CPD sample profile

1.1 Profession: **Occupational Psychologist (mid career)**

1.2 Profession: **Occupational Psychologist**

1.3 Registration number: **PYLxxxxx**

2. Summary of recent work/practice

I work in the Department of Work and Pensions (DWP) Human Resources Department, specifically within the talent and resourcing team. My key responsibility is to implement DWP's corporate talent management strategy from entry into the organisation up to senior management level. This involves designing, delivering, and evaluating policies and processes for staff who have been identified as high potential at lower grades, both graduates and non-graduates, and senior management level. For example, my role include designing methods of assessing high potential employees to join development schemes, articulating and delivering the development offer, coaching individuals, and contributing to an effective talent management culture in DWP.

My work requires me to communicate most frequently with civil servants within DWP and across government. My primary contacts fall into one of three roles: the high potential employees who have been identified for leadership development, employees who represent the business areas in which the high potential employees work, or colleagues performing equivalent roles in other government departments. In a wider context my 'service users' also include the trainee occupational psychologists who I supervise, colleagues on the British Psychological Society's (BPS) Division of Occupational Psychology (DOP) committee, and other occupational psychologists across government.

(196 words - maximum 500)

3. Personal statement

Standard 1: A registrant must maintain a continuous and up-to-date and accurate record of their CPD activity.

Standard 2: A registrant must identify that their CPD activities are a mixture of learning activities relevant to current or future practice.

I keep a record of all CPD activity undertaken on a spreadsheet, which I regularly update. It details the development need identified (if applicable), the activity undertaken, and how I've applied the learning (if appropriate). My CPD activity is a mixture of activities aligned to specific development needs and general knowledge and skill development, which might inform future practice when the opportunity arise. It is extremely important to me to develop my knowledge of psychology in general and occupational psychology specifically to be better prepared to meet the challenges of my

practice when faced with them. In order to do this my CPD activity is very wide ranging – it involves conferences and training courses, podcasts, journal club, networking events, reading, and voluntary activity with the DOP. I meet quarterly with another occupational psychologist to review our CPD logs in terms of breadth of activities, reflect on the learning that occurred, and support each other in identifying suitable activities to meet current needs. Separate to my CPD spreadsheet I keep a notebook of my learning points from events (conferences, workshops, and training) that I have attended for future reference.

Standard 3: A registrant must seek to ensure that their CPD has contributed to the quality of their practice and service delivery.

Standard 4: A registrant must seek to ensure that their CPD benefits the service user.

Supervision of Candidates on the Qualification of Occupational Psychology

During the period of this review I have supervised candidates on the Qualification of Occupational Psychology (QOccPsych). To ensure my knowledge of the qualification is current, and thereby provide the best advice to my candidates ('service user') I have undertaken the following:

• Attended supervisor training delivered by the British Psychological Society (Evidence 2).

• Read the special issue of *OP Matters* on the QOccPsych (Evidence 3).

• Organised and attended a cross-government meeting of QOccPsych supervisors (Evidence 4).

• Discussed specific queries with other supervisors (no record available).

• Read new versions of the QOccPsych handbook (no record available).

I can identify three key learning points from my experience of QOccPsych supervision over the past two years. The first relates to the importance of appropriate questioning techniques to develop the candidate's critical evaluation skills. I've developed these questioning skills through a variety of means (e.g. see 'Action Learning' below) and found them invaluable in encouraging the candidate to consider alternative courses of action, the likely impact of their proposed methods, the learning and reflection they can draw, and how they can obtain further work experience.

The second concerns the central prominence of ethical considerations in our practice. My experience has made me realise that ethical questions crop up in more fundamental and wide ranging ways than perhaps I had originally considered. The ethical dimension of the practice and its impact on service users can be obvious, but there are also ethical aspects of how we interact with other professionals and the type of work proposed. My experience has broadened my appreciation of the ethical dimension of our profession. For example, in a recent Journal Club meeting we discussed an investigation of the role of a significant other (e.g. spouse) in an employee's job search activity (*Journal of Occupational and Organizational Psychology JOOP*, 85 (3), 531-538). During the discussion, I questioned how ethical it was for an organisation to contact the significant

others of their employees and to involve themselves in this side of their employees' lives; two questions I'm not sure I would have raised before my supervision experience.

My final learning point has been the value of a robust contract to form a solid foundation for the supervisory relationship. This should cover fees, number of revisions that will be accepted, frequency of meetings, what both parties can expect of each other, and conditions under which the supervision will be ended (Evidence 5). The improvements I've made in my contracting mean that the trainee and I have the same understanding at the start, which reduces the risk of problems further down the line. My appreciation of the importance of contracting has extended into other work, e.g. Action Learning and leadership development.

