

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Developing Professional Practice in Human Resources

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Activity 1- 876

Activity 2- 1095

Activity 3- 1093

Activity 4- 886

Activity 5- 978

Student Name: Carys Ratcliffe

Student Number: 2005792

CIPD Membership Number: 5665681X

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:

A handwritten signature in black ink, appearing to be 'Carys Ratcliffe', is written over a light grey rectangular background.

Date: 24/11/2020

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CIPD Candidate evidence matrix (EXAMPLE)

(CEM1)

Candidate name: Carys Ratcliffe				CIPD Membership/registration No.: 5665681X			
Qualification title: CIPD Diploma in Applied HR				Unique Learner No. (ULN): 2005792			
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled	
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	CIPD L5 Diploma in Applied HR- Completed Induction Questionnaire	EV1			
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Screenshots- UWTSD online, Information for Students- Coronavirus	EV2			
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Screenshots- an extract of Cohort 3&4's timetable	EV3			
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Screenshots- UWTSD Moodle showing all 16 modules	EV4			
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Extract- UWTSD Programme of Study Handbook CIPD Diploma in Applied HR L5 2019-2020 Page 7- Virtual Learning Environment (VLE)	EV5			
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Extract- UWTSD 'Managing your Learning Guidance'	EV6			
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Screenshots- UWTSD Library and Learning Resources-Referencing Guide Harvard Version 1.2	EV7			
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Screenshots- UWTSD Programme of Study Handbook CIPD Diploma in Applied HR L5 2019-2020 Page 11- Assessment Feedback via Turnitin	EV8			
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Screenshots- UWTSD Website showing where to access Library Resources	EV9			
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Extract- UWTSD Programme of Study Handbook CIPD Diploma in Applied HR L5 2019-2020 Page 18- Library and Learning Resources	EV10			
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	A copy of the UWTSD Student Code of Conduct	EV11			
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	A copy of the CIPD Code of Conduct	EV12			

5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2	A letter sent to all staff inviting them to a meeting	EV13		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	Notes following a meeting with a company director regarding potential contractual changes for staff to reduce expenditure	EV14		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	A letter sent to staff asking for volunteers for redundancy and the proposed contractual changes if they wish to remain in the business	EV15		
5CDPP	Developing Professional Practice in Human Resources	3.1	An extract from the staff handbook detailing 'Leaving the business'	EV16		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	Notes following my brainstorming regarding how to cover the now vacant job roles	EV17		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	A letter to employees containing their revised job descriptions and proposed contractual changes	EV18		
5CDPP	Developing Professional Practice in Human Resources	3.1	An email acceptance of new job descriptions and responsibilities	EV19		
5CDPP	Developing Professional Practice in Human Resources	5.1	Screenshot of the CIPD Profession Map-completed self-assessment	EV20		
5CDPP	Developing Professional Practice in Human Resources	5.3	Screenshot of results from Honey and Mumford questionnaire	EV21		

Candidate declaration:

- I confirm that the work/evidence presented for assessment is my own unaided work.
- I have read the assessment regulations and understand that if I am found to have 'copied' from published work without acknowledgement, or from other candidate's work, this may be regarded as plagiarism which is an offence against the assessment regulations and leads to failure in the relevant unit and formal disciplinary action.
- I agree to this work being subjected to scrutiny by textual analysis software if required.
- I understand that my work may be used for future academic/quality assurance purposes in accordance with the provisions of the Data Protection Act 1998.
- I understand that the work/evidence submitted for assessment may not be returned to me and that I have retained a copy for my records.
- I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final.

Signature:	Carys Ratcliffe	Date:	24/11/2020
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Notes on candidate evidence matrices

Candidates should be encouraged to develop a matrix indicating how their evidence relates to each unit/module and learning outcomes/assessment criteria. This helps advisors and assessors to support candidates to draw links between units and encourage cross-referencing and the possible multi-use of evidence. Evidence matrices can be developed using the unit/module and learning outcomes/assessment criteria, giving candidates an opportunity to link their evidence to each outcome. Another approach is to have a more generic form where candidates list evidence and tick relevant boxes to show coverage. Whatever approach is employed candidates should be encouraged to complete these forms themselves and not expect assessors to do this for them.

My HR development programme

In order to develop my HR career and improve my knowledge I am currently undertaking a Level 5 CIPD Diploma in Applied Human Resources which is a Higher Apprenticeship qualification with Coleg Sir Gar. However, this qualification is delivered by the University of Wales Trinity Saint David in Carmarthen both on campus and via Microsoft Teams (EV1). Due to the Coronavirus pandemic and the effects of this, this course is currently delivered through a blend of in-person and online teaching and learning. This is set to continue despite the 'circuit-breaker' lockdown imposed in Wales from Friday 23rd October (EV2).

The CIPD Diploma in Applied HR is composed of 16 modules totalling 90 credits designed to develop student's knowledge and understanding in key areas of HR in a business context (EV1). These modules are shown on our student timetable (EV3) which covers the whole duration of the course (2 years). This timetable shows workshop dates and module name- allowing students to use Moodle which is our learning programme to access resources (EV4) and complete both mandatory and additional reading (EV5). We also know when we are required to submit work through this timetable.

We are expected to complete this qualification in 900 hours. This is broken down into 450 hours of guided learning and the remaining 450 as self-directed learning. This includes additional reading and learning undertaken to expand my knowledge enabling me to complete the set assignments (EV6).

When writing an essay, it is important to achieve a high standard of academic writing. This includes a formal well-structured style of writing based on both research and experience. Writing must be underpinned with sources cited correctly using the Harvard referencing style (EV7). This style of referencing includes inserting the citation as the author's name and date of publication within the text of my document. This in-text citation must also be accompanied by a full reference in the reference list at the end of the assignment. Referencing is important as it adds academic credibility to my work, enables readers to access the sources used in my writing and acknowledges the work of others meaning plagiarism is avoided.

