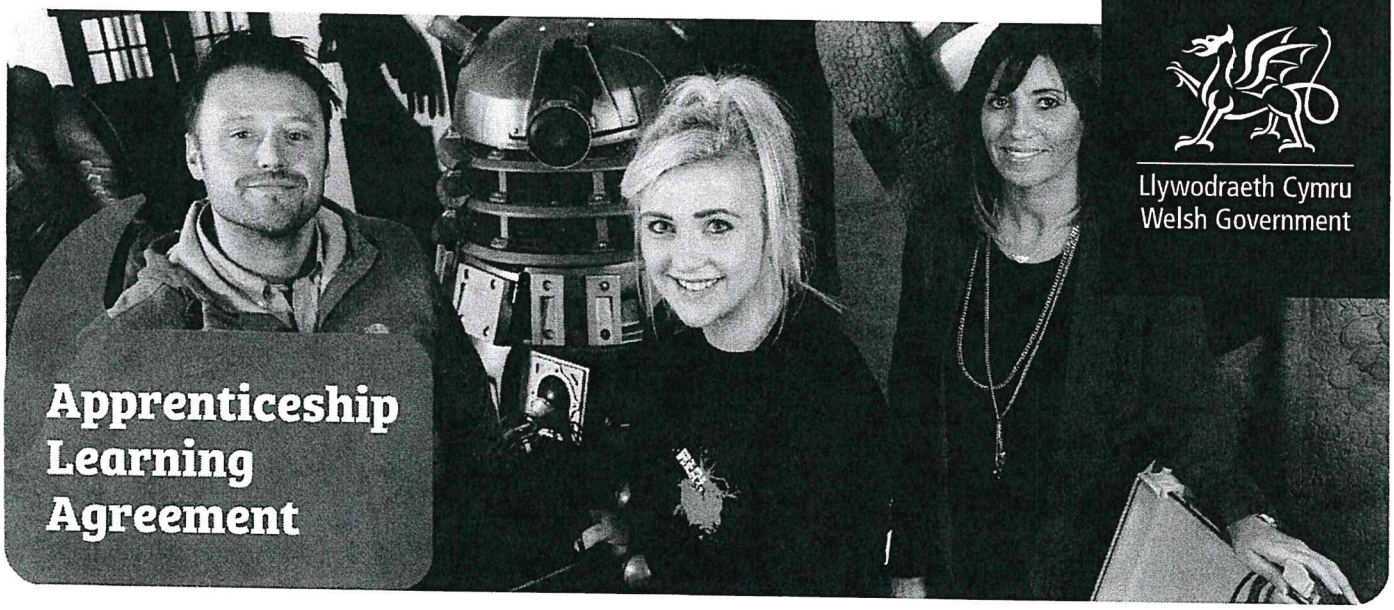
Unit Code:	Unit Title:	Assessment Criteria No:	Evidence Reference No:	
5CDPP	Developing Professional Practice in HR	1.1	Appendix 1/2/3	
		1.2		
		1.3		

Appendix 1 – Apprenticeship learning agreement: Agreement between The employer, provider and the apprentice

Appendix 2 – Guide on managing the learning outcomes needed to complete the CIPD level 5 Diploma

Appendix 3 – Apprenticeship induction programme. The contents of this programme include all the relevant information from telephone numbers to procedures and policies of Coleg sir gar. It covers all organisational arrangements and cover codes of practice that support the programme from reception to health and safety.

Appendix 1



To be completed by the provider

This agreement made on 10.9.18. (*date Apprenticeship commences*)
between Chris Jones. (*the employer representative*)
of Corgi Hosiery Ltd. (*the name of the company*)
at New Road, Ammanford, Carms SA18 3DS. (*the address of the company*)
and Danielle Williams JH545539D. (*the apprentice and N.I number*) and
Coleg Sir Gar. (*the delivering provider*) and
B-Wbl (*the contracted provider*) to study
Applied Human Resources (*specify skill, trade or occupation of the Apprenticeship*) following the
C.I.P.D. Apprenticeship Framework* at current level 5., expected to progress
to level ____. Expected final completion date is 25.9.2020. Hourly rate of pay at start of
Apprenticeship is Being paid above minimum wage.

**If the aim is to eventually achieve a framework at a higher level, please state the level the learner started at i.e. level 2 and then the final level they expect to progress to i.e. Level 3, 4 or above (This ALA will cover the learner for all levels of learning and there is no need to complete another ALA once they progress)*

All parties agree that

If this agreement is terminated on the grounds of redundancy, or if for any reason the employer is unable to meet the terms of this agreement, all parties will use their best endeavours using local networks and contracts, to ensure that the apprentice is given the opportunity to transfer to another employer who will be able to provide continuity for the apprentice, to complete his/her Individual Learning Plan.

Signed by/or on behalf of the employer, the apprentice and the provider, at the commencement of learning.

The employer: _____ Date 10.9.18.
The apprentice: D Williams Date 10.9.18
The provider: D. Williams. Date 10.9.18.
The provider: _____ Date _____
(if different from the provider delivering the apprenticeship)

The Apprenticeship Learning Agreement complies with the requirements of the Apprenticeship, Skills, Children and Learning Act 2009 (Section 32). It is a contract of service, not a contract of employment.

The Provider/s agree/s to:

- Ensure all aspects of the programme are delivered in compliance with the framework requirements, the quality standards laid down by Estyn and all contractual, quality and financial requirements of the Welsh Government. This includes the qualifications and experience of those delivering the learning;
- Ensure that attention is paid to the integration of all aspects of the programme (NVQ/QCF Competence and Knowledge based qualifications, Essential Skills Wales and additional requirements) to ensure a development and coherent experience for an apprentice;
- Offer support, guidance and advice to the employer/apprentice and to keep both parties informed and involved in the progress review;
- Ensure that each apprentice has an individual learning plan, and that no change(s) to the individual learning plan, nor transfer of the apprentice to another provider, will take place without the prior consent of the apprentice.

The Welsh Government agrees to:

- Monitor the quality of the directly contracted provider's performance;
- Contribute such funding (including from the European Social Fund) to the directly contracted provider as the Welsh Government deems appropriate towards the cost and delivery of the framework;
- Promote all learning opportunities and programmes as non-discriminatory in respect of gender, race, religion, sexual orientation, age or disability (where disability is not a barrier to the training activity);
- Promote apprenticeships throughout Wales.

The Apprentice agrees to:

- Apply himself/herself to his/her learning and assessment by attending courses and other on or off the job learning events, being prepared for assessment, and actively participating in the planning and reviewing of their programme;
- Take responsibility for his/her own learning and development;
- Behave in a considerate and responsible manner, with due regard to his/her own and other's equality of opportunity and to the Health and Safety of others and self in his/her working and learning environment;
- Work for the employer to the best of his/her ability and in accordance with the employer's policies and procedures;
- Authorise his/her provider to apply for his/her apprentice completion certificate on his/her behalf;
- Any concerns the apprentice has about his/her learning should, in the first instance, be made to the provider delivering the apprenticeship. If resolution cannot be secured, concerns should then be referred to the provider contracted with the Welsh Government. In the rare event of a resolution still not being secured, the Welsh Government should be contacted.

The Employer agrees to:

- Actively promote the value of the apprenticeship within the organisation, and to ensure that othe staff are fully aware of the needs of the apprentice;
- Employ and, as a minimum, pay the apprentice in accordance with National Minimum Wage requirements. Tips, gratuities, service charges and cover charges do not count towards minimum wage pay;
- Ensure the apprentice has a contract of employment;
- Undertake legal and contractual responsibilities for the Health and Safety of the apprentice;
- Ensure conformity with equal opportunities legislation and good practice;
- Ensure that sufficient time and resources are made available for the apprentice to fulfil their learning and assessment needs including to ensure that the apprentice attends work and training for at least sixteen hours per week, unless authorised absence has been granted;
- Actively contribute to the regular review of the apprentice's progress;
- Any concerns the employer has about the learning, should, in the first instance, be made to the provider delivering the apprenticeship. If resolution cannot be secured, concerns should then be referred to the provider contracted with the Welsh Government. In the rare event of a resolution still not being secured, the Welsh Government should be contacted.

Prentisiaethau
Apprenticeships

Cronfa Gymdeithasol Ewrop
European Social Fund

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Apprenticeship Programmes in Wales are part-funded by the European Social Fund through the Welsh Government. 'Europe and Wales: Investing in your Future'.

colegsirgâr

colegceredigion

B-wbl

Cronfa Gymdeithasol Ewrop
European Social Fund

CONTRACT BETWEEN PLACEMENT EMPLOYER AND B -WBL

This Contract is made between the Approved Trainer (B-WBL) and the placement employer:

Corgi Hosiery Ltd - Chris Jones. (Employer's Name)

in respect of work-based training for:

Danielle Williams (Learner's Name)

under ***Higher Apprenticeship** ~~/ Apprenticeship~~ **/ Foundation Apprenticeship / Traineeship / * (delete as applicable).** The term 'Learner' refers to any individual in training with the employer under this contract.

1. This contract shall take effect as from the date of exchange of signed copies of the Learning Agreement.
2. All financial arrangements and hours of work between the Approved Trainer, Employer and the Learner shall be detailed in writing.
3. It shall be the responsibility of the employer to pay the Learner an agreed wage as detailed in a contract of employment complying with the national minimum wage.

   ~~Coleg Sir Gar will pay the Trainee a maximum training allowance of £30 / £50 per week (Delete as appropriate)~~ AW.

