

Qualification: CIPD Diploma in Applied Human Resources

Module Name:
Developing professional practice in HR
5CDPP

Word Count:

Student Name: Isabelle Solomon
Student Number: 1919798
CIPD Membership Number: 56660407

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: Isabelle Solomon
Date: 31st December 2020

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CIPD Candidate evidence matrix (~~EXAMPLE~~)

(CEM1)

Candidate name: Isabelle Solomon							CIPD Membership/registration No.:		
Qualification title: CIPD level 5 Human Resources							Unique Learner No. (ULN): 1919798		
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled			
5CDPP	Developing professional practice in HR	LO1	Induction questionnaire	EV1					
5CDPP	Developing professional practice in HR	LO1	Student handbook	EV2					
5CDPP	Developing professional practice in HR	LO1	Student code of conduct	EV3					
5CDPP	Developing professional practice in HR	LO3	COVID Signage indoors- staff	EV1					
5CDPP	Developing professional practice in HR	LO3	COVID signage outdoors - Customers	EV2					
5CDPP	Developing professional practice in HR	LO3	COVID advice for customers	EV3					
5CDPP	Developing professional practice in HR	LO3	Job Roles review	EV4					
5CDPP	Developing professional practice in HR	LO3	Record of conversation	EV5					
5CDPP	Developing professional practice in HR	LO5	Update for customer regarding COVID	EV1					
5CDPP	Developing professional practice in HR	LO5	Staff COVID plan	EV2					
5CDPP	Developing professional practice in HR	LO5	Government backed scheme	EV3					
5CDPP	Developing professional practice in HR	LO5	Theories on staff motivation	EV4					

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:		Isabelle Solomon		Date:	30th December

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.

Developing Professional Practice in Human Resources

Activity 1: Understand the components of a specific HR career development programme

Using myself as an example, I wanted to move my career into a human resource role because I found when I was a retail manager, HR was the area I enjoyed the most and sparked my interest. I was fortunate enough within the Company I work for now to be able to ask them to support me with doing an apprenticeship style HR CIPD level 5 course. I am completing this course with Coleg Sir Gar and Trinity St. David's on a part time, on the job basis. To undertake this course effectively I needed to be involved in real life HR incidents and the company I work for agreed to change my job role to include HR assistant, so I am able to contribute within the work setting. This is important as this is an apprenticeship program I am on, so I need to gain relevant experience for my studies.

The course is called CIPD Diploma in Applied Human Resources Level 5. It will take 2 years to complete with on-the-job assignments as well as textbook assignments. The diploma is made up of 16 modules totaling 90 credits (QCF). The units are split into 5 core units, 6 Group A – knowledge-based units and 5 Group B- competence based units. The programme manager is Julie Thomas. To undertake this course, you need to become a member of the CIPD.

You must complete an induction process which ensures you are eligible to partake in the course. There were forms to fill in relating to my workplace and to ensure I had the backing of management. There was also an induction questionnaire to complete to ensure you understood the basics of the course and where you could access information (EV1). You need to supply your GCSE certificate along with any other academic certificates to ensure you meet the criteria for the course. You are required to complete skill tests in IT, English and Math to ensure you are at a suitable level to understand the course material and produce the level of work required. Running alongside the programme, we are required to complete WEST training courses in basic skills.

The 16 modules to complete range from Understanding resourcing and talent planning to employee engagement and are listed in the student handbook (EV2). The course is part time, involving home, work and on campus learning. The CIPD suggest 450 learning hours for this programme, 250 hours to cover Group A and core units and 200 hours to cover the Group B units. We are required once a month to attend the university campus to receive lectures and partake in group activities. Unfortunately, this has been affected due to COVID-19 this year but are continuing where possible in person. If not in person, the lecturers/ seminars are taken via Zoom call.

As a student of Trinity University through Coleg Sir Gar, there is a student code of conduct to follow (EV3). This is to ensure we are aware of unacceptable behavior and that there are consequences resulting in disciplinary proceedings if in breach. The code of conduct covers such unacceptable behaviors as violence, sexual misconduct, damage to buildings or property and causing a health or safety concern.

We are given help and guidance on referencing, academic writing etc via Moodle and from our tutors. We have access to the universities library and resources both online and on campus. The core textbooks of the course are Studying Human Resource Management and Human Resource Management: People and Organisations, both written by Taylor and Woodham. Recommended and mandatory reading are accompanied with our assessment briefs on Moodle.

We are required to turn our assignments in on the Turnitin portal on Moodle. We are able to check our plagiarism score before submitting our final copy. We need to achieve over a certain percentage on our assignments to pass the course.

My learning also takes place in the workplace, on the job. I take part in HR jobs as they arise. Due to COVID-19 there has been a lot of HR jobs to complete within our small organisation. There have been communications to be briefed, work location changes, contract changes, furlough and job role changes so far!

Word Count: 717

3. EV1

Induction Questionnaire

Diploma in Applied Human Resources

April 2020

	Question	Answer
1.	When, where and at what time will the course be delivered?	COLEG sir car, Pibwrlwyd campus
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?	Online portal
5.	What is Eduroam?	Free on-site WIFI.
6.	What is Turnitin?	An app where we turn in our work
7.	Do you know when you are required to hand in work?	Via the timetable
8.	What are the core texts for this programme?	Taylor & woodhams
9.	Do you know how to access the library catalogue?	It is via quicklinks on the university website
10.	Do you know who to go to if you have a question/concern about the course?	Julie or Rachael
11.	What is the name of the Training Adviser?	Carole 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?	Skill sessions
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?	Moodle
20.	What academic level is this qualification?	Level 5

Name: Isabelle solomon

Signed:

ISolomon

CIPD Membership Number: 56660407

Signature of Lecturer:

Date:

x

4.

EV2

(1) CIPD Diploma in Applied Human Resources

The Level 5 Diploma in Applied Human Resources is comprised of 16 modules (units), totalling 90 credits (QCF), delivered over 2 years. The units are grouped as follows:

No. of units	Module type	Credits
5	Core units	26
6	Group A - knowledge based units	24
5	Group B - competence based units	40

The length of the block of teaching per unit will depend on the number of CIPD specific credits afforded to the unit. Details of the units are supplied later on in the handbook, and will be accessible on Moodle.

Guided Learning Hours

The CIPD guided learning hours for this programme of study is 450 hours:

250 hours to cover the core units and Group A optional units.

200 hours to cover the Group B optional units

This programme will be delivered monthly with additional skills workshops throughout the year to meet these requirements.

Students will be expected to supplement the classroom contact hours with self-directed learning to cover reading and the preparation of assessment evidence.

CIPD-Specific Assessment Arrangements

Formative assessment is embedded throughout the course to encourage self-development, with summative assessment at the end of each unit as recommended by the CIPD. Details of the assessment will be released by the unit tutor at the beginning of the unit delivery. The range of assessment methods utilised ensures that all the learning outcomes and assessment criteria are met in a way that enhances the student's learning experience. They should allow candidates to demonstrate a clear grasp of the concepts and their ability to link theory to practice and to communicate clearly in the HR field at the appropriate level. These include assignments, case studies, group and individual presentations, blogs, work-related activities and reports. Assessment of the group B units will be via portfolios of evidence gathered in the workplace.