To submit completed work, we use 'Turnitin' which is a plagiarism platform where we upload our completed assignments for our tutors to assess- it also gives us a plagiarism score ensuring we have referenced all sources correctly. Turnitin also allows students to receive feedback from their tutor (EV8).

To assist in our studies, we have two core texts which are: Studying Human Resource Management and Human Resource Management: People and Organisations (Woodhams, C & Taylor, S). However, the university also provides library and learning resources allowing us to access a wider collection of scholarly books and journals. These can also be accessed on the UWTSD website under 'Library and Learning Resources' under the 'Quick Links' tab (EV9) 24 hours a day, 7 days a week (EV10). This is of huge benefit to me as it allows me to access the much-needed resources when needed.

UWTSD is committed to providing all students with a safe and inclusive learning environment where everyone has the potential to succeed. To ensure this is achieved, all students are expected to abide by the Student Code of Conduct. This ensures that the reputation of the University is always upheld (EV11). Additionally, our course requires us to join the CIPD as a Student Member meaning we must also abide by their Code of Conduct. This ensures that member's professional knowledge and competence is maintained, ethical standards and integrity are upheld, and all members continue to act in a way which both supports and upholds the reputation and values of the profession (EV12).

Evidence-

EV1- COMPLETED INDUCTION QUESTIONNAIRE

Question	Answer
1. When, where and at what time will the course be delivered?	Coleg Sir Gar, Pibwchwyd Campus or Microsoft Teams meeting
2. How many modules form part of the programme?	16
3. What are the term dates for this year?	20/4/2020-10/7/2020.
4. What is Moodle?	Our learning platform
5. What is Eduroam?	Free on-site WIFI.
6. What is Turnitin?	A plagiarism platform where we upload our completed assignments for tutors to assess.
7. Do you know when you are required to hand in work?	Yes, it is clearly stated on our timetable.
8. What are the core texts for this programme?	Studying Human Resource Management Human Resource Management: People and Organisations
9. Do you know how to access the library catalogue?	via 'Quick Links' on the University website
10. Do you know who to go to if you have a question/concern about the course?	Yes
11. What is the name of the Training Adviser?	Carola Platz
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 support and skill workshops
16. Do you know where the fire-exits and first aid points are for the building?	N/A until September 2020.
17. How many credits is the programme?	90
18. What is the length of the programme?	2 years
19. Do you know where to find the student handbook and timetable? Where?	On Moodle
20. What academic level is this qualification?	CIPD Level 5

EV2- SCREENSHOT SHOWING UWTSO CORONAVIRUS INFORMATION

CORONAVIRUS | INFORMATION FOR STUDENTS

Last updated: 20 October 2020

'Fire-break' Information

The Welsh Government has announced that it will impose a Circuit-Breaker lockdown across Wales from 6pm Friday, 23 October to midnight Monday 9 November.

The Welsh Government has asked Universities to communicate three key messages to you, as follows:

- In person teaching and blended learning will continue in universities during the lockdown period.
- Stay in your university/ term-time accommodation, only go home if absolutely necessary for example for work, to provide or receive care or because of concerns about your wellbeing.
- Don't travel if you have been asked to self-isolate or have Covid-19 symptoms. If you have symptoms, are self-isolating or have tested positive for Covid-19 please report to us [here](#).

EV3- COHORT 3&4 TIMETABLE

Timetable – CIPD Diploma in Applied Human Resources – Cohorts 3 and 4

Cohort 3 started April 2020

Cohort 4 start September 2020

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
23 rd September 2020	Induction for Cohort 4 only	N/A	N/A	N/A	N/A
30 th September 2020	Using a Research Approach in HR	5CIHR	BMPD5002	Part One - 19/10/20 Part Two - 5/7/21	Part One - Written response. Part Two - Research Report.
21 st October 2020	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	4/1/21 plus submission of updated Personal Development Plan in March 2022.	Portfolio of Evidence
25 th November 2020	Understanding the Contemporary HR Function	5CMHR	BMPD5003	1/2/21	Slides and notes pages

EV4- 16 COURSE MODULES



EV5- UWTSD VIRTUAL LEARNING ENVIRONMENT

Moodle is the University's Virtual Learning Environment (VLE). The VLE is used to support learning and teaching. It can be accessed by enrolled students from anywhere in the world using the internet and a web browser. Some of Moodle's features allow students to:

- Access course materials
- Facilitate communication between students and tutors
- Support group tasks
- Take online assessments with automatic marking & feedback facilities

Moodle can be used for administration tasks such as:

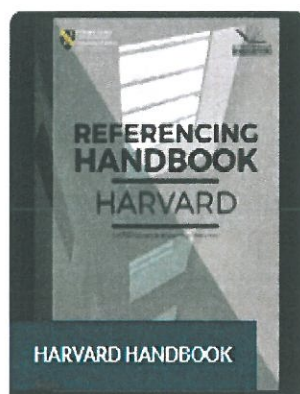
- Displaying announcements
- Submission of assignments
- Administration of online surveys

EV6- UWTSD 'MANAGING YOUR LEARNING GUIDANCE'

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.

EV7- UWTSD REFERENCING GUIDE HARVARD VERSION



ASSESSMENT FEEDBACK VIA TURNITIN

For feedback provided through Turnitin there are two areas to get your feedback written feedback, and the marking rubric.

Written feedback will comment on the overall work.

The marking rubric will focus on how the piece of work meets the criteria listed in the relevant rubric.

The marking rubric does not give a mathematically calculated result based on the sum of individual components, but is used holistically to help determine the mark.

Written Feedback and the Marking Rubric can be found by clicking the buttons as shown when you view your submitted assignment in Turnitin.