4. It shall be the responsibility of the placement employer to take necessary steps for securing the health, safety and welfare and ensure equal opportunities for all learners participating in the elements of the learning programme provided by the placement employer to the extent and in the same manner as an employer is required to carry out under all current employment legislation for example, Health And Safety At Work Act 1974, and the Equality Act 2010. This is not an exhaustive list.
5. It shall be the responsibility of the placement employer to ensure that at all material times there are in force policies of insurance, that include public liability insurance and employer liability insurance in respect of all learners. Such policies shall afford at least an equivalent degree of cover to the policies maintained by the placement employer in respect of liability for accidents, damage, loss or injury caused by, or to, its own employees. It shall be the responsibility of the placement employer to ensure adequate supervision of learners.
6. Where a learner is injured, it shall be the duty of the placement employer to immediately notify **Coleg Sir Gâr, Graig Campus, Sandy Road, Pwll, Llanelli, SA15 4DN Tel: 01554-748000, and enforcing authorities as appropriate.**
7. It shall be the responsibility of the placement employer to carry out workplace training, which includes induction to the workplace, health and safety, equal opportunities and support towards the relevant qualification. The employer agrees to release the learner(s) for all the off the job training requirements.
8. It shall be the responsibility of the placement employer to sign the attendance records. (if applicable)
9. It shall be the responsibility of the placement employer to satisfy the criteria of the Welsh Governments Health and Safety checklist (VF1) and to supply the learner with the relevant personal protective equipment (PPE). (non employed status learners only)
10. The placement employer will permit access to the Coleg Sir Gâr -Coleg CeredigionTraining Adviser and/or NVQ Assessor to monitor, review or assess the learner's progress and to up-date the Health and Safety checklist on a regular basis.
11. The Placement employer will permit access by officers of The Welsh Government and E.S.T.Y.N. to monitor training provision.

Signed and a copy received by:

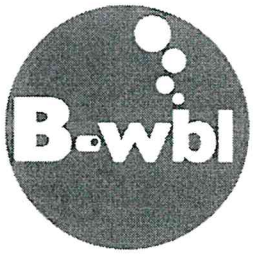
PLACEMENT EMPLOYER — Date: 10.9.18.

A.Williams.
TRAINING ADVISER — Date: 10-9-18.

Mae'r Rhaglenni Prentisiaeth, Hyfforddeiaeth a Thwf Swyddi Cymru, a arweinir gan Lywodraeth Cymru, yn cael cymorth ariannol gan Gronfa Gymdeithasol Ewrop
The Apprenticeship, Traineeship and Jobs Growth Wales Programmes, led by the Welsh Government, are supported by the European Social Fund.

PWE03

ECO-CODE FORM
Employer Copy





Guidance for Training Providers

Training providers are asked to provide the following information and advice/guidance to their employers. This can be undertaken using this form directly, or by building it into training providers' own documentation.

Guidance for Employers

1. As a Company / Business participating in WBL programmes operated by the Welsh Government (including those supported by the ESF) e.g. as an employer of apprentices or Jobs Growth Wales participants in Wales, or as a training placement provider, we want you to be aware of the ECOCODE Action Plan toolkit (shown below) and we want to encourage you to adopt it and use it in your corporate planning and operation.

2. As a Company / Business participating in WBL programmes operated by the Welsh Government (including those supported by the ESF) you are encouraged to use this Action Plan Toolkit to the extent that it can be adapted by your organisation, if you would find it useful in supporting the development of your company and its interface with environmental sustainability issues. You are therefore asked to consider adopting the attached ECOCODE Action Plan (below) to further support your existing actions in protecting the environment, as a means to document processes and corporate habits and policies you already undertake, and (using the template as a starting point and adding further details for actions you can take as a company – as relevant to your sort of enterprise or organisation).

3. Please be aware that it is a requirement of the WBL Agreement we hold with your training provider that they make you aware of the ECOCODE Action Plan Toolkit initiative. This will explain why they have brought it to your attention. They will be asked, as a routine part of their delivery of their Agreement with the Welsh Government, to provide evidence of how they have made you aware of ECOCODE. It is not a mandatory requirement that employers take up the use of the ECOCODE Action Plan but we may (as part of evaluation work) ask employers to confirm whether they did so or not (and please be assured that this will in no way affect your ability to continue to participate in WBL programmes).

ECO-CODE ACTION PLAN
Employer Copy





ECOCODE ACTION PLAN			
Company (Employer) name	Corgi Hosiery Ltd.		
✓ I confirm that the following actions will be addressed by the above named company as part of our commitment to supporting environmental sustainability and protection. These actions will be taken into account during our operational year and will be reviewed at least annually as part of our corporate planning			
Signature		**Position in company**	Director.
		Date	10.9.18

Reduce, Reuse, Recycle	
Eco-code	We will reduce, repair, reuse and recycle potential waste wherever possible.
Actions	1. Purchase items with low / zero levels of packaging 2. Recycle all materials used, including paper, metals, glass and plastic 3. Compost appropriate perishable items
Transport	
Eco-code	We will try and encourage more environmentally friendly ways for you to travel when you come and see us! Likewise, organisation business will be conducted through the most environmentally sustainable mode of transport.
Actions	1. Reduce need for transport through the use of ICT 2. Utilise public transport wherever possible 3. Vehicle share wherever possible
Purchasing	
Eco-code	We will buy products and materials that do not harm the environment when they are made or used or disposed of.
Actions	1. Purchase re-used / recycled products wherever possible 2. Purchase from environmentally-sound supplier organisation
Water	
Eco-code	We will save water wherever possible.
Actions	1. Turn off taps whenever not in use 2. Install water conservation measures such as time limited taps and 'grey water' recycling systems
Energy	
Eco-code	We aim to lower energy consumption at the centre, and teach you about how to save energy.
Actions	1. Turn off all heating / lighting when not needed 2. Use heating controls to swiftly react to different daily heating needs 3. Install effective insulation, close all doors / windows in winter 4. Subscribe to a green energy company such as Good Energy that can source 100% green electricity
Biodiversity	
Eco-code	We will try and increase the biodiversity of the site and its surroundings.
Actions	1. Consult local wildlife groups on how to effectively encourage biodiversity and wildlife in your area
Raising Awareness	
Eco-code	We will tell all our visitors and the general public about how we are looking after our environment and hope they do the same at home!
Actions	1. Place prominent notices and posters around the organisation premises 2. Provide information on website and in literature

Induction Questionnaire

Diploma in Applied Human Resources

September 2018

	Question	Answer
1.	When, where and at what time will the course will be delivered?	19/9/18 - Coleg Sir Gar 9.30 - 4.30
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	As per timetable issued 19/9/18
4.	What is Moodle?	Moodle is where I can find my online sources
5.	What is Eduroam?	Wifi
6.	What is Turnitin?	Where I submit my work final
7.	Do you know when you are required to hand in work?	Yes
8.	What is the core text for this programme?	CIPD
9.	Do you know how to access the library catalogue?	Yes
10.	Do you know who to go to if you have a question/concern about the course?	Yes Alison Williams Julie Thomas
11.	What is the name of the Training Adviser?	Alison Williams
12.	What is the name of the course lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	Yes
14.	Do you need to be a member of the CIPD?	Yes
15.	What support is available for study skills?	online, face to face Student Support
16.	Do you know where the fire-exits and first aid points are for the building?	Yes
17.	How many credits is the programme?	90
18.	What is the length of the programme?	2 years
19.	Have you been given the student handbook and time-table?	Yes
20.	What academic level is this qualification?	Level 5

Name: Danielle Williams

Signed: DWilliams

CIPD Membership Number (to be added when available): 53310261

Signature of Lecturer:

Date:

Appendix 2

CIPD Diploma in Applied Human Resources

Managing your Learning

The CIPD Diploma in Applied Human Resources is a 90 credit qualification with a Total Qualification Time (TQT) of 900 hours. The TQT is the number of hours it is estimated that a candidate will take to complete a qualification from start to finish and includes guided learning hours, self-study, preparation and assessment (CIPD, 2017).

Guided learning hours includes off and on the job learning.

Off-the-job learning is characterised by formal or planned taught sessions (workshops) delivered by qualified training staff plus specified activities in your learning plan;

On-the-job learning hours are those which enable the apprentice to demonstrate practical job-related skills and to practice and apply these in the context of the job. This type of learning will take place in the workplace and is also specified in your learning plan.

(Welsh Government, 2017)

Self-study (also referred to as self-directed learning in CIPD documentation) – this is additional reading/other learning as chosen by you, to expand your knowledge and enable you to complete the assessments. Reading lists are provided for each module to help you with this.

The table below shows how each module is structured in terms of credits, guided learning hours and self-directed learning.

Module	Credits	Guided Learning Hours	Self-directed Learning
Using a Research Approach in Human Resources	4	20	20
Developing Professional Practice in Human Resources	8	40	40
Understanding the Contemporary HR Function	4	20	20
Understanding the Business Context of HR	4	20	20
Understanding Employment Law	6	30	30
Understanding the Management of Employment Relations	4	20	20
Understanding the Link between Individual and Organisational Performance	4	20	20

Contributing to Improving Organisational Performance	8	40	40
Understanding Employee Engagement	4	20	20
Contributing to Employee Engagement in the Organisation	8	40	40
Understanding the Management of Change	4	20	20
Contributing to the Management of Change	8	40	40
Understanding Coaching and Mentoring in the Organisation	4	20	20
Contributing to Coaching and Mentoring in the Organisation	8	40	40
Understanding Resourcing and Talent Planning	4	20	20
Contributing to Resourcing and Talent Planning in the Organisation	8	40	40
Totals	90 credits	450 hours	450 hours

How to manage your learning:

The above means that you will need to manage your learning as follows:

1. Attend the monthly workshops which form part of the guided learning hours.
2. Complete activities in your learning plan (2-3 hours per week) which also form part of the guided learning hours.
3. Read and prepare for your assessments (an additional 5-6 hours per week).