4. EV2

PROGRAMME STRUCTURE

Order of Delivery	Module Code	Module (Unit)	Module Group	Credits	ASSESSMENT DETAILS	
					Method of Assessment	Submission Date(s)
YEAR 1						
1	BMPD5005	Understanding Resourcing and Talent Planning	A	4	Written answers to questions	15/6/2020
2	BMPD5011	Contributing to Resourcing and Talent Planning in the Organisation	B	8	Portfolio of Evidence	14/09/2020
3	BMPD5002	Using a Research Approach in HR	Core	4	Written response, research report	19/10/2020
4	BMPD5000	Developing Professional Practice in Human Resources	Core	8	Portfolio of Evidence, Updated Plan	4/1/2021
5	BMPD5003	Understanding the Contemporary HR Function	Core	4	Slides and notes pages	1/2/2021
6	BMPD5001	Understanding the Business Context of HR	Core	4	Written report, analysis notes	1/3/2021
7	BMPD5004	Understanding Employment Law	Core	6	Written answers to questions	19/4/2021
8	BMPD5009	Understanding Coaching and Mentoring in the Organisation	A	4	Briefing paper	17/5/2021
YEAR 2						
9	BMPD5014	Contributing to Coaching and Mentoring in the Organisation	B	8	Portfolio of Evidence	5/7/2021
10	BMPD5006	Understanding the Link between Individual and Organisational Performance	A	4	Slides and notes pages	13/9/2021
11	BMPD5012	Contributing to Improving Organisational Performance	B	8	Portfolio of Evidence	13/9/2021
12	BMPD5008	Understanding the Management of Employment Relations	A	4	Written answers to questions	18/10/2021
13	BMPD5010	Understanding the Management of Change	A	4	Slides or screen shots with notes pages	15/11/2021
14	BMPD5015	Contributing to the Management of Change	B	8	Portfolio of Evidence	3/1/2022
15	BMPD5007	Understanding Employee Engagement	A	4	Briefing paper	7/2/2022
16	BMPD5013	Contributing to Employee Engagement in the Organisation	B	8	Portfolio of Evidence	7/3/2022

So EV3



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



SE1: Student Code of Conduct

Introduction

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

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

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

General Principles

This Code of Conduct outlines examples of the different types of unacceptable behaviour that will amount to a breach of discipline. Lists of unacceptable behaviour given below are not exhaustive. The University can start disciplinary procedures in relation to other unacceptable behaviour.

Disciplinary offences are classified as either major or minor in the Student Disciplinary Policy (non-academic misconduct). It is not specified below which examples of unacceptable behaviour are major or minor and indeed the same unacceptable behaviour could be either major or minor depending on the seriousness of the disciplinary offence.

The indication of sanctions which may be applied to a particular disciplinary offence is illustrative only. A full list of sanctions that may be applied can be found in the Student Disciplinary Policy (non-academic misconduct).

Multiple or repeated incidents of misconduct may be more serious than a single act of misconduct and previous findings may be taken into account when determining what sanction should be imposed.

Definitions

Consent	a person consents if they agree by choice and has the freedom and capacity to make that choice
Protected characteristic	a group protected by the Equality Act 2010: individual's sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age
Harassment	unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.
Bullying	offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

People

Disciplinary Offence	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Physical Misconduct	- Punching - Kicking - Slapping - Pulling hair - Biting - Assault	- Expulsion - Suspension/Exclusion - Restrictions/Conditions - Behavioural contract - Fine
	- Pushing - Shoving	- Formal Warning - Compulsory attendance at a workshop/coaching session - Written Apology - Behavioural contract - Restorative justice - Fine
Sexual Misconduct	- Sexual intercourse or engaging in a sexual act without consent - Attempting to engage in sexual intercourse or engaging in a sexual act without consent - Sharing private sexual materials of another person without consent - Physical sexual harassment: inappropriate invasion of personal space and/or inappropriate physical behaviour - Repeatedly following another person without good reason - Making unwanted remarks or advances of a sexual nature - Display of offensive materials - Inappropriate texting, emailing, posting of sexual materials on-line including but not limited to using derogatory sexual terms to describe someone - Asking for sexual favours and making decisions based on sexual advances being accepted or rejected	- Expulsion - Suspension/Exclusion - Restrictions/Conditions - Formal Warning - Compulsory attendance at a workshop/coaching session - Written Apology - Behavioural contract

People

Disciplinary Offence	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Abusive Behaviour	Shouting, threatening, abusing, intimidating or demeaning someone Abusive / insulting comments relating to an individual's sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age Acting in an intimidating and hostile manner physically or by any means of communication Ridiculing or destructively criticising Ostracising or marginalising Humiliating and undermining a person Spreading malicious rumours or allegations via any means of communication including social media Misuse of power	Expulsion Suspension/Exclusion Restrictions/Conditions Behavioural contract Formal warning Restorative justice
	Use of inappropriate language Repeatedly contacting another person (by phone, email, text or on social networking sites) against the wishes of the other person	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Restorative justice

Property

Disciplinary offence	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Damage To Property	Causing damage to University property or the property of students or employees of the University or visitors to the University	Expulsion Suspension/Exclusion Restrictions/Conditions Requirement to make good the damage caused at his/her expense Fine
	Causing minor damage to University property or the property of students or employees of the University or visitors to the University	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Fine
Unauthorised Taking or Use Of Property	Unauthorised entry onto or unauthorised use of University premises Misappropriate any University property, funds, or assets Fraud Taking property belonging to another without permission	Expulsion Suspension/Exclusion Restrictions/Conditions
	Misuse of University property (for example computers and laboratory equipment)	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Fine Behavioural Contract
Causing A Health or Safety Concern	Act/omission that did cause or could have caused serious harm on University premises or during University activities (for example, disabling fire extinguishers or possessing/supplying controlled drugs)	Expulsion Suspension/Exclusion Restrictions/Conditions Restitution of damage
	Act/omission that did cause or could have caused a health and safety concern on University premises (for example, smoking cigarettes in non-designated areas, disabling smoke detectors)	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Fine

University

Disciplinary Offence	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Operational Obstruction	Acts/omissions/statements intended to deceive the University.	Expulsion
	Disruption of the activities of the University(including academic, administrative, sporting and social) on University premises or elsewhere	Suspension/Exclusion
Operational Obstruction	Disruption of the functions, duties or activities of any student or employee of the University or any authorised visitor to the University.	Restrictions/Conditions
	Improper interference with the activities of the University (including academic, administrative, sporting and social) on University premises or elsewhere	Behavioural Contract
Operational Obstruction	Improper interference with the functions, duties or activities of any student or employee of the University or any authorised visitor to the University	Formal Warning
		Compulsory attendance at a workshop/coaching session
Reputational Damage	Behaviour which has caused serious damage or could have caused serious damage to the reputation of the University or the University's relationship with the local community	Written Apology
	Behaviour which has damaged or could have damaged the reputation of the University or the University's relationship with the local community	Behavioural Contract
Reputational Damage		Expulsion
		Suspension/Exclusion
Reputational Damage		Restrictions/Conditions
		Formal Warning
Reputational Damage		Compulsory attendance at a workshop/coaching session
		Written Apology

LO 2 CIPD HR Profession Map

Report into HR Profession Map:

Introduction:

There are two versions of the HR profession map, an earlier one and a more in-depth New profession map that is mainly used. The Profession map (2013) marks the international standards for the people profession (CIPD, 2018). A profession is described as a paid occupation with a formal qualification and prolonged training (www.bing.com, n.d.). The word was associated only with Law, medicine, or religion, however it has evolved over the years to include any occupation which is based on in-depth theoretical knowledge and practices recognised by regulatory bodies (UKEssays.com, n.d.).

The CIPD profession map describes what you need to know, do and how to achieve it in each professional area (CIPD, 2018). The map can be used for every and any firm, large, small, professional, international etc. It covers behaviours and technical elements of HR professional competence and is based around this rather than organisational structure or job roles. The map is used as a form of self-assessment.

Profession map structure:

There are 10 professional areas outlined on the map (2013), which describe what you need to do (activities) and know (knowledge) for each area of the HR profession and four bands of professional competence. As people move up in position, they can use the map to see what behaviours they need to adopt and what band and professional areas they move in to within each stage of their progressive career (Default, n.d.).