The LLR offers a wide range of printed and electronic resources including an extensive collection of online e-journals and e-books that are available 24/7 providing access to scholarly journals, newspapers, company reports and reference material. The library catalogue searches the whole range of print and online library materials and gives access to your library account from anywhere.

[illegible]

Guide of Professional Conduct	
The CIPD Code of Professional Conduct sets out the standards of behaviour that CIPD members are expected to follow in their professional lives. It is a statement of the values and principles that underpin the CIPD's work and the standards of conduct that its members are expected to uphold. The Code is a statement of the CIPD's commitment to the highest standards of professional conduct and to the promotion of the interests of its members and the public. It is a statement of the CIPD's commitment to the highest standards of professional conduct and to the promotion of the interests of its members and the public. It is a statement of the CIPD's commitment to the highest standards of professional conduct and to the promotion of the interests of its members and the public.	
1. Professional Competence and Standards	2. Relationships with the Profession
1.1. I will maintain and enhance my professional competence by keeping up to date with developments in my field and by continuing to develop my skills and knowledge. 1.2. I will only undertake work that I am qualified to do and that I have the necessary resources to complete successfully. 1.3. I will only undertake work that I have the necessary resources to complete successfully. 1.4. I will only undertake work that I have the necessary resources to complete successfully. 1.5. I will only undertake work that I have the necessary resources to complete successfully. 1.6. I will only undertake work that I have the necessary resources to complete successfully. 1.7. I will only undertake work that I have the necessary resources to complete successfully. 1.8. I will only undertake work that I have the necessary resources to complete successfully. 1.9. I will only undertake work that I have the necessary resources to complete successfully. 1.10. I will only undertake work that I have the necessary resources to complete successfully.	2.1. I will only undertake work that I have the necessary resources to complete successfully. 2.2. I will only undertake work that I have the necessary resources to complete successfully. 2.3. I will only undertake work that I have the necessary resources to complete successfully. 2.4. I will only undertake work that I have the necessary resources to complete successfully. 2.5. I will only undertake work that I have the necessary resources to complete successfully. 2.6. I will only undertake work that I have the necessary resources to complete successfully. 2.7. I will only undertake work that I have the necessary resources to complete successfully. 2.8. I will only undertake work that I have the necessary resources to complete successfully. 2.9. I will only undertake work that I have the necessary resources to complete successfully. 2.10. I will only undertake work that I have the necessary resources to complete successfully.
3. Relationships with the Public	4. Relationships with the Media
3.1. I will only undertake work that I have the necessary resources to complete successfully. 3.2. I will only undertake work that I have the necessary resources to complete successfully. 3.3. I will only undertake work that I have the necessary resources to complete successfully. 3.4. I will only undertake work that I have the necessary resources to complete successfully. 3.5. I will only undertake work that I have the necessary resources to complete successfully. 3.6. I will only undertake work that I have the necessary resources to complete successfully. 3.7. I will only undertake work that I have the necessary resources to complete successfully. 3.8. I will only undertake work that I have the necessary resources to complete successfully. 3.9. I will only undertake work that I have the necessary resources to complete successfully. 3.10. I will only undertake work that I have the necessary resources to complete successfully.	4.1. I will only undertake work that I have the necessary resources to complete successfully. 4.2. I will only undertake work that I have the necessary resources to complete successfully. 4.3. I will only undertake work that I have the necessary resources to complete successfully. 4.4. I will only undertake work that I have the necessary resources to complete successfully. 4.5. I will only undertake work that I have the necessary resources to complete successfully. 4.6. I will only undertake work that I have the necessary resources to complete successfully. 4.7. I will only undertake work that I have the necessary resources to complete successfully. 4.8. I will only undertake work that I have the necessary resources to complete successfully. 4.9. I will only undertake work that I have the necessary resources to complete successfully. 4.10. I will only undertake work that I have the necessary resources to complete successfully.

Being a HR professional

Lester (2010) argues that a professional is someone who 'makes proficient use of expert/specialist knowledge, exercises autonomous thought and judgement and makes voluntary commitment to a set of principles.' HR can be defined as a profession as it is based on theory, knowledge and practice which can be taught and learnt and is underpinned by a code of conduct and ethics (Johns, T and Perkins, G 2016 p75).

Others agree that an individual can only be considered a professional if their occupation is controlled by a governing body with a formal membership structure & performance criterion which must be met. It is considered good practice to be CIPD qualified- this formal membership structure details a code of conduct, providing individuals with professional credibility and recognition for their skills (CIPD). This requires members to adhere to standards- failure may contribute to membership termination (CIPD). However, many argue that CIPD membership is not considered a formal 'licence to practice' as this is not compulsory (Johns, T and Perkins G p75)- leading some to believe HR shouldn't be considered a 'profession.'

Despite the arguments surrounding HR as a profession, there are a range of essential behavioural requirements needed to become a successful within HR.

The CIPD 2013 and 'new' Profession Map defines the building blocks of effective people management practice across 10 professional specialisms and describes 8 fundamental behaviours which underpin good practice (CIPD 2013). They allow professionals to understand the behaviours, professional areas, and competence they already possess and how to begin progressing through the four bands, by planning CPD and developing their careers.

The Profession Map is also beneficial for organisations as it allows them to identify the skills needed to make change happen, develop career pathways and identify areas for development (CIPD Profession Map: A Guide P3&4) contributing to improved staff morale and communication in turn a larger income for the organisation.

There are two core professional areas at the centre of this map- Leading HR and Insights, Strategy and Solutions. These are vital in HR as it ensures the individual has a deep understanding of the organisation, its context and has the ability to use their insights to create the strategies and solutions needed to meet organisational needs now and, in the future, (CIPD 2013).

Within the inner ring of the map, there are 8 professional areas. These are fundamental to HR professionals as they identify the activities and knowledge required to provide specialist support (OranGuide 2019). These behaviours also describe contra-indicators which should be avoided.