The Business School

12th September 2018

Appendix 3

colegsirgâr colegceredigion



APPRENTICESHIP

College Induction 2018-2019

Learner Name: Danielle Williams

Tutor Name: Julie Thomas

Course: C.I.P.D. Level 5 Applied Diploma IN HR

Date Induction booklet received: 19/9/2018

Learner signature: D Williams

Training adviser/assessor signature: .....

UNDEB EWROPEAIDD
EUROPEAN UNION

Llywodraeth Cymru
Welsh Government

Cronfa Gymdeithasol Ewrop
European Social Fund

Mae'r Rhaglenni Prentisiaeth, Hyfforddeiaeth a Thwf Swyddi Cymru, a arweinir gan Lywodraeth Cymru, yn cael cymorth ariannol gan Gronfa Gymdeithasol Ewrop

The Apprenticeship, Traineeship and Jobs Growth Wales Programmes, led by the Welsh Government, are supported by the European Social Fund.

This booklet to be given to the learner to complete and keep

Appendix 4

Danielle.

VARK®

visual aural read/write kinesthetic

The VARK Questionnaire (Version 7.1)

How Do I Learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it.
Please circle more than one if a single answer does not match your perception.
Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:
   - a. go with her.
   - (b.) tell her the directions.
   - c. write down the directions.
   - d. draw, or give her a map.

2. You are not sure whether a word should be spelled 'dependent' or 'dependant'. You would:
   - a. see the words in your mind and choose by the way they look.
   - b. think about how each word sounds and choose one.
   - (c.) find it online or in a dictionary.
   - d. write both words on paper and choose one.

3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
   - a. describe some of the highlights.
   - b. use a map or website to show them the places.
   - c. give them a copy of the printed itinerary.
   - (d.) phone, text or email them.

4. You are going to cook something as a special treat for your family. You would:
   - (a.) cook something you know without the need for instructions.
   - b. ask friends for suggestions.
   - c. look through the cookbook for ideas from the pictures.
   - d. use a cookbook where you know there is a good recipe.

5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:
   - a. talk about, or arrange a talk for them about parks or wildlife reserves.
   - (b.) show them internet pictures, photographs or picture books.
   - c. take them to a park or wildlife reserve and walk with them.
   - d. give them a book or pamphlets about the parks or wildlife reserves.

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
   - (a.) Trying or testing it.
   - b. Reading the details about its features.
   - c. It is a modern design and looks good.
   - d. The salesperson telling me about its features.

7. Remember a time when you learned how to do something new. Try to avoid choosing a physical skill, eg. riding a bike. You learned best by:
   - a. watching a demonstration.
   - (b.) listening to somebody explaining it and asking questions.
   - c. diagrams and charts - visual clues.
   - d. written instructions – e.g. a manual or textbook.

VARK®

visual aural read/write kinesthetic

The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers

e.g. If you answered b and c for question 3, circle V and R in the question 3 row.

Question	a category	b category	c category	d category
3	K	(V)	(R)	A

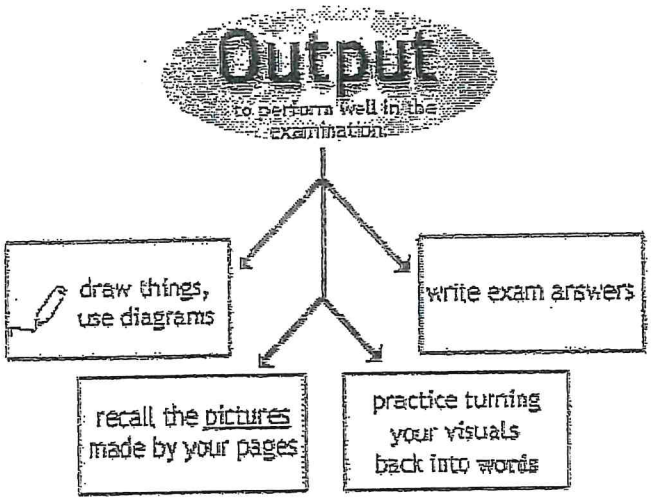
Scoring Chart

Question	a category	b category	c category	d category
1	K	(A)	R	V
2	V	A	(R)	K
3	K	V	R	(A)
4	(K)	A	V	R
5	A	(V)	K	R
6	(K)	R	V	A
7	K	(A)	V	R
8	R	K	(A)	V
9	R	A	K	(V)
10	K	V	(R)	A
11	V	R	(A)	K
12	A	R	V	(K)
13	K	A	R	(V)
14	K	R	(A)	V
15	(K)	A	R	V
16	V	A	(R)	K

Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of **V**s circled =	3.
Total number of **A**s circled =	6.
Total number of **R**s circled =	3.
Total number of **K**s circled =	4



You want the whole picture so you are probably holistic rather than reductionist in your approach. You are often swayed by the way something looks. You are interested in color and layout and design and you know where you are in your environment. You are probably going to draw something.

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VARK®
a guide to learning styles

English

Visual - Aural - Read/Write - Kinesthetic - Multimodal

Read/Write Study Strategies

If you have a strong preference for learning by Reading and Writing (R & W) learning you should use some, or all, of the following:

INTAKE

To take in the information:

- lists
- headings
- dictionaries
- glossaries
- definitions
- handouts
- textbooks
- readings - library
- notes (often verbatim)
- teachers who use words well and have lots of information in sentences and notes
- essays
- manuals (computing, technical and laboratory)

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Write out the words again and again.
- Read your notes (silently) again and again.
- Rewrite the ideas and principles into other words.
- Organize any diagrams, graphs ... into statements, e.g. "The trend is..."
- Turn reactions, actions, diagrams, charts and flows into words.
- Imagine your lists arranged in multiple choice questions and distinguish each from each.

OUTPUT

To perform well in any test, assignment or examination:

- Write exam answers.
- Practice with multiple choice questions.
- Write paragraphs, beginnings and endings.
- Write your information into lists (a, b, c, d or 1, 2, 3, 4).
- Arrange your words into hierarchies and points.

You like this page because the emphasis is on words and lists.
You believe the meanings are within the words, so any talk is OK but this handout is better.
You are heading for the library.

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VARK®
a guide to learning styles

English

Multimodal Study Strategies

If you have multiple preferences you are in the majority, as approximately 60% of any population fits that category.

Multiple preferences are interesting and varied. For example you may have two strong preferences Visual and Aural (VA) or Read/write and Kinesthetic (RK), or you may have three strong preferences such as VAR or ARK. Some people have no standout scores. Their scores are almost even for all four modes. For example one person had scores of V=6, A=6, R=6, and K=6. She said that she adapted to the mode being used or requested for her learning. If the teacher, trainer or supervisor preferred a written mode she switched into Read/write for her responses and for her learning.

So multiple preferences give you choices of two or three or four modes to use for your learning and for your interaction with others. Positive reactions mean that those with multimodal preferences choose to match or align their mode to the significant others around them. But, some people have admitted that if they want to be annoying they may stay in a mode different from the person with whom they are working. For example they may ask for written evidence in an argument, knowing that the other person much prefers to use only oral information.

You will need to read two or three or four lists of strategies provided in the VARK Helpsheets. If you have two almost equal preferences please read the study strategies that apply to both preferences. If you have three preferences read the three lists that apply and similarly for those with four. There is obviously no ***Multimodal*** helpsheet. One interesting piece of information that people with multimodal preferences have told us, is that it is often necessary for them to use more than one strategy for learning and communicating. They feel insecure with only one. Alternatively those with a single preference often *"get it"* by using the set of strategies that align with that single preference.

We are also noticing some differences among those who are multimodal and who have chosen fewer than 25 options and those who have chosen more than 30. Those who have chosen fewer than 25 of the options in the questionnaire prefer to see their highest score as their main preference - almost like a single preference and they use each preference mode singly to suit each situation. Those who have a total VARK score larger than 30 tend to use their preferences in combination needing all their preferred modes to get a good understanding. To read more about Multimodality you can download an article written by Neil Fleming here: Multimodality

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Danielle Williams

Thomas/Kilman Conflict Mode Instrument

HOW DO I MANAGE DIFFERENCES?

Picture yourself in a situation where your wishes differ from that of another person.

For each of the following 30 statements, choose either A or B (with a circle) as the one which best describes how you would respond. Sometimes neither the A or B statement is typical of your response but try to choose the one that would seem most likely to be your instinctive response in that situation. Only you will see the finished exercise.

1. (A) There are times when I let others take responsibility for solving the problem.
   B Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.

2. A I try to find a compromise solution.
   (B) I attempt to deal with all of his and my concerns.

3. A I am usually firm in pursuing my goals.
   (B) I might try to soothe the other's feelings and preserve our relationship.

4. A I try to find a compromise solution.
   (B) I sometimes sacrifice my own wishes for the wishes of the other person.

5. A I consistently seek the other's help in working out a solution.
   (B) I try to do what is necessary to avoid useless tensions.

6. (A) I try to avoid creating unpleasantness for myself.
   B I try to win my position.

7 (A) I try to postpone the issue until I have had some time to think it over.
   B I give up some points in exchange for others.