The Professional Bands are:

1. Delivering fundamentals
2. Advisor, issues-led
3. Consultant, co-operative partner
4. Leadership colleague, client confidante and coach.

The different bands have different activities they focus on, skill set and time they spend on certain tasks. Entry level positions are band 1 with manager band 3 and leader band 4. The transitions between bands explain what the HR professionals commit to at the different levels and what to expect as they move forward in their career (Essay Sauce, 2019).

There are two core professional areas which apply to every HR professional, which are 'Insights, strategy and solutions' which is about understanding of the organisation and its context then using this insight to tailor strategy and solutions to meet that organisation's needs. 'Leading HR' is the other core profession area which entails acting like a role model leader and enabling efforts through support, development, and contribution throughout the organisation.

The 8 outer profession areas of specialist knowledge are:

- Organisation design which focuses on ensuring the organisation is appropriately designed to deliver its objectives and can manage change effectively.

- Organisation development means the workforce is 'fit for the future' to deliver its strategic plan (CIPD, Professional Areas, 2013).
- Resourcing and talent planning are concerned with ensuring talent is attracted, developed, and retained within the organisation to fulfil short- and long-term ambitions.
- Learning and development is about ensuring people at all levels within the organisation have and achieve the relevant skills necessary to add value and continue to grow within the organisation.
- Performance and reward management is about building a high-performance culture and having effective reward systems in place.
- Employee engagement is about building and ensuring there is a positive connection between the employees, management, and the organisation.
- Employee relations ensures that staff are managed in a lawful, transparent framework underpinned by an organisations policies and best practices.
- Service delivery and information means that HR service and information delivered within the organisation is cost-effective, accurate, timely and managed professionally.

The HRPM (2013) behaviours described at the four bands of professional competence are:

- Curious - relates to being open minded and innovative.
- Role Model - Role modelling is about leading by example. Demonstrating the values of the organization and HR profession throughout their working lives.
- Courage to Challenge - means confronting issues head on and not being afraid to speak up.
- Driven to deliver - is about achieving the best results possible for the organization, striving for success.
- Collaborative - means working well with others internally and externally and using talents from other areas.
- Personally Credible - is about acting professionally and using expertise.
- Skilled Influencer - means being able to take people with you, gaining their commitment and support.
- Decisive Thinker - is about being able to understand and analyse data and using this in a structured way to make recommendations and robust decisions.

The behaviours can be used to identify development points and training needs. There are some things that cannot be taught but can be gained with experience. The 8 core behaviours are to empower HR professionals to create value for people, organisations and society, and outline what it takes to be an effective HR professional. All the behaviours are important in human resources because not only does a HR professional have to help with the smooth running of the organisation, there are also many general

roles such as developing, leading, recruitment and training which will need all the mentioned behaviours in one way or another.

Conclusion:

The HR profession map (2013) defines the behaviours, knowledge and values underpinning the people profession and helps people professionals everywhere to make sound decisions and embrace change in today's world (CIPD People Profession, n.d.). It can be used as a tool of self-assessment so one can access their own skills and capabilities according to which band they are in and can be used as a development tool to ensure you have gained the right experience and knowledge to move up through the different bands. The profession map sets out clear standards for the HR professional and organisation which leads to pushing for better work and working lives and creates meaningful value for people, organisations, society, and the profession itself.

Word count: 937

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Activity 3

3.1 Plan, implement, monitor and evaluate a work project.

There is a basic framework when undertaking a project. There are 5 stages to project management which are Initiation, planning, execution, monitor and control and project close. No matter the size of the project, a manager will lead their team through all the five stages (Careers et al., n.d.). One project I have undertaken recently was inline with changing working conditions due to Covid-19. I was tasked with enabling the workforce to work remotely from home, where possible.

Initiation:

Due to COVID-19 restrictions and recommendations put in place by the Government, they advised working from home where possible to try and limit the spread of the virus. I knew straight away for some within the organisation this would be possible, while for others this would not. I discussed with the directors what they thought was achievable and how they wanted to limit the impact on the customer and operation as much as possible.

Planning:

The first thing I did while we were all still working in the same environment was to make it as COVID-19 secure as possible. I ordered disposable gloves, face masks, sanitiser and antibacterial wipes. I rearranged the desks in the office to ensure that there was at least 1 metre between each, and that people were facing away from each other. I ensured COVID-19 related cleaning signage was in place in communal area's such as toilets and canteens (EV1). I placed signage on the door to the office building to advise customers and outside contractors not to enter (EV2). I also emailed our customers and placed on the website a detailed description of the precautions our drivers were taking to ensure they are COVID-19 secure when visiting a customer's property (EV3).

I knew that our HGV drivers would not be able to work from home as their job is to deliver our product to customer's properties. I made sure they were given sufficient supplies of PPE, wipes and sanitiser to enable them to continue their work as safely as possible. Drivers are also not allowed to double up in Lorries and are to stick to one vehicle each for the time being. The yard manager is isolated in the office on the yard on his own and no outside driver or other person is to enter.

I reviewed all the relevant Government guidelines and advise and knew that the place most at risk of spreading the virus was the shared main office. I needed to review everyone's job roles who worked within this space, to see who could work remotely (EV4). I also needed to ensure that working remotely would be possible from the colleagues home due to IT demands, space etc. The directors would need to engage with colleagues to gain agreement to working remotely. We did meet with resistance from 2 members of staff who did not want to work remotely. We needed to influence and persuade them that this was best for themselves, the company and their families. We had to explain the why, and how if they were to stay working from the office, we would not meet Government guidelines on 2 metre distancing etc and this meant the Company was at risk of fines.

Fisher and Ury (1983), identified 4 principles of negotiation:

- Be hard on the problem, not the person
- Focus on needs, not positions
- Be inventive
- Make clear agreement (admin, 2010)

We adopted this strategy with one colleague, we were able to negotiate their working pattern with them so they could alternate working remotely and working on site. We empathised with their home situation and came to a clear mutual agreement.

Execution:

Once I had ensured job roles could be completed remotely and we had the IT in place to support working from home, I discussed implementation with the directors. With them agreeing to the plan, I then composed a record of conversation sheet for the director to speak with each effected member of staff regarding working remotely and documenting their responses (EV5). For those who agreed to working remotely, I then issued them with the relevant equipment they would need to preform their roles from home and set a date for this change to take place. Hours were altered slightly where needed due to a reduction in job roles for some.

Monitoring and Controlling:

We knew we would incur problems from remote working, but we tried to pre-empt them so we could solve the issue before it arose. There are four basic principles to problem solving (Kaiser, 2009):

1. Defining the problem
2. Generating solutions
3. Evaluating and selecting solutions
4. Implementing

We knew some staff would find staying focused difficult so to ensure tasks were still being performed and staff were productive during working hours, it was discussed that software would be uploaded to everyone's work computer so the directors could monitor activity remotely.

We knew communication and monitoring workloads would be difficult so weekly conference calls were scheduled to discuss any issues and ensure effective communication between the team. Excel spreadsheets for processes were made into shared files so everyone could access each other's information and add to work where necessary. A shared timesheet was also implemented to ensure hours of work were kept accurately for claiming flexible furlough.

Project Close:

We have currently been working remotely for the last 7 weeks and it has been mainly successful. We have experienced some IT issues, with some not being able to access the company server due to limited broadband at their homes. Some colleagues have also found it difficult to be as productive due to children being sent home from school to isolate and other members of family using the same space. It was imperative though that we had implemented the working from home as within two weeks of this being implemented, colleagues still operating from the yard and main office were confirmed with COVID-19 and taken ill. Working remotely already, meant the majority of the workforce could still operate and the organisation was able to keep operating, although at a reduced rate on occasion during the isolation of people remaining on site. If we had not implemented working remotely the company would of ceased training for a minimum of two weeks as we would of been forced to isolate straightaway, meaning the preparation and equipment needed to work from home would not of been in place.