Action Learning
I was asked to design and deliver an Action Learning (AL) programme for my previous employer. AL is a facilitated development intervention designed by Reg Revans. I did not have any experience of AL and learnt about it by reading about it, e.g. books by Revans, journal articles, and information on the internet (Evidence 1), and speaking to experts, including a colleague who had worked with Revans and another colleague who had run an AL programme in another government department. Even as I was running my AL programme I continued to seek new insights into the methodology and deepen my knowledge. For example, I attended a symposium of three presentations on AL at a conference (Evidence 6).

Raising my knowledge meant that I designed an AL programme that was true to the original principles, which has been shown to be effective in maximising participants' learning. The benefits to participants were that they identified appropriate solutions to work problems, developed coaching-style questioning techniques, and gained skills in AL itself to the extent that at last one of the groups went on to self-facilitate their group after the end of the programme. Feedback received showed that the programme was well received and participants found it very beneficial. The ripple effect of these benefits extend to the staff and colleagues of the participants, such as through solving the workplace problems and using better listening and coaching skills. I consolidated my knowledge in a number of ways. I was involved in a taster session on Action Learning (Evidence 7) and with the other facilitators involved in my programme I wrote an article in a practitioner journal (Evidence 8), delivering a workshop on AL methodology (Evidence 9), and gave a conference paper on the evaluation data (Evidence 10). I have been asked to implement another AL programme for my current employer.

Delivering the AL programme also improved my active listening and coaching-style questioning skills, group facilitation, and managing the delivery of a development intervention. As described above, the coaching-style questioning skills specifically were invaluable in my QOccPsych supervision.

Resilience and Wellbeing
I identified a training and development need amongst a specific group of my clients due to the potentially stressful nature and environment of their work. Having reviewed what was available in the organisation (welfare advice and e-learning) and the context in which the training/ development intervention needed to occur, I decided that a workbook would be most appropriate (Evidence 11). I developed this alongside a trainee psychologist with some input from an occupational welfare professional. It provided information on the nature of stress and resilience, activities to prompt the individual to

consider how they respond to challenging situations, and information about alternative responses. The contents were firmly based on current theoretical models of workplace stress, resilience, and tools to assess these. In order to develop my understanding of these areas I read journal articles and books and listened to podcasts. I also attended a number of conferences, telephone tutorials, and seminars (Evidence 12 and listed in Evidence 1).

By completing this workbook before they undertook this job my clients were better prepared for the experience, could better support their families, and reduced the likelihood that they would return early. The value was extended further, because the workbook was picked up by HR who asked me to adapt it to address organisational change and by the welfare/wellbeing service who used it with clients facing workplace stress due in other jobs. I was also asked to deliver three workshops on wellbeing at work, which included introducing how the workbook could be used to help people consider wellbeing and develop their resilience skills.

Division of Occupational (DOP) Psychology Voluntary Work

I have been involved in voluntary work for the DOP for nearly 10 years taking on a range of roles. I currently sit on the main committee, am involved in one of the working groups, and contribute to the DOP's Leadership Development Programme. I find this voluntary work incredibly valuable. It provides me with a supportive network of people who I can turn to for professional advice, an opportunity to develop new skills (e.g. leadership, managing others, mentoring, presentation), and a sense of contributing to the future of my profession. It improves my practice through the direct application of new skills, involving experts in my work, and sharing knowledge and information with other people in my network including the trainees I supervise. For example, I have recently shared voluntary opportunities and information on relevant events with my supervisee.

Words 1487 (Maximum 1500 words)

4. Summary of supporting evidence submitted

Evidence number	Brief description of evidence	Number of pages, or description of evidence format	CPD standard(s) that this evidence relates to
1	CPD log	4 pages of print out of my CPD spreadsheet	1, 2
2	Letter/certificate confirming attendance on QOccPsych Supervisor Training	1	3, 4
3	Special issue of *OP Matters* on the QOccPsych	Pdf	3, 4
4	Minutes of the government supervisors' meeting	2 pages Word doc	3, 4
5	QoccPsych supervision contract	3 pages Word doc	3, 4
6	Notes of Action Learning symposium	Photocopy of 1 page of notes	3, 4
7	Vodcast of Action Learning taster session	Vodcast file/link	3, 4
8	Article on Action Learning in a practitioner journal	2 page pdf	3, 4
9	Slides for workshop on Action Learning	Powerpoint slides	3, 4
10	Conference presentation on Action Learing evaluation data	2 pages Word doc abstract and Powerpoint slides	3, 4
11	Resilience workbook	10 pages pdf	3, 4
12	Notes of conferences, telephone tutorials, and seminars on resilience and stress	Photocopy of 2 pages of notes	3, 4