8. A I am usually firm in pursuing my goals.
   (B) I attempt to get all concerns and issues immediately out in the open.

9. (A) I feel that the differences are not always worth worrying about.
   B I make some effort to get my way.

10. A I am firm in pursuing my goals.
    (B) I try to find a compromise solution.

11. (A) I attempt to get all concerns and issues immediately out in the open.
    B I might try to soothe the other's feelings and preserve our relationship.

12. (A) I sometimes avoid taking positions which could create controversy.
    B I will let him have some of his positions if he lets me have some of mine.

13. (A) I propose a middle ground.
    B I press to get my points made.

Source: Kenneth Thomas & Ralph Kilman (1976).

Thomas/Kilman Conflict Mode Instrument

Your scores on the 5 styles for handling conflict

No set of scores will ever describe you perfectly. They provide a way to talk about your *most preferred and least preferred* style for handling conflict -about your conflict comfort zone. You do not always approach things in exactly the same way; but neither do you try something different each time. You starting point for managing conflict tends to be your comfort zone.

Transfer your score from the 30 questions to this sheet by circling the A or the B letters below that you circled on each question. Then add up each column to get a score for each style.

	Competing (forcing	Cooperating (problem solving)	Compromising (sharing)	Avoiding (withdrawal)	Accommodating (smoothing)
1				(A)	B
2		(B)	A		
3	A				(B)
4			A		(B)
5		A		(B)	
6	B			(A)	
7			B	(A)	
8	A	(B)			
9	B			(A)	
10	A		(B)		
11		(A)			B
12			B	(A)	
13	B		(A)		
14	B	(A)			
15				(B)	A
16	B				(A)
17	A			(B)	
18			B		(A)
19		A		(B)	
20		A	(B)		
21		B			(A)
22	B		(A)		
23		A		(B)	
24			B		(A)
25	A				(B)
26		B	(A)		
27				(A)	B
28	A	(B)			
29			(A)	B	
30		B			(A)
Total	Competing	Cooperating 5	Compromising 6	Avoiding 11	Accommodating 8

Source: Kenneth Thomas & Ralph Kilman (1976).

A. Competing

Uses:

- When quick, decisive action is vital, e.g. emergencies
- On important issues where unpopular courses of action need implementing, e.g. cost cutting, enforcing unpopular rules, discipline
- On issues vital to company welfare when you know you're right
- To protect yourself against people who take advantage of non-competitive behaviour

If you scored High:

- Perhaps people have learned that it's unwise to disagree with you, or have given up trying to influence you. This closes you off from information.
- Are subordinates afraid to admit ignorance and uncertainties? In competitive climates we fight for influence and respect. This means acting more certain and confident than one feels. People are less able to ask for information and opinion – they are less able to learn.

If you scored Low:

- Do you often feel powerless in situations? Are you unaware of the power you do have, unskilled in its use, or uncomfortable with the idea of using it? This may hinder your effectiveness by restricting your influence.
- Do you have trouble taking a firm stand, even when you see the need? Sometimes concerns for others' feelings or anxieties about using power cause us to vacillate. Postponing may mean delay and adding to suffering and/or resentment of others.

C. Compromising

Uses:

- When goals are moderately important, but not worth the effort or potential disruption of more assertive modes
- When two opponents with equal power are strongly committed to mutually exclusive goals - are in labour-management bargaining
- To achieve temporary settlements to complex issues
- To arrive at expedient solutions under time pressure
- As a backup mode when collaboration or competition fails to be successful

If you scored High:

- Do you concentrate so heavily upon the practicalities and tactics of compromise that you sometimes lose sight of larger issues-principles, values, long-term objectives, company welfare?
- Does an emphasis on bargaining and trading create a cynical climate of gamesmanship? (Such a climate might undermine interpersonal trust and deflect attention away from the merits of the issues discussed.)

If you scored Low:

- Do you find yourself too sensitive or embarrassed to be effective in bargaining situations?
- Do you find it hard to make concessions? (Without this safety valve, you may have trouble getting gracefully out of mutually destructive arguments, power struggles, etc.)

E. Accommodating

Uses:

- When you realise that you are wrong – to allow a better position to be heard, to learn from others, and to show that you are reasonable.
- When the issue is much more important to the other person than to yourself – to satisfy the needs of others, and as a goodwill gesture to help maintain a cooperative relationship.
- To build up social credits for later issues which are important to you?
- When continued competition would only damage your cause when you are outmatched and losing.
- When preserving harmony and avoiding disruption are especially important.
- To aid in the managerial development of subordinates by allowing them to experiment and learn form their own mistakes.

If you scored High:

- Do you feel that your own ideas and concerns are not getting the attention they deserve?
- (Deferring too much to the concerns of others can deprive you of influence, respect, and recognition. It also deprives the organisation of your potential contributions.)
- Is discipline lax?
- (Although discipline for its own sake may be of little value, there are often rules, procedures, and assignments whose implementation is crucial for you or the organisation.)

If you scored Low:

- Do you have trouble building goodwill with others? (Accommodating on minor issues which are important to others are gestures of goodwill.)
- Do others often seem to regard you as unreasonable?
- Do you have trouble admitting it when you are wrong?
- Do you recognise legitimate exceptions to rules?
- Do you know when to give up?

Danielle Williams

Active Listening

How well do you listen?

Think about your 1-2-1 interactions in University and in your personal life. For each item, indicate how frequently you practice a particular behaviour. Place a tick in the appropriate column.

	Almost Always	Sometimes	Rarely
1. I maintain eye contact with the person talking to me.	✓		
2. I allow others to finish expressing their thoughts without interrupting.	✓		
3. I refrain from engaging in other activities while someone is talking to me.		✓	
4. I paraphrase what the other person has said to ensure my understanding of his/her message.			✓
5. I concentrate and focus on the other person's message even if I'm not interested.		✓	
6. I refrain from forming a disagreement in my head while the other person is speaking.		✓	
7. I ask open-ended questions to clarify my understanding of the other person's message.			✓
8. I refrain from thinking of other things or day-dreaming while the other person is talking.			✓
9. I use nonverbal cues such as head nodding to encourage the speaker to continue.		✓	
10. I "tune out" sounds and other external distractions when listening to someone speak.		✓	
11. I take notes, when necessary, to help me remember key points from the conversation.	✓		
12. I do not overreact to emotionally charged words.		✓	
13. I listen to the other person's main message.	✓		
14. I pay attention to the other person's nonverbal cues that may contradict his/her message.		✓	
15. I concentrate on the other person's message, not on his or her appearance or mannerisms.			✓

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others.

- We listen to obtain information.
- We listen to understand.
- We listen for enjoyment.

- We listen to learn.

Given all this listening we do, you would think we'd be good at it!

In fact most of us are not, and research suggests that we remember between 25 percent and 50 percent of what we hear. That means that when you talk to your boss, colleagues, customers or spouse for 10 minutes, they pay attention to less than half of the conversation. This is dismal!

Turn it around and it reveals that when you are receiving directions or being presented with information, you aren't hearing the whole message either. You hope the important parts are captured in your 25-50 percent, but what if they're not?

Clearly, listening is a skill that we can all benefit from improving. By becoming a better listener, you will improve your productivity, as well as your ability to influence, persuade and negotiate. What's more, you'll avoid conflict and misunderstandings. All of these are necessary for workplace success!

About Active Listening

The way to become a better listener is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent.

In order to do this you must pay attention to the other person very carefully.

You cannot allow yourself to become distracted by whatever else may be going on around you, or by forming counter arguments that you'll make when the other person stops speaking. Nor can you allow yourself to get bored, and lose focus on what the other person is saying. All of these contribute to a lack of listening and understanding.

If you're finding it particularly difficult to concentrate on what someone is saying, try repeating their words mentally as they say them – this will reinforce their message and help you stay focused.

To enhance your listening skills, you need to let the other person know that you are listening to what he or she is saying. To understand the importance of this, ask yourself if you've ever been engaged in a conversation when you wondered if the other person was listening to what you were saying. You wonder if your message is getting across, or if it's even worthwhile continuing to speak. It feels like talking to a brick wall and it's something you want to avoid.

Acknowledgement can be something as simple as a nod of the head or a simple "uh huh." You aren't necessarily agreeing with the person, you are simply indicating that you are listening. Using body language and other signs to acknowledge you are listening also reminds you to pay attention and not let your mind wander.

You should also try to respond to the speaker in a way that will both encourage him or her to continue speaking, so that you can get the information if you need. While nodding and "uh huhing" says you're interested, an occasional question or comment to recap what has been said communicates that you understand the message as well.

Becoming an Active Listener

There are five key elements of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they say.

1. Pay Attention

Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.

- Look at the speaker directly.
- Put aside distracting thoughts.
- Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors. For example, side conversations.
- "Listen" to the speaker's body language.

2. Show That You're Listening

Use your own body language and gestures to convey your attention.

- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes and uh huh.

3. Provide Feedback

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

- Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.

- Ask questions to clarify certain points. "What do you mean when you say?" "Is this what you mean?"
- Summarize the speaker's comments periodically.

If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is XXX; is that what you meant?"

4. Defer Judgment

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish each point before asking questions.
- Don't interrupt with counter arguments.

5. Respond Appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person in a way that you think he or she would want to be treated.

Key Points

It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening habits are as bad as many people's are, then there's a lot of habit-breaking to do!

Be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviours and concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message. If you don't, then you'll find that what someone says to you and what you hear can be amazingly different!