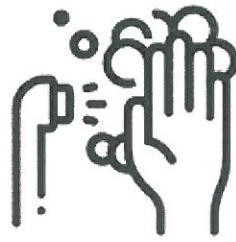
References:

admin (2010). Principles of negotiation and influencing. [online] Health Knowledge. Available at: <https://www.healthknowledge.org.uk/public-health-textbook/organisation-management/5a-understanding-itd/negotiating-influencing>.

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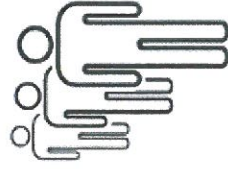
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PREVENT THE SPREAD OF CORONAVIRUS (COVID-19)



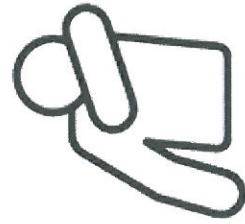
Clean your hands often

Wash your hands
with soap for at
least 20 seconds



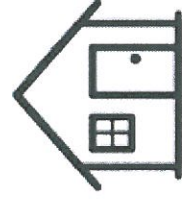
Avoid close contact

Put distance between
yourself and others
(at least 2 metres)



Cover coughs and sneezes

Cover your mouth and
nose with a tissue or
the inside of your elbow.



Stay home

Stay home if
you feel sick

9. EV2

Thank you for your custom

- . During these unprecedented times please work with us to protect your health and the health of our staff and their families
- . **We are now restricting entry to the office - we are happy to assist through the window**
- . Alternatively you can call 01437 761320 if you wish to make a payment
- . **We apologise if the above appears rude or over precautions but amongst our staff families we have a new born baby, elderly sick parents and a pregnancy to consider**



Coronavirus Protocol

Due to COVID-19 we have had to change the way we operate. We adhere to all Government guidelines issued.

If you are receiving a bulk blown delivery from us, please maintain social distancing with our driver.

All lorries have sanitising products so that drivers can wipe down and sanitise anything they touch while making a delivery. We require drivers to sanitise before and after every delivery.

All colleagues in all departs have been issued with the relevant PPE including masks, gloves, sanitisers and antibacterial wipes.

We will not ask you to sign our electronic device to confirm your delivery or collection.

We will not leave paper delivery notes with customers, they will be electronically emailed with the invoice.

We will not post invoices and delivery notes unless essential.

Please ensure you phone before visiting our depot and do not enter the offices, you will be met outside.

For bagged pellet collections, please call to order before arriving at the depot. We will put your bags ready to be collected and allow you to load the product yourself. If you are not physically able to load the bags, we will ask you to remain in your vehicle while we load.

If you would like to discuss any of the above with us or have any questions or queries, please do not hesitate to contact us via phone on 01437 761320 or email info@pbe.org.uk.

11. EVL

Contract change proposals

Andrew Cosker- Reduction in contracted hours from 50 to 44.

Lissa – Same 2 days per week 16 hours

Matthew Brewer – Contracted hours reduced from 50 to 44.

Dai Rogers – Current Role **Operations Manager**

Loss of tasks within job: (discussed previously 24th Jan)

- Stock management has been taken over by Lissa as the finance manager due to use of Quickbooks.
- Change from fuelsoft to Mandata has meant everyone can look after the operation.
- PBEsco business has decreased by 51% and with Covid-19 all possible installs have been cancelled or purposed.
- Domestic RHI due to end March 2021.
- Engineers taking more responsibility with ordering their own parts.
- Service contracts are ending this year when current contracts run out.
- RHI support- we are outsourcing to Infinitas as well as decrease in demand.
- Customers now reaching us through a range of different avenues, ordering their own deliveries on their customer log in from Mandata, lets chat through the website, email, social media platforms and Phone.
- Office in Hwest closed so all on one site so directors constantly available to manage staff

We propose, due to the reduction in your job role and reduction in work for PBEsco, that a 16hour position would fulfil the tasks left. This would be 4 hours a day 4 days a week, a mix of mornings and afternoons. Monday 10 – 2, Tuesday 1 – 5, Thursday 10 – 2 and Friday 11 - 3.

The Operations manager position is no longer appropriate within the organisation, but we do acknowledge that you are responsible for the ENplus compliance. There are no managerial tasks related to this role and as such we suggest an hourly rate of £13.50. We acknowledge your wealth of experience within the biomass sector and value you as an employee.

We propose this starts from the new financial year, 1st August 2020.

Isabelle Solomon – Reduction in hours from 40 – 35 hours. Change in work pattern to 8.30 to 15:30 Monday – Friday.

Rob Lewis- Due to 90% reduction in chip sales, there is only a 16hour position available on the yard. This would mean two 8hour days. The specific days are to be discussed.

Gerwyn Davies – Reduction in hours from 40 to 35. Change in working pattern to 10 – 5pm Monday – Friday.

We propose that we pay for a work phone for you as we are aware of the amount of phone calls from drivers and suppliers/ customers you receive.

Can we average out the hours from summer to winter? To be discussed with Red Kite- 40 in winter / 30 in summer.

Gavin Forsyth – Reduction in contracted hours from 50 to 44. All drivers will be required to have nights out. There will be no local driver position due to hotels and tourist industries closed.

This will be a change to his job role as he currently does not do nights out.

12. EVS

Record of meeting with employee

08/10/2020

Re: Record of meeting with ~~Gerwyn Davies~~ regarding **working remotely**.

Today at 13:00, I met with ~~Gerwyn Davies~~. Also present was N/A.

During the meeting I discussed with ~~Gerwyn~~ about working from home due to Coronavirus. When reviewing reports into COVID-19, ~~Gerwyn~~ would be in the higher risk category due to smoking, age and his daughter being severely disabled.

~~Gerwyn~~ said in response

Only if he has to - as per normal.

In order to assist ~~Gerwyn~~ to achieve this

At the end of the meeting I asked Gerwyn to compile a list of processes he needed in place to ensure he would be able to complete his job fully from home.

Signed: _____

Date: 08 / 10 / 2020

Print name: _____

Others present in the meeting confirm this record:

Signed: _____

Date: 8 / 10 / 2020

Print name: _____

Signed: _____

Date: ____ / ____ / ____

Print name: _____

Record of meeting with employee

08/10/2020

Re: Record of meeting with **Isabelle Solomon** regarding **working remotely**.

Today at 10:00am, I met with **Isabelle Solomon**. Also present was N/A.

During the meeting I discussed with Isabelle about working from home due to Coronavirus and her being pregnant.

Isabelle said in response that she was nervous regarding catching COVID-19 and the effect it might have on her pregnancy and the increased risk of needing oxygen treatment because studies show this is a likelihood in pregnant women who catch COVID-19. She asked to do a phased working from home, with quieter days in the office.

In order to assist **Isabelle** to achieve this we have given her a PC to take home along with a works phone. We have ensured that she has adequate internet connection. I have informed Isabelle that software called Activtrac is installed on the PC which enables us to monitor performance while working remotely. Isabelle has agreed to this.

At the end of the meeting I asked Isabelle to compile a list of processes she needed in place to ensure she would be able to complete her job fully from home.

Signed: _____

Date: 8 / 10 / 2020

Print name: ~~Isabelle Solomon~~ Isabelle Solomon

Others present in the meeting confirm this record:

Signed: Steve Glavin

Date: 8 / 10 / 2020

Print name: _____

Signed: _____

Date: ____ / ____ / ____

Print name: _____

Activity 4

Report into group/team dynamics

Introduction:

The word group and team can refer to different characteristics of a collection of people. A work group is defined as being based on organisational or managerial hierarchy and have the least amount of interdependence, only sharing information or meeting sparingly (rework.withgoogle.com, n.d.). Teams are defined as needing each other to get work done. They are highly interdependent, planning work, solving problems and decision making together (rework.withgoogle.com, n.d.). For the purpose of this report I shall concentrate on exploring the concept of group dynamics.