Decisive thinking is one core behaviour. HR professionals need the ability to analyse and understand data and information and then use this to identify options, make decisions and recommendations (CIPD 2013). This skill is essential to HR professionals as it requires the thinking, judgement, screening, and extraction of information in order to make wise decisions with rational judgement. Belbin (2010)'s team role theory proves that this is a necessary behaviour and role in teamwork as this skill is indispensable in efficient teamwork.

Curiosity requires HR professionals to be future- focused and open-minded in seeking out evolving and innovative ways to add value to their organisation (CIPD 2013).

HR professionals are also required to work 'collaboratively' with a range of people both inside and outside of the organisation (CIPD 2013). This is essential in HR as it allows people with different perspectives, skills, and expertise to collaborate to brainstorm ideas, overcome obstacles and problem solve (Duval, J).

Being personally credible builds professionalism through combining commercial and HR expertise to bring value to the organisation (CIPD 2013).

HR professionals must also be a skilled influencer, meaning they have the ability to influence in order to gain commitment and support within the organisation (CIPD 2013). This is essential in HR as the professional can build a stable relationship with key influencers in a formal process. To do this, the 'skilled influencer' should find a way to engage others in ideas both about thinking and development (Sunnyzhaoblog 2016).

It is important that HR professionals are driven to deliver through demonstrating determination, resourcefulness, and purpose to deliver the best results for the organisation (CIPD 2013). They may need to refocus/reprioritise in light of changing business needs and not be afraid to challenge business objectives.

HR professionals must also have 'courage to challenge'- showing confidence to speak up and challenge others even when confronted with resistance (CIPD 2013).

It is also important that HR professionals are 'role models' leading by example. To do this, they must act with integrity, impartially and independence (CIPD 2013). This is essential in HR as it ensures the needs of the organisation are constantly considered, processes and values being upheld and impact of organisational and HR processes on individuals and their values are considered (CIPD 2013).

Four bands of professional competence on the map define the contribution that professionals make at each stage of their HR career allowing focus on developmental planning/activities.

At the first band, HR staff would support their colleagues with administration and processes- effectively managing information (CIPD 2013). Band two expects staff to advise on/manage HR issues relating to either an individual or a team. At the third band the professional should lead a professional area acting as either a consultant or partner. They should address medium/long term HR challenges at an organisational level. The final band states that the professional should manage a professional area/s or the entire organisation. At this stage, they are responsible for developing and delivering both organisational and HR strategy (OranGuide 2019).

Historically, 'the HR function' involved a large amount of administrative work such as issuing people's contracts, maintaining absence and training records. These now form a less significant part in a HR manager's daily activities- today, this is more geared towards organisational success by enabling and encouraging each member of staff to maximise their personal contribution. In order to do this 'infrastructure' factors need to be present such as ensuring employees are paid on time to prevent absences which have a knock-on effect. 'Motivators' are also required, which assists in turning 'average' performers into 'excellent' ones. Opportunity for career development and feeling valued by the organisation (Johns, T and Perkins, G p68) will help do this.

To conclude, there are a wide range of HR roles which an individual can undertake. These have changed over time with HR Managers 'adding value' to an organisation due to increased responsibility ensuring everything continues to function. In order to do this a number of vital skills, wide range of knowledge and personality traits are required.

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Managing self and workload to meet performance requirements

The COVID-19 pandemic is sweeping the world and spread to the UK in late January 2020 causing a significant decline in economic activity seriously affecting the UK labour market. This infectious disease has led to a reduction in the demand for goods/services and the ability of businesses to supply products causing many businesses to cease operations. PBE Fuels have continued operations but furloughed 60% of their workforce due to a reduction in demand. To survive the current economic climate, the conclusion was reached that we had to reduce the organisation's expenditure. This begins the five stages of Project Management as it broadly defines the proposal (Eby 2019).

Phase two of Project Management focuses on developing a roadmap which staff will follow through the development and setting of goals. I used SMART to ensure that all the project goals were scrutinised correctly. My manager began by setting the specific project goal which was 'to reduce the organisation's expenditure due to a decrease in demand.' In order this goal I needed clear communication from the company's director, staff member's cooperation, support, and advice. This goal was realistic and achievable- however needed to be completed in a short timescale meaning I needed to be organised (MindTools 2009). To do this I used the 'ABCDE' method which prioritises tasks in an order from urgent and important to those which could be delegated or even eliminated.

I began this project by holding a meeting with the companies' directors to negotiate other alternatives to making redundancies such as retraining staff to suit other roles within the company and stopping overtime. I persuaded the directors to be as transparent as possible with staff so invited all employees in for a meeting (EV13) to discuss why the business had to make these decisions. In this meeting, staff were offered both voluntary redundancy and contractual changes. These were explained to them in detail during this meeting. Following this discussion, I organised for all employees to have a one-to-one meeting with the company directors which detailed their proposed personal changes in more detail (EV14). I had to ensure all the information was ready for this meeting with staff, this included taking minutes, typing notes, and calculating redundancy figures.

Following this meeting, I was tasked with constructing and distributing letters informing employees of their proposed new contracts and redundancy payments (EV15). I calculated individual's redundancy pay based on their service length, age and weekly pay using the Statutory Redundancy Pay Calculator on the Government website (GOV.UK) and information from the employee's contract. I was informed of this task on June 5th 2020 and began the task immediately as it had to be completed and dispatched to employees by 8th June 2020. Therefore, I did not have much time to plan/prepare but I ensured that I had all relevant and most recent information to hand. This gave employees time to consider the proposals before providing a response by the 17th June 2020.

Phase 3 of Project Management marks the start and development of my project. Throughout this stage, I also continually monitored the progression and performance of the project ensuring any issues were addressed and resolved immediately and all tasks were completed in a timely manner due to the urgency of this case (Eby 2019).