Danielle Williams

COMMUNICATION EFFECTIVENESS QUESTIONNAIRE

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

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

2. I smile warmly at people when they appear to want to talk to me

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

3. I let people finish what they are saying without interrupting

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

4. I show genuine interest when people are talking to me

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

5. I encourage people to speak their minds openly and share concerns

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

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

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

7. My body language is conducive to attentive listening

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

8. I listen enthusiastically and positively

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

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

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

10. I am calm and patient in conversation and discussion

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

11. I am well prepared for meetings

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

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

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

13. I communicate feelings as well as ideas and facts

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

14. I speak up when I am confused or unsure

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

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

Rarely	Occasionally	Sometimes	Frequently	Always
✓	✓			

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

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

17. I communicate clearly when giving information and instruction

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

18. I openly demonstrate that I appreciate feedback from other people

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

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

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

20. I am able to get complicated ideas across clearly

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

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

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

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

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

23. My written communications are clear and concise

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

24. I keep everyone informed where appropriate

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

Please provide any further details on what I do well:

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

I need to be more interested in less interesting Conversations

Thank you for your time

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.**
3. ✓ **I tend to solve problems using a step-by-step approach.**
4. ✗ **I believe that formal procedures and policies restrict people.**
5. ✗ **I have a reputation for saying what I think, simply and directly.**
6. ✗ **I often find that actions based on feelings are as sound as those based on careful thought and analysis.**
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.**
9. ✗ **What matters most is whether something works in practice.**
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**
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.**

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.

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.

22. ✗ I tend to have distant, rather formal relationships with people at work.

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.

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.

35. X 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. X I tend to judge people's ideas on their practical merits.

38. ✓ Quiet, thoughtful people tend to make me feel uneasy.

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. X I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.

42. X I tend to be a perfectionist.

43. X In discussions I usually produce lots of spontaneous ideas.

44. ✓ In meetings I put forward practical, realistic ideas.

45. X More often than not, rules are there to be broken.

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.

48. X On balance I talk more than I listen.

49. X I can often see better, more practical ways to get things done.

50. ✓ I think written reports should be short and to the point.

51. X 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. X 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. X I enjoy being the one that talks a lot.

59. X In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.

60. X 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.

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'.

65. ✓ I tend to reject wild, spontaneous ideas as being impractical.

66. ✓ It's best to think carefully before taking action.

67. ✓ On balance I do the listening rather than the talking.

68. X I tend to be tough on people who find it difficult to adopt a logical approach.

69. X Most times I believe the end justifies the means.

70. + I do not mind hurting people's feelings so long as the job gets done.

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.

73. + I do whatever is expedient to get the job done.

74. ✓ I quickly get bored with methodical, detailed work.

75. X **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.**

79. X **I enjoy the drama and excitement of a crisis situation.**

80. + **People often find me insensitive to their feelings.**

(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	7	15	9	9
	Activist	Reflector	Theorist	Pragmatist

Ring your scores on this chart and join up.

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

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*

Danielle Williams
Q2

Belbin team type questionnaire

The Belbin questionnaire seeks to identify your preferred role in a team. It is based on the work of Dr Meredith Belbin, whose research into team performance concluded that the most effective teams have a good mix of different personality types.

How to complete the questionnaire

On the following pages are a series of statements divided into seven sections.
For each section, distribute a total of ten points among the statements which you think best describe your own behaviour. See the example below:

When involved in a project with other people:

A	I have an aptitude for influencing people without pressurising them	
B	I am generally effective in preventing careless mistakes and omissions from spoiling the success of an operation	**1**
C	I like to press for action to make sure that the meeting does not waste time or lose sight of the main objective	**3**
D	I can be counted on to contribute something original	**2**
E	I try to maintain my sense of professionalism	
F	I am quick to see possibilities in new ideas and developments	
G	I believe my capacity for judgement can help to bring about the right decisions	**1**
H	I can be relied upon to bring an organised approach to the demands of the job	
I	I am always ready to back a good suggestion in the common interest	**3**

Your points may be distributed among several sentences as in the example above. In extreme cases they may be spread among all sentences or ten points may be given to a single sentence.
At the end, there are further instructions on how to tally your score.

Section 1

What I believe I can contribute to a team

A	I think I can quickly see and take advantage of new opportunities	
B	I can work well with a very wide range of people	5
C	My specialist knowledge and experience is usually my major asset	
D	My ability rests on being able to draw people out whenever I detect they have something of value to contribute to group objectives	
E	I can be relied upon to finish any task I undertake	
F	I am prepared to be blunt and outspoken in the cause of making things happen	
G	I can usually tell whether a plan or idea will fit a particular situation	2
H	I can offer a reasoned and unbiased case for alternative sources of action	3
I	Producing ideas is one of my natural assets	

Section 2

If I have a possible shortcoming in teamwork, it could be that:

A	I am not at ease unless meetings are well structured and controlled and generally well conducted	1
B	I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing	3
C	I have a tendency to talk a lot once the group gets on to a new topic	
D	My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues	
E	I am sometimes seen as forceful and authoritarian when dealing with important issues	
F	I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere	
G	I am apt to get caught up in ideas that occur to me and so lose track of what is happening	
H	I am reluctant to contribute unless that subject deals with an area I know well	4
I	I am reluctant to express my opinions or proposal or plans that are incomplete or are insufficiently detailed	2

Section 3

When involved in a project with other people:

A	I have an aptitude for influencing people without pressurising them	
B	I am generally effective in preventing careless mistakes and omissions from spoiling the success of an operation	
C	I like to press for action to make sure that the meeting does not waste time or lose sight of the main objective	2
D	I can be counted on to contribute something original	
E	I try to maintain my sense of professionalism	1
F	I am quick to see possibilities in new ideas and developments	2
G	I believe my capacity for judgement can help to bring about the right decisions	2
H	I can be relied upon to bring an organised approach to the demands of the job	2
I	I am always ready to back a good suggestion in the common interest	1

Section 4

My characteristic approach to the group is that:

A	I contribute when I know what I'm talking about	4
B	I am not reluctant to challenge the view of others or hold a minority view myself	
C	I can usually find a line of argument to refute unsound propositions	
D	I think I have a talent for making things work once a plan has to be put into operation	
E	I prefer to avoid the obvious and to open up lines that have not been explored	
F	I bring a touch of perfectionism to any job I undertake	
G	I am likely to be the one to make contacts outside the group or the firm	
H	While I am interested in all views I have no hesitation in making up my mind once a decision has to be made	2
I	I maintain a quiet interest in getting to know colleagues better	4

Section 5

I gain satisfaction in a job because:

A	I enjoy analysing situations and weighing up all the possible choices	2
B	I feel that I am using my special qualifications and training to advantage	
C	I like to feel I am fostering good working relationships	1
D	I can have a strong influence on decisions	
E	I have a chance of meeting new people with different ideas	4
F	I can get people to agree on priorities and objectives	
G	I feel in my element where I give a task my full attention	
H	I can find an opportunity to stretch my imagination	
I	I am interested in finding practical solutions to problems	3

Section 6

If I am suddenly given a difficult task with limited time and unfamiliar people:

A	I would feel like devising a solution of my own and then trying to sell it to the group	
B	I would be ready to work with the person who showed the most positive approach	3
C	I would find some way of reducing the size of the task by establishing what different individuals might best contribute	
D	My natural sense of urgency would help to ensure that we did not fall behind schedule	3
E	I like to read up as much as I conveniently can on the subject	4
F	In spite of conflicting pressure I would press ahead with whatever needed to be done	
G	I would take the lead if I felt the group was making no progress	3
H	I would open up discussions with a view to stimulating new thoughts and getting something moving	
I	I believe I would keep cool and maintain my capacity to think straight	

Section 7

With reference to the problems to which I am subject to in working in groups:

A	I am apt to show my impatience with those who are obstructing progress	
B	Some people criticise me for being too analytical	
C	My desire to check that we get the important details right are not always welcome	
D	I am inclined to feel I am wasting my time and would do better on my own	
E	I find it difficult to get started unless the goals are clear	4
F	I am sometimes poor at putting across complex points that occur to me	6
G	I am conscious of demanding from others the things I cannot do myself	
H	I hesitate to express my personal views in front of difficult or powerful people	
I	I tend to show boredom unless I am actively engaged with stimulating people	

Now read on, for details of how to tally your score.

Scoring

The table below is used to compile your Belbin scores.

Transfer your scores from each section to the appropriate boxes below.

Then add up your totals for each team role.

Once you have established your total scores, note down below:

- Your primary team role (the one with the most points)

- Your secondary team role

Roles	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Totals
Completer Finisher	E	I 2	B	F	G	D 3	C	5
Implementer	G 2	A 1	H 2	D	I 3	F	E 4	12
Monitor Evaluator	H 3	D	G 2	C	A 2	I	B	7
Specialist	C	H 4	E 1	A 4	B	E 4	D	13
Co-ordinator	D	B 3	A	H 2	F	C	G	5
Team worker	B 5	F	I 1	I 4	C 1	B 3	H	14
Resource Investigator	A	C	F 2	G	E 4	H	I	6
Shaper	F	E	C 2	B	D	G	A	2
Plant	I	G	D	E	H	A	F 6.	6

9/10

Using the team type information

Now that you are more aware of your preferred style of working you can choose how to use the information.

Playing to your strengths

Whatever your preferred team type, see it as a strength.

Seek out tasks or projects requiring your skills.

Look for opportunities to work in teams that need your team-type to achieve the right balance.

Become more flexible

Remember the team type questionnaire shows your preferred style, this does not mean it needs to be your only style!