Group defined

Group dynamics are defined as the interactions that influence the behaviour and attitudes of individuals when they are grouped together (www.dictionary.com, 2019). To get the most from a group there needs to be social interaction, stable relationships and a common goal to work towards (Watson and Reissner, 2014). Groups are made of people with many differences such as age, gender, religion and nationality, and while these differences can bring a range of knowledge, skills and experience they can also cause conflict.

There are two different types of group, informal and formal. Formal groups are intentionally made to achieve certain goals. Informal groups are unintentionally created after the formation of formal groups. Informal groups are dynamic and inventive and transform organisations into a functioning, living entity. These informal groupings eventually start to resemble formal groups and are referred to as the emergent organisational structure (Watson and Reissner, 2014).

Allcorn (1985) identified three types of specific roles in a group, group task roles, group maintenance roles and self-oriented roles. Group task roles involve facilitating, setting goals and procedures for solving issues. Seeking information, monitoring activities and motivating the group to achieve better results. Group maintenance roles focus on positive relationships, gatekeepers to keep information flowing, set standards and observe and follow. Self-oriented roles refer to each individual's needs and desires which can have a positive or negative impact on the group. Ideally everyone within the group will demonstrate all three roles. The size of the group will have an effect on the level of performance, as the group grows the performance will increase, however it will reach a point when the group effort exceeds the tasks needs and will have a negative impact. "Social loafing" and "self-limiting behaviours" where individuals withdraw from the group activity by exerting less effort comes into play (Clegg et al 2005).

It is individuals who decide who they align with in a group. It is themselves who decide what to discuss and how to make sense of situations and changes which management have no specific control over. They can try to influence the group or team but cannot specifically enforce their will or views on them. These informal conversations, power and politics impact organisational outcomes and Chris Rogers, 2006 refers to this as informal coalitions (moodle.uwtsd.ac.uk, n.d.). Informal coalitions are referred to as political in nature because they recognise that there is a wide range of political and power sources that influence decisions and operations within every organisation (moodle.uwtsd.ac.uk, n.d.).

Political behaviour in organisations refers to organisational politics. Power and politics are interwoven within the fabric of an organisation (MBA Knowledge Base, 2012). Activities by people within an organisation to obtain, enhance and use power in decision making processes and to influence others to gain their preferred outcome is described as organisational politics. In a political work environment, interpersonal relationship dynamics often influence decisions rather than formal processes (CIPD, Workplace politics and employee voice, 2019).

Political behaviour techniques involve, controlling the agenda, game playing, image building, controlling lines of communication, withholding information and forming alliances with the right people to gain power within the organisation (MBA Knowledge Base, 2012).

Political behaviour within an organisation can negatively impact the operation. Within our company, we did have one or two members who acted politically, and it led to them not feeding information to individuals who needed it and impacted the level of customer service we were able to offer. With a tight control over aspects relating to their job role, it also meant that when they had time off, their role would grind to a halt as they would not handover their responsibilities, which again impacted the service we could offer the customer. We have since learnt from these mistakes, ensuring all colleagues have access to all information, passwords and information regarding the whole operation. Power in an organisation can be positive as it promotes competition between employees and can inspire others (UKEssays.com, n.d.) but overall, it is reviewed as having a negative impact. To maintain a manageable level of politics in the work place, it is essential that the operations are as transparent as possible (Kakabadse, A 1983).

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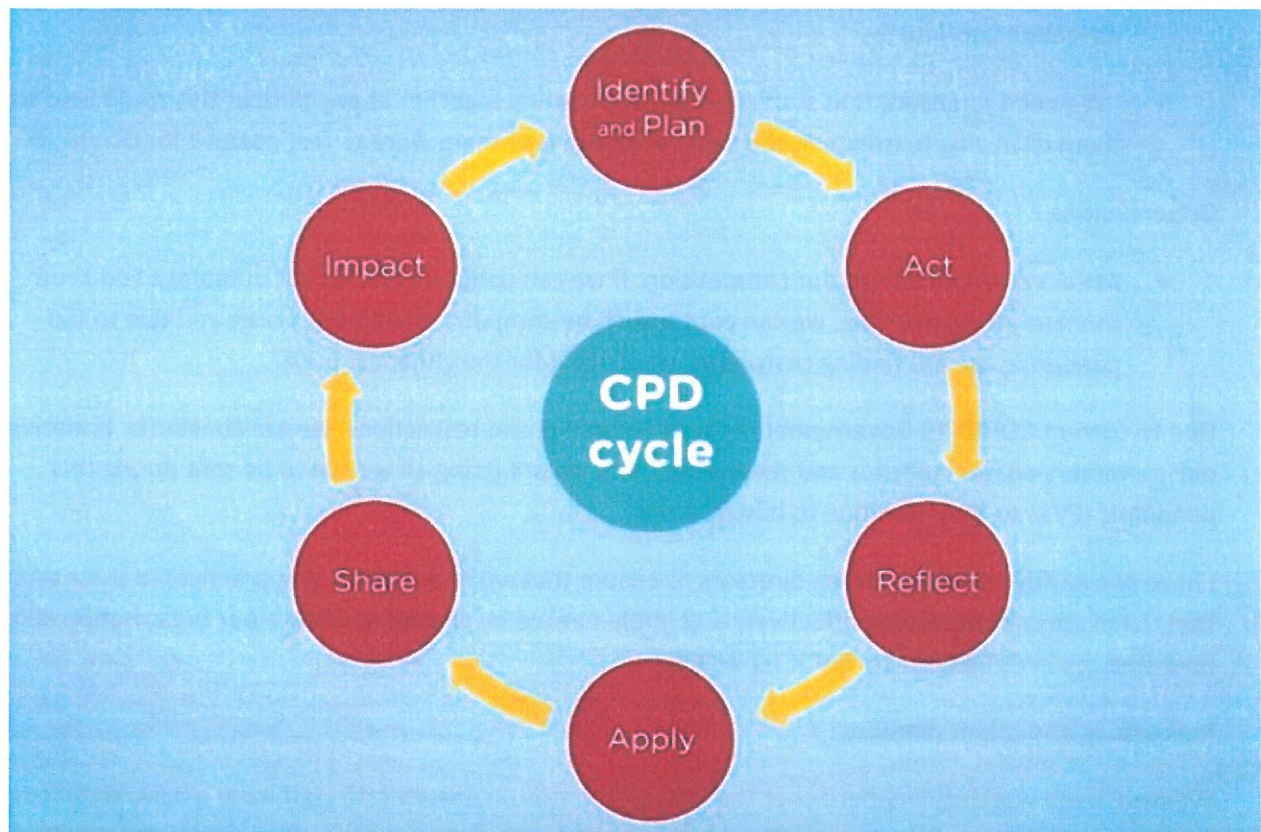
Activity 5

Introduction

I am undertaking a self-assessment against band 2 of the CIPD HR profession map (2013). This is to establish what my professional development needs are and to create a PDP which I can use as a guide to improve my skills and direct my learning.

I am reviewing Insights, strategy and solutions as a core area and Resourcing and talent planning. The behaviours I will assess are curious and collaborative.

Continuing professional development (CPD) is about continuing to learn and advance throughout your career. Practices, organisations, laws, technology etc constantly change so we need to change with them. The CIPD, 2018 says "**CPD is about positioning learning in the context of evolving as a professional and applying your learning in the workplace**".