The final stage of project management is phase five, project closure (Eby 2019). This represents the completed project. I knew I had completed this project as I received responses from all employees with five agreeing to contractual changes and two opting for voluntary redundancy. I communicated with them that they were to remain on furlough until their notice period was up- but they must remain available to work (EV16).

I then held a further meeting with directors, to adapt current staff member's job descriptions to ensure the now vacant job roles were covered. To do this, I needed to utilise some problem-solving techniques. Personally, I used brainstorming to ensure the now vacant job roles were covered and it was possible to condense work into employee's now reduced hours. Brainstorming allowed me to quickly uncover many potential resolutions to these problems. Following the completion of

brainstorming, I compiled my thoughts into a list (EV17) and persuaded the directors to share the now vacant job roles amongst the office staff- altering their job descriptions to suit this (EV18). We negotiated the reduced hours of lorry drivers and decided that only one member of staff needed to work on a weekend rather than four- this is alternated weekly to ensure fairness. In reflection of this project, I believe I completed this task in a timely and effective manner as all letters and emails were dispatched to employees on time allowing them to consider the information proposed to them (EV19). The overall exercise was effective and produced the desired outcomes for the business as it has reduced expenditure and the wage bill. However, this was a tough exercise to undertake as we value our workforce and treat them as family. Due to the nature of this task, I do not believe there were any 'project failures' however, I could have approached this with more confidence. This was the first project I have undertaken in a HR role so I believe I lacked confidence- however I hope this will improve over time.

The Thomas-Kilmann (2008) Conflict Mode Instrument assesses an 'individual's behaviour in conflict situations' across two dimensions- assertiveness and cooperativeness. These dimensions of behaviour are used to define the five methods of dealing with conflict- Competing, Collaborating, Compromising, Avoiding and Accommodating. There was no conflict during the task I undertook, however there was an element of compromising. This is because both the company directors and employees had to come to a mutually acceptable solution which satisfied everyone and achieved the goal- to reduce expenditure. Although, no employee wanted to decrease their working hours, they understood it was necessary to ensure the company survives the current economy. Compromising falls on a middle ground between competing and accommodating meaning it addresses the said issue more directly than just avoiding it- but does not explore it in as much depth as collaborating (Thomas and Kilmann 2008).

Personally, I believe that the lack of conflict was due to effective communication skills. The pandemic meant most communication occurred using emails and telephones. It was important that I responded to these in a timely manner, ensuring technical jargon was explained and support was provided for all employees. This prevented unnecessary stress to the employee which could contribute to resentment towards the company.

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Evidence

EV13- INVITE TO MEETING

28 May 2020

Strictly Private and Confidential

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Dear [REDACTED]

BUSINESS UPDATE

I am writing in regard to the current COVID-19 pandemic and further to the action we have already taken in terms of placing staff on a period of furlough and reducing outgoings to protect the business. As you may be aware, the Coronavirus Job Retention Scheme was recently extended in its current form, paying 80% of payroll costs whilst an employee is deemed to be furloughed until August. The scheme will then partially support employees until the end of October - however we are unclear of the rules for this and await further guidance from the Government.

Along with our short-term plan of placing employees on a period of furlough to assist the business during this unprecedented time we have also have to consider measures to protect the longevity of the business. Unfortunately, part of these measures are to consider changes to job roles and contracts and to consider voluntary redundancies throughout the workforce. This is not a decision that we have taken lightly and I hope you will understand our reasons for considering these options.

On this basis, I would like to invite you to attend a meeting on Thursday 4th June at New House Farm at 10am whereby it is our intention to discuss this proposal with everyone in more detail. We will of course ensure that there are social distance measures in place in terms of conducting this meeting.

We hope that the process will be productive and ultimately provide a solid basis for the Company to move forward. However, please note that a decision has not yet been made in terms of the specifics of the proposals.

We appreciate how this news must have affected you personally. If you have any questions in the meantime, please do not hesitate to contact us.

Yours sincerely

EV14- POTENTIAL CONTRACTUAL CHANGES

- All drivers' contracts to be decreased by 12.5% to take into account an expected reduction of summer hours.
- Two office employees to be decreased from 40-hour contracts to two 16-hour positions due to a decrease in responsibilities.
- The remaining two office employees also faced a proposed 12.5% decrease in contracted hours due to reduced office hours.

EV15- VOLUNTEERS FOR REDUNDANCY/ CONTRACTUAL VARIATION

Date: 9 June 2020

Strictly Private and Confidential

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Dear [REDACTED]

VOLUNTEERS FOR REDUNDANCY

I am writing further to the recent staff meeting held with all staff and the individual 1:1 meeting we had with you. During this meeting we explained the impact COVID-19 has had on the company. We have had to use the furlough scheme and will continue to do so as much as we can.

Over the coming months we are likely to remain quiet with fuel deliveries as this is common for us over the summer months anyway but whilst ordinarily work can be made up with shows and clean outs or PBESCO work, shows have been cancelled, we are unable to do clean outs and PBESCO installs have been either cancelled or postponed. We are therefore having to make significant changes to how we operate as a business in the hope that we can survive this period. We need to cut costs where we can and try to protect our cash flow to see us through the next 6- 12 months.

We are planning to take advantage of the Governments Furlough scheme as long as possible, and luckily for us, it is continuing somewhat until the end of October, when hopefully we will see an increase in pellet sales due to domestic customers. Unfortunately, we still need to plan that sales will be down at least 30% over this heating system.

We appreciate everything you have all done for this company, and realise this is a worrying time for everyone, not just businesses. However, in a bid to protect the long-term longevity of the company, we are considering two options in particular, with a view to avoid the need to make compulsory redundancies if at all possible.

Option 1 - Voluntary Redundancy

The first option is to provide all employees with the ability to take voluntary redundancy.