Think about your second, third, fourth choices - would you like to work more on these areas?

If you work in a team that does not have the right balance, could you think about taking on another team type role?

See other people's team type as a strength and think about how you could work more effectively together

Seek out tasks and projects to develop strengths in other areas (often we prefer doing things we are good at)

Using the information with others

You now have information about your team type, and may wish to think about using the questionnaire within your own team

Explain what it's all about – it's not a test, it's about individual preferences

Agree how you will all be able to use the information

Share your own team type – go first

Use the information to try out new ways of working together

A word of warning

Don't become a self-fulfilling prophecy. The questionnaire shows only your preferred style, it does not mean that you cannot operate in the other areas, only that given the choice you will adopt your preference.

Danielle Williams
Q1

Communication Style Questionnaire

This questionnaire is designed to help you assess your ***preferred communication style***.

Thinking about your behaviour at work, write a score against each statement to represent which best typifies your behaviour where

4 = agree strongly, 3 = agree somewhat, 2 = disagree somewhat, and 1 = disagree strongly.

As with all questionnaires, the level of your honesty and self-awareness will impact on the accuracy of the outcome...so, be truthful to yourself!

---

1. I express my opinions in an honest and appropriate manner.
2. I can get angry and let this show.
3. I find it difficult to say 'no'.
4. If I do not agree with a task that my boss has given me, I find a way of dragging my feet on it.
5. I feel comfortable in asking for help from someone if they know more than me.
6. I feel guilty if I leave on time for a valid reason and other people are still working.
7. I can be sarcastic.
8. I think my way of doing things is better than other people's.
9. If someone takes advantage of me, I find a way of evening the score.
10. I feel I have a right to say no to other people's requests and to negotiate a compromise.
11. If I am in a large meeting, I find I do not speak up.
12. I like to be in control of a situation.
13. I stare people down.
14. I make good eye contact with other people.
15. If I am unsure about a task that I have been given, I find it uncomfortable to ask for help.
16. I talk about other people behind their backs.
17. When I have to deal with someone in authority, I find it difficult to look them directly in the eye.
18. I am a good listener and equally other people listen to what I have to say.
19. Rather than confronting someone about an issue, I would rather give them the cold shoulder or drop hints to other people that I am not happy.
20. I am not afraid to be direct with someone, even if they think I am being rude.

Self-Assessment: Results

To assess your preferred communication style, transfer the scores you have given to each statement to the boxes below.

Then total each column downwards.

Look at the column where your score is the ***highest.***

This is the communication style you use *most* of the time.

Q1 3	**Q3** 3	**Q4** 3	**Q2** 1
Q5 2	**Q6** 1	**Q7** 2	**Q8** 1
Q10 3	**Q11** 4	**Q9** 2	**Q12** 3
Q14 4	**Q15** 3	**Q16** 1	**Q13** 1
Q18 3	**Q17** 2	**Q19** 1	**Q20** 2
Total 15	**Total** 13	**Total** 9	**Total** 8
Assertive	**Passive**	**Passive Aggressive**	**Aggressive**

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

5CDPP Activity 3

Word Count:

Student Name: Danielle Williams

Student Number: 1806990

CIPD Membership Number: 53310261

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: *Danielle Williams*

Date: 28.11.2018

Activity 3

In order to have an effective and positive organisation, it is vital that employees have the correct instruction this would enable them to focus clearly on role in which they are working within. However, if there is no clear guidance this could have a negative effect on the organisation and the employee. In order to follow the correct policies within the organisation it is HR Managers responsibility to give clear instruction and act accordingly.

In order for the Hr Manager to support and develop understanding within the organisation they have a duty to follow policies and procedures. This would include, monthly key performance indicators (KPI) meetings which involves an initial meeting between the management and shop floor leaders of the company, outcomes relating to the changes that the company face are fed back to the employees. All new employees are to complete an induction programme prior to joining the workforce. Originally, Corgi hosiery did not have an induction programme in place or had not implemented policies. It was my job to create and implement the induction pack and policies.

Please see appendix 1, activity 3

Appendix 1 Activity 3

Introduction to the Company

On the behalf of Corgi Hosiery Ltd, we would like to personally welcome you to the company.

We want you to settle into your new job as quickly as possible. As part of this process, the company will provide you with the policies and procedures of the company. At certain points, you will be asked to sign and state that you understand the company's policies. We do aim to provide you with an in depth Induction Plan but we welcome any questions or queries.

1. History of the Company

Corgi Hosiery Ltd was founded in 1892 by Carmarthenshire draper Rhys Jones who, having purchased some second-hand knitting machines, began to produce thigh-high woollen stockings for the local colliers. He then began to produce a range of finer quality socks, ideal for men to wear to chapel on Sundays.

Now, four generations later, the company is managed by Rhys' great, great grandchildren Chris Jones and Lisa Wood.

Corgi Hosiery Ltd continues to design and produce hand-knitted wool, cotton and cashmere socks and knitwear for men and women of the very highest quality in the same Carmarthenshire town it was established.

Growth in recent years has resulted in the company employing over 60 members of staff. Products are sold here in the UK but also in a number of countries across the world.

GENERAL INDUCTION TRAINING RECORD

Name:	Job Title:	
Department:	Date of Employment:	
Policy & Procedures		Completion Date
Roles and responsibilities within the company		
Holiday Entitlement & Sick leave		
Timekeeping		
Working hours, breaks and lunch time		
Mobile Phone Policy		
Harassment & Bullying Policy		
Dress Code & supply of clothes		
Administrative Procedures		
Work station		
Telephone (office)		
Purchase Requests		
Mail		
Clocking in Card		
Induction Tour		
Department Staff & Key Personnel		
Toilets		
Canteen & facilities		
Parking arrangements		
Information Board		
Review Job Description, performance expectations and standards		
Review hours		
Review e-mail set up		
Review Salary		
Signature of line manager:	Signature of employee:	
Date:	Date:	

HUMAN RESOURCES

2. Roles and Responsibilities

Managing Directors

The two managing directors of Corgi Hosiery Ltd are Chris Jones and Lisa Wood. Both directors are ultimately responsible for the management of the organisation.

Design Managers

Corgi Hosiery Ltd have appointed two design managers (Hayley Szymonski and Katie Davies), one oversees the knitwear manufacturing whilst the other oversees the manufacturing of the socks. Both work closely with each managing director to ensure that there is a structure in place to complete orders on time.

Human Resources

The role of the Human Resources is to oversee that the company's procedures and policies are applied. Duties comprise of providing new members of staff with an induction and their contracts, ensure that relevant policies are in place.

Health & Safety

The role of the Health and Safety Officer within this organisation is to assist the two managing directors in implementing their Health and Safety management system. Primarily, the role involves reducing hazards to its lowest practicable level and ensure that all members of staff are aware of the emergency evacuation procedures.

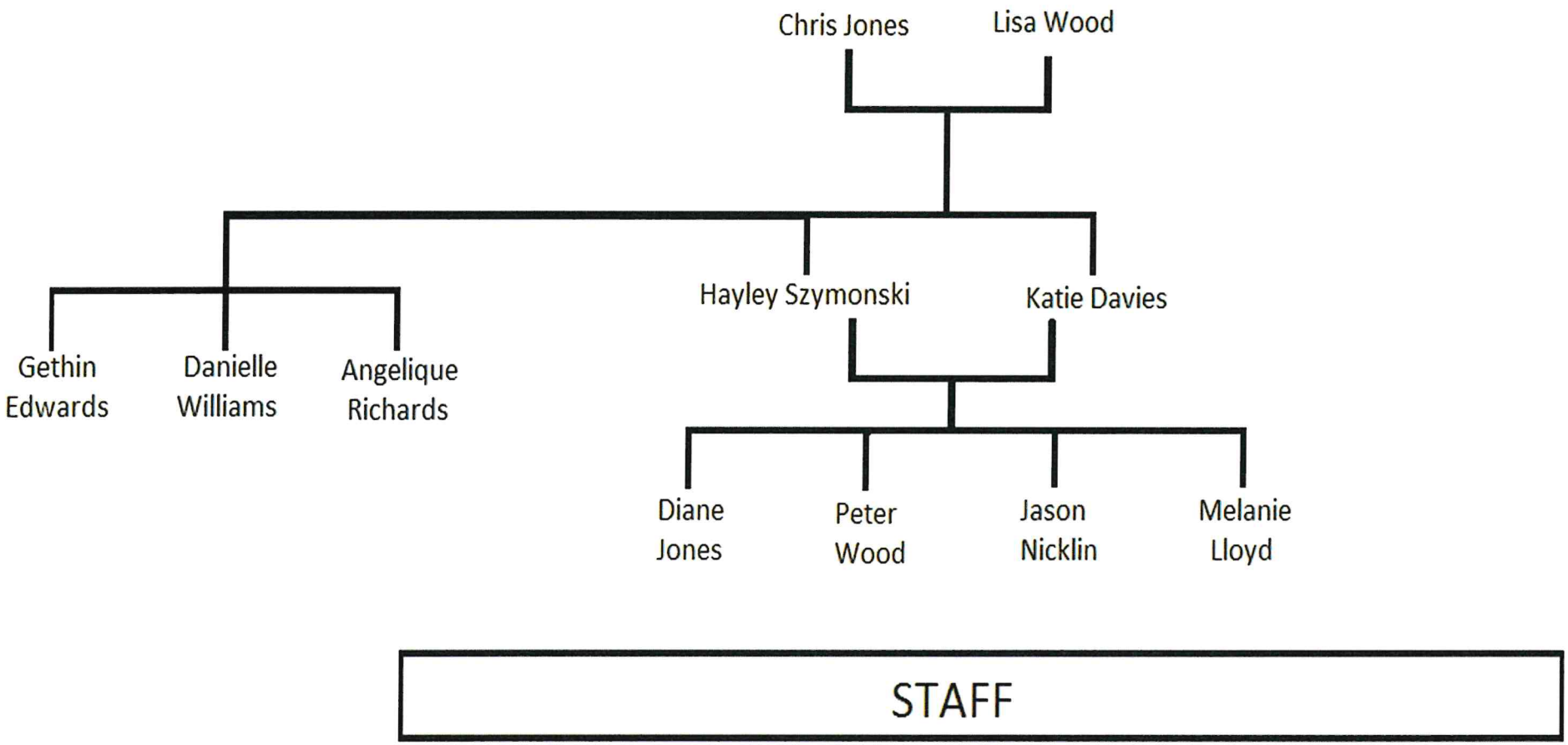
Machine Room Manager

Jason Nicklin predominantly has a pivotal role in digitalising sock designs so that the designs can be understood and read by the knitting machines. He is often seen out on the main factory floor completing maintenance and repair tasks. Next in line from Jason is Peter Wood who deals with any issues within the section.