Findings

Insights, strategy and solutions: I have now been in the organisation for over 3 years and feel I know the customers and what they want. I understand our organisation and its strategy for "MakingBiomassWork" by providing high quality biomass fuel, using skilled colleagues, and offering an installation and maintenance option using our sister company PBESCO. When it comes to the wider biomass industry, I feel my knowledge is lacking. Biomass is a niche market, assessing the competition is

difficult.

On issues of HR, I liaise with Redkite solicitors as they are our people policy specialists as we do not have a qualified HR representative currently within the organisation.

Insights into the organisation:

Priorities:

- Maintain profitability. Since COVID-19 this is more important than ever with extra control over outgoings and costs being a real focus to ensure we maintain profitability while going through lockdown periods. A risk to us is the continuing COVID-19 situation. 50% of our customers are in the hospitality, leisure and tourism industries who have been hit hardest by lockdowns.
- Loss of staff for 2-week periods due to catching COVID or having to isolate as they have been in contact with someone who has tested positive. Ensuring we have enough staff to cover the operation continually.
- We need to ensure that staff are not congregating together at any time as this could lead to them all having to isolate at the same time if one of them were to test positive for COVID.

Opportunities:

- Attract customers from our competition. If we can continue to monitor outgoings and keep them as low as possible, we can continue to be competitive with our prices and due to the pandemic, we are finding customers are looking for the cheapest price.

Due to current COVID-19 Government recommendations and restrictions, we are constantly updating our customers on our websites and reassuring them we are doing all we can to be safe during this pandemic (EV1) so they continue to buy from us.

I have constantly worked with the directors to ensure that we have COVID safe practices in place and that these are communicated effectively and implemented by all staff to ensure our organisation still operates. (EV2) OFFICE PLAN/ BACK TO WORK.

Resourcing and talent planning:

We have been working very hard over the past 12 months on ensuring all staff have a basic knowledge of the overall systems. We need to fill my role ready for maternity leave, having looked at succession planning we decided that this would leave the current work force over stretched to cover sickness and holidays. I have devised some step-by-step guides and some remote learning sessions with the external colleague temporarily filling my role to ensure a smooth transition. We have used a current backed Government scheme to hire the temporary candidate, making it more economical for the business (EV3).

I lack the knowledge of the qualifications needed to hire an engineer and would not feel confident to

hire for this position. I need to review staff files to see what qualifications our current engineers hold and what relevant experience, training courses they have.

We do not do exit interviews and we need to start, so we can establish why staff leave us and try to eliminate these issues where and if we can in the future. We have a lot of lone workers and we need to establish better ways of communicating with these staff. Due to the current restrictions of the pandemic, this is now harder than ever to achieve.

I need to be up to date on current employment law to ensure I am acting lawfully and so is the company regarding hiring and firing. I currently have Redkite solicitors to guide me on this.

Behaviours:

Curious:

This behaviour needs improvement for me because I do not tend to be open-minded and I like sticking to tried and tested ways of working. I stay within my comfort zone.

I am good at looking at the bigger picture and thinking logically to get there, however I do need to take the time to explain this to colleagues. Because we are currently working with minimal staff to reduce costs, there is very little room for failure or errors so trying out new ways of working as a collective has not been possible.

I am good at understanding people's behaviour as I do get to know my colleagues and their personal situations and views. This means I know who will need more time on training, communication, or will not understand such things as furlough so will need to adapt my communication method with those individuals, which also comes into play under skilled influencer behaviour.

Collaborative:

I do get to know colleagues and understand the skills they possess. I tend to fill skills gaps myself, rather than teaching them how to do the job themselves. I understand the different motivations behind their work, some are there purely for monetary gain while others like the work pattern (EV 4) DIFFERNT THEORIES ON MOTIVATION!! There are gaps in colleagues training that need addressing, but due to the current pandemic training courses and addressing these gaps in knowledge are on hold.

I do ensure that every time I am working that I do contact everyone else working that shift. This is done remotely due to the current pandemic, but I feel it is very important that they know I am here, and they have a way of contacting me. It also creates a feeling of a team, even if we are all lone working.

I am good at acknowledging when an issue will be sensitive to some staff and communicating it as sensitively as possible, while still getting the message across.

Word count: 1,091

References:

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Development plan

NAME:	Isabelle Solomon	MEMBERSHIP NUMBER:	5666 0407
COVERING THE PERIOD FROM:	March 2020	TO:	January 2022

This record sheet is for your guidance only – you may present your development plan in any other format.

Planned outcome

Where do I want to be by the end of this period? What do I want to be doing? (This may be evolutionary or “more of the same”.)

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Insights, strategy and solutions: I need to learn the current company strategy with regards to changes from COVID.	I will liaise with the directors to find out the plans to deal with the implications that COVID is having on the business.	Current staffing plans and contingency plans for the company when directly impacted by COVID restrictions or illness.	My success criteria is that the company can continue to operate and staff are aware of current restrictions and what they need to do.	January 30th 2020
	Keep up to date with current COVID restrictions both in England and Wales.	Online news reports.	Ensure in house HR policy documents are kept up to date with all changes. Staff handbook.	
Understand job roles and descriptions.	Changes to isolation periods, mutating virus and shielding advice.	Online briefings from the UK and Welsh Governments.	Ensuring the reduction in spread of COVID between staff and limit the number	

	limiting the risks of not being fully operational during Covid period.		of staff isolating. Succession planning in place to ensure all jobs are covered when certain individuals are off due to sickness/ isolation.	
	Changes to furlough and other COVID business support. Ensure we are using resources and help available to ensure company success through period.	Redkite solicitors our external HR advisors. Attend online seminars and briefings.	Ensure we remain profitable and as customer orders are effected by COVID-19 and work load fluctuates, staffing levels reflect this.	
Resourcing and Talent planning - Access the overall current and future resource and talent levels within the organisation.	Access immediate staffing needs and plans in place to cover these.	Planned holidays/ maternity leave. Liaise with director about who can expand their roles and where the gaps are that will need filling.	Ensuring smooth transition period for members of staff retraining or starting in the company. Planned for new starter to cover my own maternity leave from April to October. Training started November 2020. It was decided existing colleagues would be too stretched if were to take on some of my job roles also. Grant available to support temporary new role.	February 2021
Review employment law	Research current employment law and liaise with Redkite.	Support from Redkite solicitors, CIPD and ACAS online resources. liaise with director to decide what needs to happen and when,	Ensuring all who opted for voluntary redundancy were in receipt of the correct severance pay and the process was completed	August 2020

Available grants and support to retain staff and employ/train new starters.		and try to pre-empt the effects on the business.	properly from start to finish.	
	Review government guidance and grants on Government website.	Online websites, news, Welsh Government, Job Centre support.	We put staff on furlough where possible to ensure we could hold onto them after the national lockdown ended and customers businesses were allowed to operate again. Different periods of lockdown between England and Wales has meant continually reviewing furloughed hours and staff members. Current furlough scheme due to end April 2021	April 2021
Self-assessment of Curious behaviour.	Review new practices to work collectively	I will need support from the rest of the team to ensure we are all on board with new ways of working.	More efficient ways of working.	October 2021
Collaborative	Training	Need to update skills gaps of colleagues rather than just doing the job myself. Use Redkite seminars and outside training sessions.	Staff are well equipped to do the job themselves.	April 2021
	Training of new Temp to cover my position.	Help from management and new recruit. Learn their learning style to ensure that the notes and time we spend together remotely is effective.	The new recruit has the knowledge to complete my job roles while I am on maternity leave and there is a smooth transition between me leaving and them taking over.	March 2020



Coronavirus Protocol

Due to COVID-19 we have had to change the way we operate. We adhere to all Government guidelines issued.

If you are receiving a bulk blown delivery from us, please maintain social distancing with our driver.