So that you have all information to be able to consider your options fully, I can confirm that your redundancy entitlement would be as follows:

- £1,614 as a redundancy payment which is your statutory redundancy entitlement and this could be paid to you gross, without any deductions;
- You will have no annual leave left as you have received this in your furlough payments.

Due to the current Coronavirus Job Retention Scheme, in taking voluntary redundancy you could remain employed by the business up to 31 July 2020, on furlough, and this would then constitute your notice period.

It is not envisaged that you would be needed to carry out any work during any period of furlough. Naturally if during your notice period we required you to attend work then you may be required to return to work during your notice period but our current proposal is that you could remain on furlough for the duration up to 31 July 2020.

During this furlough period, you would be paid your full rate of pay for the duration of your contractual notice period of 2 weeks. The remaining furlough period would be paid at the 80% rate as communicated previously.

During furlough you are able to accept employment elsewhere, provided it is not in breach of your contractual obligations, which is ordinarily prevents you from working for any of our competitors.

To apply for voluntary redundancy, please contact [REDACTED] by 9am on Wednesday 16th June.

All applications received will be considered. However, the company reserves the right to reject applications on the basis of business needs. We will inform staff whether they have been accepted for voluntary redundancy during the week commencing 22nd June and hope to then confirm whether compulsory redundancies are required.

Option 2 – Contractual Variation

The second option available to us is to make changes to staff working hours at this time. We would hope that these changes would not need to be permanent changes but with circumstances being uncertain, we are unable to give a definitive end to these changes and therefore are asking staff to agree to the changes proposed below.

We will do our best to be able to accommodate all staff in this way and we appreciate that some of these changes will negatively affect staff, but we feel that with current circumstances we are left with very few options and this is being done in a bid to avoid having to make any compulsory redundancies.

As discussed in our 1:1 with you, the proposed changes to your job role would be as follows:

- Due to a 90% reduction in chip sales, when furlough ends there will only be a 16-hour contract available on the yard. We hope this will increase again eventually however due to the planned shut-down in Bluestone at the end of 2020 and beginning on 2021- this may be delayed for a prolonged period of time.
- It is probable that summer hours will need to be reduced.

It is proposed that contract changes would come into force from August 1st 2020 but we would continue to make use of the furlough scheme until you are required.

As there are no other changes to your Contract of Employment, your existing Contract of Employment will remain in force but it will be varied as set out in this letter. All other terms of your Contract of Employment remain the same and in effect.

If you agree to the changes, please indicate your acceptance by signing and returning the attached copy of this letter to [REDACTED]

If you are not happy to agree to the changes, we will consult with any individual employees who have concerns. Please let us know by Wednesday 16th June whether you are in agreement with these changes and if not, we will arrange a consultation meeting to discuss in more detail.

We look forward to hearing from you.

We appreciate how this news must have affected you personally and therefore if you have any questions at all, please do not hesitate to contact us.

Yours sincerely,

[REDACTED]

PBE Fuels Ltd

EV16- LEAVING THE BUSINESS

SECTION K: LEAVING THE BUSINESS

56.2 We may at our absolute discretion require you not to perform certain duties during your notice period. You may also be required to serve your notice at home but at all times remain available to work. We may require you to take any unused holiday entitlement during your notice period.

EV17- COVERING NOW VACANT JOB ROLES

Covering DR's Vacant Job Role

Staff member's initials have been placed by the now vacant job roles in order to ensure all tasks are still being completed.

Enplus – Audits, submissions, compliance (RL)

BSL – Approvals, submissions, compliance (RL&ER)

Customer complaint handling – Communication, resolution (IS&GD)

Contract management – Data submission, general communication, contract reviewing, meetings (IS&ER)

Stock management – (To be reviewed in next couple of weeks once Mandata settled in)

- Roundwood / woodchip
- Stock receipt
- Stock reconciliation
- Invoice reconciliation
- Stock adjustments (chipping/drying)

Overseeing general operation (PR, ER & GD)

- Monitoring order processing
- Monitoring stock processing (receipts & through vehicles/depots)
- Error rectification (Stock processing/ invoices/ accounts)
- Liaise on transport issue
- Advise on schedule adjustments
- Customer account management
- Credit note processing

PBESCO Boilers (RH)

- Process incoming service requests/boiler faults
- Manage pending service requests
- Quotations
- Stock ordering
- Stock reconciliation
- Working with 3rd party service suppliers
- Coordinating service requests with engineers (scheduling)
- Engineer invoice reconciliation
- Updating customer service data
- Boiler monitoring
- Servicing monitoring
- Warranty processing
- Boiler service agreements
- Customer MeinETA setup / sharing

Invoicing – Installation, service & maintenance, service contracts, remedial works, energy supply, intercompany stock movements, account credits (IS&ER)

Office support (IS&ER)

- General enquiries
- New account setup
- Order processing
- Payment processing
- Emailing customer (general / delivery checklists / etc)

EV18- REVISED JOB DESCRIPTIONS

Date: 26 June 2020

Private and Confidential

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
Dear [REDACTED]

Proposed Changes to your Contract of Employment

I am writing to confirm the changes to your Contract of Employment that we proposed to you during our meeting on 4th June 2020.

As you are aware, due to the Covid-19 pandemic, we have had no other option than to consider redundancies for which you were notified to be at risk of. During the consultation period a reduction in your working hours was proposed as an alternative to redundancy. As you are aware, your current Contract of Employment dated 1st May 2018 provides for full-time 48 working hours worked over five days per week, Monday to Friday 08:00- 18:00.

The Company wishes to proceed with this proposal and we have set out the below variations to your Contract of Employment which will be due to take effect on 1 November 2020.