Supervisors

Each section of the factory has its own supervisor; knitwear (Melanie Lloyd), Make-up (Diane Jones) and sock manufacturing (Peter Wood). They are responsible for the day to day running of their section and are the first port of call for employee on most workplace issues.

Corgi Hosiery Company Structure



Holidays

Your holiday entitlement will be 29 days, inclusive of public holidays and factory shutdown periods. Holiday entitlement will be on a pro rata basis, to the nearest half day depending on the number of days worked per week and whether employment begins during the calendar year. The holiday calendar runs from January 1st to December 31st. The factory shutdown periods for this year are as follows.

FIXED HOLIDAYS and BANK HOLIDAYS

DATE:	DAYS:
1st January 2018	1
19th February – 23rd February	5
2nd April – 3th April 2018	2
7th May 2018	1
28th May 2018	1
27th August 2018 (optional)	1
24th December – 2nd January 2019	6

(1 DAY OUT OF 2019) – Therefore, our return date will be Wednesday 2nd January 2019

FLEXIBLE HOLIDAYS

Total days based on full time employment: 12 Days

Flexible holidays can be taken through the year by prior agreement as follows:

* All holiday requests will need to be authorised by your supervisor.
* All holiday bookings MUST be booked after the company have authorised the dates.
* No two key workers can be off at the same time.

Flexible holidays can be taken throughout the calendar year outside of fixed holiday periods. Two to four weeks' notice must be given of your holiday dates and obtain authorisation before you commit to them. Holiday requests can be made from 1st December for the following year and will be authorised on a 'first come, first served' basis. If two people apply at the same time for the same dates consideration will be given to both requests and a fair decision will be made taking into account previous requests.

Holiday entitlement must be taken by the 7th of December. Holiday entitlement cannot be carried over to the following year.

Absence

If you are unable to come to work for any reason you must inform your Supervisor and the main office by 10.00am on the first day of your absence.

If you are absent due to illness for five or more days, you must provide the Company with a statement of fitness to work signed by a GP explaining the reason for your absence. For shorter periods of absence due to illness you must complete a self-certification form.

You are entitled to Statutory Sick Pay only as per your contract of employment for any absence from work.

If the employee shall receive any payment(s) from a third party (including your own insurance company) in respect of damages for absence from employment due to incapacity, then any sum(s) paid by the Company to you in respect of the same period of absence shall be recoverable by the Company out of such damages as money due to the Company.

The Managing Director may decide, at his absolute discretion, to make further sick pay payments to the Employee in addition to the above (in whatever amount the Managing Director may decide). Any such additional payments may be varied or discontinued at any time.

Your attendance is important to the business and is monitored. The company's policy identifies points at which the company will take action if your sickness absence reaches unacceptable levels.

The Company shall be entitled to review the employee's sickness record at any stage of absence and may dismiss you on the grounds of such absence notwithstanding that any entitlement to sick pay has not been exhausted.

The Human Resources Manager will formally review your absence record if in any three month period there are three separate periods of absence (whether these are certificated or not) or if there is an unacceptable pattern of absence, for example, regular time off on Mondays or Fridays.

Long term absence' is a period of sickness which lasts longer than two calendar weeks. The company takes a sympathetic view about genuine ill-health problems and will provide a supportive approach to all employees in such circumstances. Your line manager will monitor your absence and will counsel you through a period of sickness absence.

If, after discussion it appears that you are likely to be away from work for more than four weeks, your manager will contact you every fortnight and may visit your home subject to your agreement.

Ultimately, if absence does reach problematic levels then the company may have no choice but to dismiss you. The point at which this action may be taken will depend on the nature of your work and the difficulty caused to the company by your continued absence. Dismissal will be regarded as a last resort and the company will try to ensure that the following criteria are fulfilled:

- Relevant medical information is sought and considered.
- Options for alternative duties or working arrangements are examined.
- Your views will be taken into account.
- Before any dismissal the company will comply with any applicable statutory dismissal procedure.

Working hours, breaks and lunch time

Your working day will be based on a 39 hours per week employees will start work at 7.00am and finish at 4.00pm. Each employee will take 3 breaks during a full working day. Each department has set break times this hours will be explained to you before you start.

Typical break times based on a 39 hours per week -

	Monday – Thursday	Friday
Start Times	7.00 am	7.00 pm
First Break Between	9.30-10.15 am (15 min)	9.30 10.15 pm (15 min)
Lunch Time Between	12.00 – 13.30 pm (30 min unpaid)	N/a
Second Break	14.45 – 15.00 pm (10 min)	N/a
End of Shift	16.00 pm	12.00 pm

*This could vary if working in the machine room where there is a shift working pattern

Pay

You will be paid monthly in arrears by credit transfer to your bank account on the 24th of each calendar month. These dates may vary at Christmas. Your rate of pay will be agreed beforehand and will be set out in your contract of employment.

Mobile Phone

The use of mobile phones during working hours is strictly forbidden. Phones are only entitled to be used during break times and outside of working hours.

Should you be expecting an important call and need to have your phone on, seek permission first from your line manager. Any family emergency calls can be taken through the main office – The telephone number is: 01269 590920.

Harassment and Bullying

Harassment and bullying in the workplace is unlawful, both Corgi Hosiery Ltd and individuals within the company can be held liable for damages.

Corgi Hosiery condemns all forms of harassment and bullying and will seek to ensure that the working environment for staff is free from such actions. The company's policy gives examples of the type of behaviour that is unacceptable whist in the course of employment. This information can be found in the company's handbook, located in the staff canteen.

Dress Code

All employees are required to wear appropriate clothing. Tabards and polo shirts along with PPE will be provided.

BY APPOINTMENT TO
HRH THE PRINCE OF WALES
KNITWEAR AND HOSIERY
MANUFACTURERS

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Child Labour Policy

Corgi Hosiery Ltd ("Corgi") acknowledges the fact that child labour occurs in many countries. However, Corgi does not accept child labour, and works actively against it and endeavours to provide a conducive working environment that is characterized by equality and mutual respect. The company will not tolerate the use of child or forced labour, nor exploitation of children.

Definition

"Child labour, as defined by the International Labour Organisation (ILO) Convention is "work by children under the age of 12; work by children under the age of 15 that prevents school attendance; and work by children under of age of 18 that is hazardous to the physical or mental health of the child".

In the conduct of its business, Corgi Hosiery Ltd:

• Will not employ children that falls into the definition as stipulated by ILO Convention, notwithstanding any national law or local regulation.

• Will comply with all other applicable child labour laws, including those related to wages, hours worked, overtime and working conditions.

• Is against all forms of exploitation of children. The company does not provide employment to children before they have reached the legal age to have completed their compulsory education, as defined by the relevant authorities.

• Expects its business partners and associates to have and uphold similar standards and abide by country-governing laws in countries wherein they operate. Should violation of these Principles become known to Corgi Hosiery Ltd and not be remediated, we will take serious action, including discontinuation of the business relationship.

• It is the responsibility of local management and Human Resource Department to implement and ensure compliance with this policy at all times.

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ETHICAL TRADING CODE OF CONDUCT AND HUMAN RIGHTS POLICY

Purpose

The purpose of this policy is to provide a clear, written statement of our stance with regard to Ethical Trading Standards. This is part of our continuing commitment to best practice within our Industry.

Ethical Trading Initiative Base Code

At Corgi Hosiery Ltd, we are committed to respecting human rights throughout our factory. We believe that everyone should be treated with respect and work in a safe environment.

The Code is based on the Ethical Trading Initiative (ETI) Base Code which stems from international labour and human rights law.

In addition to ensuring that high ethical standards are maintained within the workplace, Corgi Hosiery Ltd will make every effort to work with reputable partners, suppliers and manufacturers who are committed to working towards compliance with the standards in the ETI Base Code set out below, both within their own operations and those of their suppliers. As well as working to implement the ETI Base Code, and in line with the UK Modern Slavery Act 2015, we are looking to address any incidences of modern slavery within our supply chain. To this end, we pay special attention to the protection of foreign contract workers who may be potentially vulnerable to exploitation. Corgi Hosiery Ltd aims to ensure that all foreign workers working within the company retain passports, ID Cards and similar documents to facilitate their unhindered freedom of movement, and we expect all of our suppliers to follow this policy within their own operations and their own supply chains.