All lorries have sanitising products so that drivers can wipe down and sanitise anything they touch while making a delivery. We require drivers to sanitise before and after every delivery.

All colleagues in all departs have been issued with the relevant PPE including masks, gloves, sanitisers and antibacterial wipes.

We will not ask you to sign our electronic device to confirm your delivery or collection.

We will not leave paper delivery notes with customers, they will be electronically emailed with the invoice.

We will not post invoices and delivery notes unless essential.

Please ensure you phone before visiting our depot and do not enter the offices, you will be met outside.

For bagged pellet collections, please call to order before arriving at the depot. We will put your bags ready to be collected and allow you to load the product yourself. If you are not physically able to load the bags, we will ask you to remain in your vehicle while we load.

If you would like to discuss any of the above with us or have any questions or queries, please do not hesitate to contact us via phone on 01437 761320 or email info@pbe.org.uk.

Covid 19

Plans for when lock down restrictions are lifted.

We expect it to take a few weeks/months before we are fully operational again after lockdown. We will be reviewing the situation on a regular basis and we may be forced to keep colleagues on furlough/ reduced hours or look at redundancies if we find we do not reach capacity pre-lockdown.

For colleagues who are returning to the workplace we understand that returning to work after the national lockdown will be an anxious time for most. We want to reassure you that the safety of our staff, partners and customers is paramount in our operation.

Key aspects of operation:

Office:

- Antibacterial wipes / sanitiser on entering.
- Desks arranged to ensure maximum distance apart.
- Limited number of staff in each office. Workers will now be split over 2 offices.
Office 1= Emma/Paul/Isabelle/Lissa. Office 2 = Gerwyn/Rob/Dai. 2 separate teams to ensure if one team goes into self-isolation, then there is a fully functioning team still available.
- Lorry drivers will not be allowed to enter office spaces.
- Customers will not be able to enter office space.
- Communal areas, toilets/kitchens are to be cleaned often. Before you use the kitchen facilities you should wipe down the kettle/ fridge door/ microwave to reduce the chance of infection.
- You are to wipe down your workstation daily at the end of each shift using the bleach/sanitiser/ disinfectant provided.
- Offices will be cleaned daily especially printers/ door handles/ communal areas.

Vehicles:

- Lorry drivers have their own lorries.
- All vehicles have antibacterial products in them to enable handles/ hands etc to be wiped down often.
- Vehicles are to be wiped down daily with antibacterial wipes/ sanitiser.
- If colleagues are to travel together within the same vehicle, PPE is to be worn including masks/ gloves and maximum distance maintained.

PBEsco:

- Services carried out 2 metres apart from others where possible.
- If working with others within 2 metres, PPE is to be worn including masks and gloves.
- Thorough questions will be asked before we take on service requests.

If we all adhere to social distancing rules, limit staff and customer numbers and keep workstations/ communal areas clean we will decrease the spread of Covid 19.

If you feel unwell with any of the symptoms of Covid 19 or anyone in your household displays symptoms, please notify us immediately by phone/ email as you are still required to self-isolate for 14 days.

If at any time you feel uncomfortable in the workplace or have suggestions to improve practices further, please speak to your line manager or Isabelle.

16. EV2

Assessment date: 1st June 2020Review date: 1st July 2020

Business hazards associated with the Coronavirus pandemic	Potential risks to workers caused by the hazard	Control measures	Further actions required	Persons at risk
Infection Prevention, Cleaning and Staff Safety	People can catch the virus from others who are infected in the following ways: • Droplets from the nose or mouth through coughing or exhaling • Surfaces which people have coughed on etc- where the virus can survive for up to 72 hours • Breathing in droplets or touching contaminated surfaces and then touching their eyes or mouth.	Cover the mouth and nose with a tissue/sleeve when coughing or sneezing Bin used tissues immediately Wash hands regularly with soap and water for at least 20 seconds. Use hand sanitiser gel if soap and water isn't available Clean and disinfect frequently touched objects or surfaces Avoid touching your face, eyes, nose and mouth	Regularly check hand washing facilities and check soap and sanitiser levels.	All
Workplace Social Distancing	Social distancing refers to people being required to maintain a distance from each other of 2 meters wherever possible. This puts people at a safe range from anyone coughing- these droplets exhaled are the main route of virus transmission.	Practice effective social distancing while in and around the workplace Avoid non-essential contact with others Avoiding physical contact such as handshakes etc PR will continually review all work premises and identify any adaptations which will support social distancing Offices/workspaces will be set up to support social distancing- layout changes etc	Hand sanitiser must be used on entrance to offices Office staff have been split between the two offices- 3 members in each office to ensure social distancing	All

	Where social distancing guidelines cannot be followed in full, you will be provided with further risk assessment- if these activities are deemed 'critical'	Only essential meetings will be held- these will take place in well ventilated rooms with the appropriate social distancing in place with limited members (held outdoors where possible) Hand sanitiser will be provided Training is postponed momentarily. However, any essential training will be completed using e-learning platforms. Increase hand washing Keep the activity time as short (-15 minutes) as possible and ensure it is low intensity Reduce the number of people each person has contact with Increased ventilation will be provided PPE should not be shared between workers If colleagues must travel together within the same vehicle or work with others within 2m - PPE must be worn. This includes masks and gloves with a maximum distance maintained and vehicle windows open During boiler services the 2m distance must be maintained when possible Thorough questions will be asked before we take on any service requests.	Lorry drivers and customers cannot enter office spaces After using the kitchen facilities should be wiped down Only make your own food and drink Wipe down workstation at the end of each shift using bleach or disinfectant wipes provided Offices will be cleaned down daily All vehicles have anti-bacterial products to ensure they are wiped down after use Disinfectant spray is also available	
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Higher Risk Areas of the Workplace (including toilets and offices)	It is essential for staff to wash hands regularly to ensure toilets are kept clean and free of Coronavirus contamination There is an increased risk of people coughing and touching door handles, taps and toilet flush handles	Wash hands before and after entering high risk areas Ensure you are always following good hygiene practices including regular handwashing, disposing of tissues correctly etc ER will ensure that adequate hand cleaning resources are provided including the supply of hot water, liquid soap and paper towels or sanitising wipes ER & IS have placed 80% alcohol hand gels around the workplace with instructions for use		All
Cases of possible infection on-site Living with someone with a confirmed case of Coronavirus/ or come in contact (within 2 metres of someone for at least 15 minutes) with a confirmed case of Coronavirus	High risk of transmission	Return home immediately and follow government advice on self-isolation and not return to work until this is complete. All areas that a symptomatic person has entered must be deep cleaned and disinfected including toilets Follow government advice on self-isolation.		All
Cyber-security risks	These often accompany a crisis including computer viruses, scam emails and Coronavirus related 'ransomware'	Ensure all reasonable IT protection is in place Be mindful not to open any phishing emails or messages		All

Travel including foreign holidays.		Individual's must follow government advice/guidelines and self-isolate for 14 days. Where possible limit use of public transport and use private single occupancy travel where possible.		All
Access to site		Ensure clinically vulnerable persons do not attend site Stop all non-essential visitors Wash hands before entering and leaving site Disable entry systems that require skin contact such as fingerprint scanners Regularly clean common contact surfaces such as screens, telephone handsets and desks Custom collections are arranged by timeslots and left ready on a pallet for collection with necessary paperwork attached.		Visitors and Staff
Manual handling		Can the task be performed by one person or a mechanical aid? Before lifting assess the route and ensure you can maintain 2m distance If a dual lift cannot be avoided- either face away from each other or side by side to avoid face to face contact.		All

IS- Isabelle Solomon

ER- Emma Ratcliffe

PR- Paul Ratcliffe

17. EV3

Kickstart Scheme

Find out more about the Kickstart scheme

KICKSTART
SCHEME

PLAN FOR
JOBS



Kickstart Scheme

The Kickstart Scheme is helping young people at risk of long term unemployment get into the job market by providing government funding for employers to create six-month job placements.