Current Contractual Terms	New Contractual Terms
Working hours: 5 days a week, Monday – Friday 08:00-18:00	Working hours: 16 hours a week, Monday – Friday 8:00-18:00
Pay: £30,000 per annum	Pay: £9,984 per annum
Holiday entitlement: 28 days	Holiday entitlement: 28 days

In the meantime, the Company wishes to utilise the flexible furlough scheme whereby you may be required to work. Accordingly, the days/ hours that you work will be paid by us in full and for your remaining contractual hours that you do not work, we are able to access the government scheme to be able to pay you at a rate of 80% for the months of July and August. In the month of September and October the government contributions will decrease to 70% and 60% retrospectively, and we will top-up these contributions so that you continue to receive at least 80% salary for the hours you have not worked.

Whilst we are able to agree to the new contractual terms at present, the Company reserves the right to vary the terms should we be required to in accordance with business' needs.

The remaining terms of your Contract of Employment remain the same and in effect.

If you agree to these changes, please indicate your acceptance by signing and returning the attached copy of this letter to Carys Ratcliffe by 6th July 2020. The changes shall be immediately effective from the date of your signature. You should then keep your signed copy of this letter safe together with your Contract, which shall be amended by this letter.

If you have any questions with regard to the above, please contact Carys Ratcliffe.

I agree that my Contract shall be varied by the revised terms set out in this letter with immediate effect and acknowledge that I have received this statement of changes to the particulars of my employment as required by the Employment Rights Act 1996 Section 4.

Signed:

Employee Name:

Date:

EV19- EMPLOYEE ACCEPTANCE OF NEW JOB DESCRIPTION/RESPONSIBILITIES

Contractual change

[Redacted]

[Reply](#) [Reply All](#) [Forward](#) [...](#)

Fri 19/06/2020 17:34

 3436912 Letter seeking agreement to change - RL.doc
92 KB

Hi [Redacted], thank you for accepting the proposed changes to your contract. Attached is a letter detailing the proposal for you to sign and agree.

[Redacted]

New House Farm
Canaston Bridge
Narberth
Pembrokeshire
SA67 8DE

Collaborative working

Teamwork is important as it promotes strong working relationships as employees are expected to not only work together but succeed as a team. In turn, this forms bonds amongst colleagues which can turn into trust and friendship- in the future contributing to better communication and support networks (Bright HR 2020). Collaborative working is hugely important in HR as it allows professionals to unite individuals both within and outside their organisation to a common goal in turn generating greater productivity. Additionally, an engaged collaborative workforce contributes to better performance due to improved communication and increased creativity enabling all employees to feel involved. This also contributes to decreasing turnover rates (HRM Guide 2017).

Kurt Lewin is credited with creating the term 'group dynamics' in the 1940s. Groups are often made up of diverse individuals all of different ages and nationalities possessing a wide number of skills, vast amount of knowledge and many different views. Despite these differences, Lewin noted that people often take on distinct roles and behaviours when they work as a group.

'Group dynamics' describes the effects of these roles and behaviours on the group as a whole and its members (MindTools 2009). To make teams effective despite numerous differences all professionals including those in HR may need to make use of core skills of collaborative working, effective communication, and conflict resolution skills to make groups as effective as possible.

The group dynamics of working in a team lies in the potential of capabilities and skills that everyone brings to the group. Belbin defined nine types of team roles in the 1970s, they describe the behaviour of individuals when working with others (Mulder, 2019). The most successful teams are made up of a diverse combination of behaviours. In order to become a high performing group, each team needs to have access to each of the nine Belbin Team Role behaviours. However, one individual can have more than one skill meaning each team does not require nine people! The team objectives and task/s reveal which and when each Belbin Team Role behaviour should be utilised. (Belbin 2019).

Tuckman's team development model was initially formed in 1965, with the final stage being added in 1977 (Smith, M.K 2005). Forming is the initial stage of team development- meaning due to unclear team roles and purpose there is often little agreement amongst individuals. During this stage minimal work is completed as individual's are trying to establish their role and fit within the team. With guidance and direction from a project leader the team would progress into the 'storming' stage- despite increased clarity regarding purpose there is often increased conflict within the group. This could be due to disagreements surrounding roles and responsibilities. Issues need to be addressed to ensure teams do not get 'stuck' in this stage, resolution of these issues would allow teams to progress into 'norming.' Clear responsibilities & roles established processes & procedures and better understanding of the set task allows teams to work collaboratively and begin production of work. Despite this teams are not at their most productive until the next stage 'performing.' In this stage teams have a clear vision and purpose allowing them to take on responsibility for tasks both individually and together as a team. Due to the high productivity in 'performing' the task gets completed, the team should be proud of their achievements and receive recognition from their team leaders/managers. Following this, the team would 'adjourn' and move onto new tasks- this could occur due to the natural/planned end of a project or a restructure resulting in members of the team leaving. This is an important stage as it allows individuals to conduct both self and group evaluations to consider what went well, lessons learnt and how they could improve in the future (Chwarae Teg p11-15).

Horn (2012) defines political behaviour as 'taking a particular view or position with the intention of personally gaining from that position.' This allows staff to distribute tasks amongst each other which should increase motivation and confidence due to the increased responsibility. This increased workload will contribute to greater efficiency and increased output. Political behaviour encourages

healthy debate allowing individuals to understand and comprehend different ideas and points of view (Chitra Reddy 2019). However, it can also have a negative impact on organisations as it contributes to a lack of both harmony and co-operation in the workplace impacting negatively on effective teamworking (Small Business- Chron.com). Due to this, political behaviour can also have a negative impact on morale and the working environment causing retention concerns, higher turnover levels and increased absence levels. To keep politics at an acceptable level in organisations, they should remain as transparent as possible with issues being debated fully and differences of opinion dealt with quickly. However, if political agendas do arise it is important to avoid being part of them.