ETI Code:

1. Employment is freely chosen
1.1 There is no forced, bonded or involuntary prison labour.
1.2 Workers are not required to lodge "deposits" or their identity papers with their employer and are free to leave their employer after reasonable notice.

2. Freedom of association and the right to collective bargaining are respected
2.1 Workers, without distinction, have the right to join or form trade unions of their own choosing and to bargain collectively.
2.2 The employer adopts an open attitude towards the activities of trade unions and their organisational activities.
2.3 Workers representatives are not discriminated against and have access to carry out their representative functions in the workplace.
2.4 Where the right to freedom of association and collective bargaining is restricted under law, the employer facilitates, and does not hinder, the development of parallel means for independent and free association and bargaining.

3. Working conditions are safe and hygienic

3.1 A safe and hygienic working environment shall be provided, bearing in mind the prevailing knowledge of the industry and of any specific hazards. Adequate steps shall be taken to prevent accidents and injury to health arising out of, associated with, or occurring in the course of work, by minimising, so far as is reasonably practicable, the causes of hazards inherent in the working environment.

3.2 Workers shall receive regular and recorded health and safety training, and such training shall be repeated for new or reassigned workers.

3.3 Access to clean toilet facilities and to potable water, and, if appropriate, sanitary facilities for food storage shall be provided.

3.4 Accommodation, where provided, shall be clean, safe, and meet the basic needs of the workers.

3.5 The company observing the code shall assign responsibility for health and safety to a senior management representative.

4. Child labour shall not be used

4.1 There shall be no new recruitment of child labour.

4.2 Companies shall develop or participate in and contribute to policies and programmes which provide for the transition of any child found to be performing child labour to enable her or him to attend and remain in quality education until no longer a child; "child" and "child labour" being defined in the appendices.

4.3 Children and young persons under 18 shall not be employed at night or in hazardous conditions.

4.4 These policies and procedures shall conform to the provisions of the relevant ILO standards.

5. Living wages are paid

5.1 Wages and benefits paid for a standard working week meet, at a minimum, national legal standards or industry benchmark standards, whichever is higher. In any event wages should always be enough to meet basic needs and to provide some discretionary income.

5.2 All workers shall be provided with written and understandable Information about their employment conditions in respect to wages before they enter employment and about the particulars of their wages for the pay period concerned each time that they are paid.

5.3 Deductions from wages as a disciplinary measure shall not be permitted nor shall any deductions from wages not provided for by national law be permitted without the expressed permission of the worker concerned. All disciplinary measures should be recorded.

6. Working hours are not excessive

6.1 Working hours must comply with national laws, collective agreements, and the provisions of 6.2 to 6.6 below, whichever affords the greater protection for workers. Sub-clauses 6.2 to 6.6 are based on international labour standards.

6.2 Working hours, excluding overtime, shall be defined by contract, and shall not exceed 48 hours per week.

6.3 All overtime shall be voluntary. Overtime shall be used responsibly, taking into account all the following: the extent, frequency and hours worked by individual workers and the workforce as a whole. It shall not be used to replace regular employment. Overtime shall always be compensated at a premium rate, which is recommended to be not less than 125% of the regular rate of pay.

6.4 The total hours worked in any seven day period shall not exceed 60 hours, except where covered by clause

6.5 Working hours may exceed 60 hours in any seven day period only in exceptional circumstances where all of the following are met:

- *this is allowed by national law;*

• this is allowed by a collective agreement freely negotiated with a workers' organisation representing a significant portion of the workforce;
• appropriate safeguards are taken to protect the workers' health and safety; and
• the employer can demonstrate that exceptional circumstances apply such as unexpected production peaks, accidents or emergencies.
6.6 Workers shall be provided with at least one day off in every seven day period or, where allowed by national law, two days off in every 14 day period.

7. No discrimination is practised
7.1 There is no discrimination in hiring, compensation, access to training, promotion, termination or retirement based on race, caste, national origin, religion, age, disability, gender, marital status, sexual orientation, union membership or political affiliation.

8. Regular employment is provided
8.1 To every extent possible work performed must be on the basis of recognised employment relationship established through national law and practice.
8.2 Obligations to employees under labour or social security laws and regulations arising from the regular employment relationship shall not be avoided through the use of labour-only contracting, sub- contracting, or home-working arrangements, or through apprenticeship schemes where there is no real intent to impart skills or provide regular employment, nor shall any such obligations be avoided through the excessive use of fixed-term contracts of employment.

9. No harsh or inhumane treatment is allowed
9.1 Physical abuse or discipline, the threat of physical abuse, sexual or other harassment and verbal abuse or other forms of intimidation shall be prohibited.

Corgi Hosiery's Ethical Trading commitment is also supported by the following:

• Employees receive a written contract of employment within three months of commencing work, detailing their pay structure, method of pay and terms and conditions of employment.

• Employees receive an itemised pay statement to ensure that they are aware of labour and social security obligations (e.g. income tax, National Insurance) that are met on their behalf by the Company. No deductions are made from an employee's pay, other than those required by law, without the express written permission of the employee.

• No employee is required to work more than their contracted hours on a regular basis. Those who choose to regularly work more than 48 hours each week, complete an opt-out, which is held on file.

• Overtime, when worked, is paid at a rate that is agreed beforehand. All employees are entitled to an agreed allowance of paid holiday, equal to or above the statutory minimum.

• The company provides an Employee Handbook which outlines employee's statutory rights, and company rules and guidelines.

• Policies and procedures that adhere to statutory requirements and industry best practice are publicised in the company handbook. Examples of these are: Disciplinary and grievance policies and Equal opportunities policy.

• Wages paid meet the requirements of the National Minimum Wage legislation.

• Training resources are made available to meet required standards empowering all employees to apply the standards of the base code in their day to day operations.

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

5CDPP Activity 5

Word Count: 864

Student Name: Danielle Williams

Student Number: 1806990

CIPD Membership Number: 53310261

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: *Danielle Williams*

Date: 25.11.2018

A personal development plan is a structured approach for an individual to achieve future goals. The development process is the same for all members within the organisation who want to set aims for improvement. It is felt that the process enables the individual to focus on specifics in order to achieve a greater goal. The following development plan table outlines how my opportunities can be met.

Personal Development Plan

Area for development	Activity required	Resources/ support required	Measure of success	Line Manager review method	Line Manager review date	Completion date
Level 5 HR qualification	Enrol on course and complete.	Funding from company and time allocation away from work to attend lectures	Number of days completed of course. Meeting deadlines for essay submissions. Results of any exams undertaken	Discussion with candidate and tutor	6 weeks after enrolment date and another at 3 months	2 years
Promote HR within the company	Provide information and training on relevant topics	Time to research topics which are relevant to the company. Time to deliver sessions. Support from staff during training sessions.	Number of sessions given and the quality of feedback through questionnaires.	Review questionnaires completed by staff following sessions	Review after each session.	3 months
Increasing hours of work	Assess current work/ life balance including the need for	Affordability of the company in terms of cost for additional hours. Support and availability of	Personally will find that workload is better managed.	Assess the efficiency of the HR department	6 Months	12 Months

	additional childcare.	family members for childcare.		as a result of the extra hours.		
Become a CIPD member	Meet the joining criteria of CIPD. Continual development through to chartered.	Financially to cover the cost of membership. Support and allocated time to attend branch events.	Progressing through the levels of the CIPD membership.	Membership level certificates	Annually	Continuous Annually

Self-assessment, professional development and objectives.

The following SWOT analysis will enable me to assess my current criteria against the job requirements in addition to looking how my role is likely to develop in the future.

SWOT Analysis

Strength

I bring many personal strengths to my current role of HR Officer, my work ethic and dedication to the role is evident from my attendance record and punctually. I thoroughly enjoy reading around the topic on new areas of improvement which I can use to plan my personal development. Organisation is a key strength of mine which is essential as i am required to store confidential information about the staff.

Attended seminars on relevant HR topics (e.g. stress, drug and alcohol and wages). Sympathetic to different viewpoints and have the ability to see an issue from the employee's and employer's perspective.

I am an avid user of Microsoft Office which I use to create graphs and analyse absenteeism data.

Weaknesses

Although I read around the subject and have a consultancy company that I can ask for advice, I lack HR specific qualifications. I don't feel that I have had enough training to deal with redundancies and feel uncomfortable in what is a difficult situation. Lack experience as this is my first role as a HR Officer meaning that I am unable to compare practices at Corgi Hosiery Ltd to another organisation. I am employed on a part time basis which I on occasion find it difficult to manage my workload. Everyday issues within the company can result in me being side tracked from achieving long term goals and ultimately furthering my career.

Opportunities

Scope to complete a level 5 award in a CIPD qualification. I feel that this is vital for me as it would provide the foundations for which I am able to build on. Become a member of the CIPD and progress through to become a chartered member.

Consider increasing my hours to a full time post as to effectively manage my workload. If an increase is not possible, then the appointment of an assistant should help me to retain focus on my own objectives opposed to being side tracked by everyday issues.

Promote the values which frame the key elements of Human Resources throughout the workplace.

Threats

My personal capabilities may result in me struggling or failing to complete the CIPD. My development as a result might suffer a setback and will need to find an alternative route to continual personal improvement.

Company funding is an important threat meaning that I currently rely on the company for funding any qualifications that I wish to participate in. Therefore, if the company doesn't do well financially then they are less likely to fund any qualifications.

Technological advances may result in the need for me to acquire new computing skills as to not be left behind. This is particularly important as I handle confidential data.