The Kickstart Scheme provides funding to create new job placements for 16 to 24 year olds on Universal Credit who are at risk of long term unemployment. Employers of all sizes can apply for funding which covers:

100% of the National Minimum Wage (<https://www.gov.uk/national-minimum-wage-rates>), (or the National Living Wage (<https://www.gov.uk/national-minimum-wage-rates>)) depending on the age of the participant) for 25 hours per week for a total of 6 months
associated employer National Insurance contributions (<https://www.gov.uk/national-insurance-rates-letters#employer-national-insurance-rates>),
employer minimum automatic enrolment contributions

Employers can spread the start date of the job placements up until the end of December 2021.

A Kickstart Scheme application must be for a minimum of 30 job placements. If a single employer cannot provide this many job placements, they can find an existing Kickstart gateway, such as a local authority, charity or trade body for help applying.

Further funding is available for training and support so that young people on the scheme can get a job in the future.

**For employers
with 30 or more
placements**

**For employers
with 29 or fewer
placements**

**More about
becoming a
Kickstart gateway**

Apply for a Kickstart Scheme grant: 30 or more job placements

(<https://www.gov.uk/guidance/apply-for-a-kickstart-scheme-grant-30-or-more-job-placements>)

Apply for a Kickstart Scheme grant: 29 or fewer job placements

(<https://www.gov.uk/guidance/apply-for-a-kickstart-scheme-grant-29-or-fewer-job-placements>)

Check if you can apply for a grant as a Kickstart gateway for a group of employers

(<https://www.gov.uk/guidance/check-if-you-can-apply-for-a-grant-as-a-representative-of-a-group-of-employers-through-the-kickstart-scheme>)

Motivation Theories

Motivation is a state-of-mind, filled with energy and enthusiasm, which drives a person to work in a certain way to achieve desired goals. Motivation is a force which pushes a person to work with high level of commitment and focus even if things are against him. Motivation translates into a certain kind of human behaviour.

It is important to ensure that every team member in an organization is motivated. Various psychologists have studied human behaviour and have formalized their findings in the form various motivation theories. These motivation theories provide great understanding on how people behave and what motivates them.

Motivation is a huge field of study. There are many theories of motivation. Some of the famous motivation theories include the following:

1. Maslow's hierarchy of needs

Abraham Maslow postulated that a person will be motivated when his needs are fulfilled. The need starts from the lowest level basic needs and keeps moving up as a lower-level need is fulfilled. Below is the hierarchy of needs:

- Physiological: Physical survival necessities such as food, water, and shelter.
- Safety: Protection from threats, deprivation, and other dangers.
- Social (belongingness and love): The need for association, affiliation, friendship, and so on.
- Self-esteem: The need for respect and recognition.
- Self-actualization: The opportunity for personal development, learning, and fun/creative/challenging work. Self-actualization is the highest-

level need to which a human being can aspire.

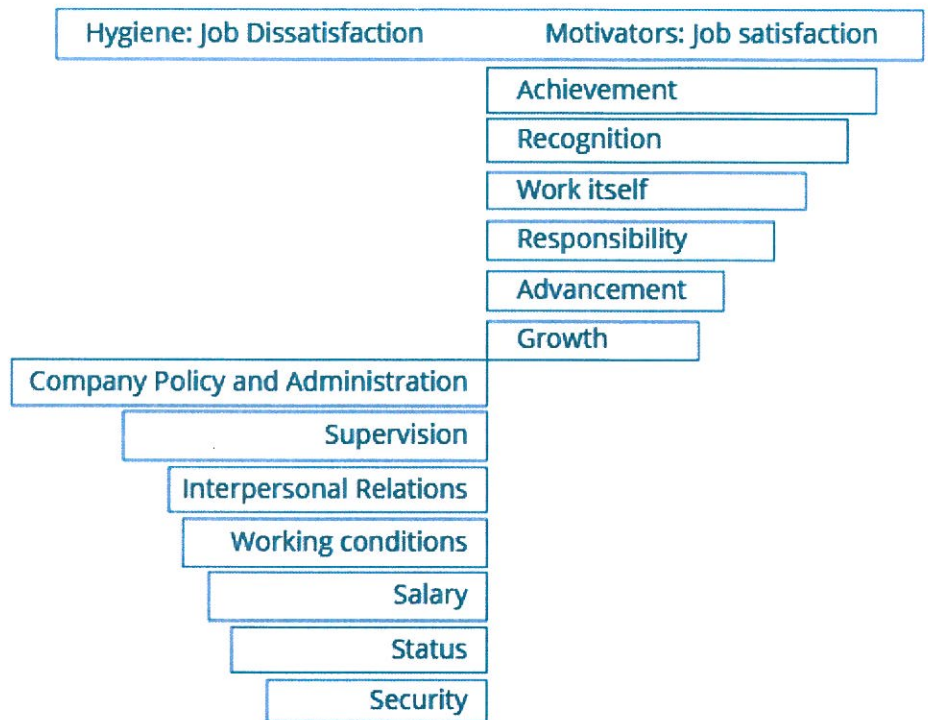


The leader will have to understand the specific need of every individual in the team and accordingly work to help fulfil their needs.

2. Herzberg's two factor theory

Herzberg classified the needs into two broad categories namely hygiene factors and motivating factors.

Hertzberg's Hygiene and Motivating Factors



Hygiene factors are needed to make sure that an employee is not dissatisfied. Motivation factors are needed for ensuring employee's satisfaction and employee's motivation for higher performance. Mere presence of hygiene factors does not guarantee motivation, and presence of motivation factors in the absence of hygiene factors also does not work.

3. McClelland's theory of needs

McClelland affirms that we all have three motivating drivers, and it does not depend on our gender or age. One of these drives will be dominant in our behaviour. The dominant drive depends on our life experiences.

The three motivators are:

- **Achievement:** a need to accomplish and demonstrate own competence
People with a high need for achievement prefer tasks that provide for

personal responsibility and results based on their own efforts. They also prefer quick acknowledgement of their progress.

- **Affiliation:** a need for love, belonging and social acceptance People with a high need for affiliation are motivated by being liked and accepted by others. They tend to participate in social gatherings and may be uncomfortable with conflict.
- **Power:** a need for control own work or the work of other People with a high need for power desire situations in which they exercise power and influence over others. They aspire for positions with status and authority and tend to be more concerned about their level of influence than about effective work performance.

4. Vroom's theory of expectancy

Victor Vroom stated that people will be highly productive and motivated if two conditions are met: 1) people believe it is likely that their efforts will lead to successful results and 2) those people also believe they will be rewarded for their success.

People will be motivated to exert a high level of effort when they believe there are relationships between the efforts they put forth, the performance they achieve, and the outcomes/ rewards they receive.

5. McGregor's theory X and theory Y

Douglas McGregor formulated two distinct views of human being based on participation of workers. The first is basically negative, labelled as Theory X, and the other is basically positive, labelled as Theory Y. Both kinds of people exist. Based on their nature they need to be managed accordingly.

- **Theory X:** The traditional view of the work force holds that workers are inherently lazy, self-centred, and lacking ambition. Therefore, an appropriate management style is strong, top-down control.
- **Theory Y:** This view postulates that workers are inherently motivated and eager to accept responsibility. An appropriate management style is

to focus on creating a productive work environment coupled with positive rewards and reinforcement.

Conclusion

Motivation is the state of mind which pushes all human being to perform things with the highest spirit and with positivity. The leader will have to ensure that every individual in the team and the organization is motivated. The various motivation theories helps in understanding what will motivate people.