To conclude, both Belbin and Lewin confirm that for a team to be effective it must be composed of a number of individuals all possessing numerous skills who have to learn to work together in order to complete the set task. To do this, the newly formed team must go through Tuckman's Team Development model before the group is able to work together effectively. Throughout this process, political behaviour will impact the team and their ability to complete the task.

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Personal Development Plan

A personal development plan (PDP) can be used to plan career progression and organise the actions needed to gain a new skill/s for an individual's own self-improvement (Reed 2015). I will be undertaking a self-assessment against the CIPD HR 2013 Profession Map at Band 2. Although, the CIPD released a 2018 Profession Map for the purpose of this self-assessment I will be using the 2013 version. From the information collected, I will research development opportunities and produce a personal development plan. I aim to focus on two professional areas, including one core area and at least two behaviours.

It is important to be continually improving my skills and knowledge to be the best HR professional I can. Continual professional development (CPD) has a range of benefits to both employees and the employer including:

- High and consistent standards across the company
- Greater workforce engagement
- Maximises staff potential
- Improved staff morale
- Enhanced staff commitment (Educare 2017)
- CIPD require continual engagement with CPD

CPD can occur in many different forms such as formal studies, shadowing opportunities, coaching or mentoring in the workplace and seminars- just to name a few!

My findings

Following the completion of my self-assessment, the CIPD Profession Map identified areas where I was both emerging or exceeding at Band 2. This is due to knowledge, competence and skills which I have strengthened in my career. However, my focus remains on band 2 areas which needed greater development- these are (EV20):

Professional Areas

- Insights, Strategy and Solutions (core)
- Organisation development

I aim to develop these professional areas through shadowing and mentoring in the workplace with employees who are more experienced than myself. This will allow me to gain experience with the organisation's strategies and solutions both short and long term in great depth, taking detailed notes and taking into account their advice and experience. In order to do this, I will need support from my managers- Jess and Stuart. I will also participate in some online research on the principles of business and HR metrics and how they can be used to benefit organisations.

Behaviours

Due to only recently beginning a career in HR, the behaviours which need strengthening are due to a lack of confidence. I am aiming to develop the skills below as I begin to grow confident with my organisation's processes and procedures.

- *Role Model*
- *Courage to challenge*

- *Skilled influencer*

In order to create the development options needed to meet my development needs, I devised a personal development plan which details my development objectives and how I will achieve them.

I used a learning style questionnaire (EV21) to identify my preferred learning style. This was designed by Peter Honey and Alan Mumford and used to identify four learning styles; Activist, Theorist, Pragmatist and Reflector. I discovered that I am a pragmatist learner as I scored highest in this area. This means that I am a visual learner and need to be able to see how learning is put into practice in the real world. Trying out new ideas, theories and techniques to see if they work is how I enjoy learning. This involves the use of discussions and problem-solving skills. Therefore, when composing my PDP, I needed to consider this and ensure it was tailored to my learning style.

When writing my PDP, I used the six steps to successful career planning.

Step one is a *personal skills audit*. When writing my PDP, I used the CIPD Profession Map to identify my development needs. This uncovered areas within HR where I need to develop and strengthen my skills. I agree with the findings, as I agree that I lack confidence in these areas and would benefit from strengthening my skills and knowledge. Additionally, I completed a learning style questionnaire to identify how I learn information. This will benefit my PDP as I can ensure it is tailored to my learning style in order to achieve maximum benefit.

Setting objectives is the second step. To do this I used SMART objectives. The goal was specific and the success of my personal development would be measured through my work. I believe my learning outcomes are relevant to my role as they will help me improve as a HR professional. My organisation is supportive and willing to help wherever possible due to this I believe the improvements are achievable. When devising this plan, I considered submission dates for my CIPD course to ensure the objectives are realistic, I gave all learning outcomes a timescale to ensure this.

My personal development plan relies on me *selecting opportunities* both within my workplace and in my own time. Examples of this include shadowing, formal learning and learning from others in work and self-study outside it.

The current pandemic and the effects this is having to employees makes it difficult to plan fine details. Therefore, as I work through the plan I will commit to the finer details and ensure actions are more specific.

Step four of successful career planning involves the *implementation* of this plan. My manager in work is currently completing her CIPD Level 5 meaning she is able to support me and keep track of my progress.

The final phase is the *assessment of learning*. This occurs as the learning is carried out when I am progressing through my personal development plan.

To conclude, I completed a self-assessment which paints a picture of my current HR performance. This uncovered areas where I need to improve my skills, knowledge and competence- I have considered how I could do this and implemented a PDP plan. To ensure I receive the maximum benefit from this, I completed a questionnaire to uncover my learning style. The current COVID pandemic means there are operational limitations as many employees remain on furlough and are working from home where possible- this has affected my plan as it has caused a lack of specific information.

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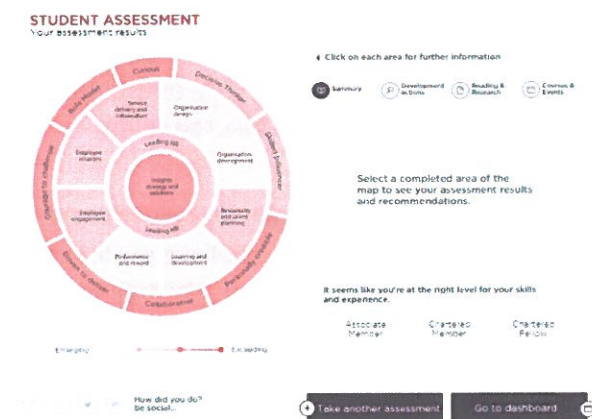
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Evidence

EV20- STUDENT ASSESSMENT AT BAND TWO CIPD PROFESSION MAP



EV21- RESULTS FROM HONEY AND MUMFORD LEARNING STYLES QUESTIONNAIRE

