



## CPD profile

**1.1 Full name:** Senior Occupational Psychologist

**1.2 Profession:** Occupational Psychologist

**1.3 CPD number:** CPDXXXX

## 2. Summary of recent work / practice

I work as an occupational psychologist in four distinct areas; private consultancy; university tutor practitioner, voluntary work and the supervision of trainee occupational psychologists (TOPs).

### Private consultancy

As a private consultant I provide a range of services covering selection and assessment, training, coaching, leadership development, talent management and organisational change to my own clients and also on an associate basis, working with both public and private sector clients in the UK and internationally.

### University tutor

As a tutor practitioner for a distance learning MSc course in occupational psychology at the University of Leicester, I am responsible for undertaking marking and moderation with respect to assignments of three of the six course modules. I engage with the students via attention to Blackboard discussion boards, in accordance with the specified schedule. I also support the module leaders in duties associated with setting the assignments and I supervise a number of dissertations. Furthermore, I am the contact point for the Qualification in Occupational Psychology (QOP) stage 2 information that is provided for the students.

### Voluntary work

I work voluntarily as a convenor for a working group within the British Psychological Society's Division of Occupational Psychology (DOP). An important part of being a convenor is that I am responsible for providing information to students and practitioners on various topics, including job skills and Chartership. I deliver talks to undergraduates and post-graduates on the role of an occupational psychologist and also general career guidance. I also contribute to the quarterly DOP magazine, *OP Matters*, on a variety of topics.

### Qualification in Occupational Psychology (QOP) supervisor

I currently supervise trainee occupational psychologists (TOPs) through the stage 2 qualification process to become Chartered members of the British Psychological Society (BPS) and registered practitioners with the HCPC. I am responsible for providing guidance, support, offering feedback on entries, maintaining regular contact and encouragement to all trainees.

I have different service users, who are directly and indirectly affected by my practice; clients, other consultancies, trainees, students and peers.

Total words: 329  
(Maximum 500 words)

### **3. Personal statement**

**Standard 1: Registrants must maintain a continuous up-to-date and accurate record of their CPD activities**

**Standard 2: Registrants must demonstrate that their CPD activities are a mixture of learning activities relevant to current or future practice**

I keep a continuous and up-to-date CPD log which I tend to update after each activity, approximately once a month (Evidence 1). The log is stored online on the BPS MyCPD recording system and is sub-divided into development needs, a record of the activities undertaken and descriptions of learning outcomes. As an independent consultant I use this system to produce a report so that I can discuss my professional development needs with peers and colleagues.

My CPD activity is geared towards three main areas:

- a) ensuring I keep up-to-date with current developments in my own fields of expertise;
- b) improving my teaching and supervisory skills; and
- c) maintaining up-to-date information and knowledge relating to my promotion of occupational psychology.

My learning needs are identified by a systematic review of my professional practice. I have undertaken a mixture of activities to meet the HCPC CPD requirements, which includes formal and informal learning. Examples of my activities include reading journals and other publications, attendance at various workshops and conferences, gaining accreditation in psychometric tools, working in an academic environment and my involvement in the DOP and QOP stage 2 supervision. Most, if not all of my CPD activity is relevant to both current and future practice.

**Standards 3 and 4: Registrants must seek to ensure that their CPD has contributed to the quality of their practice and service delivery and seek to ensure that their CPD benefits the service user**

The examples below are a selected number of my CPD activities and demonstrate how they have contributed to my practice and how my service users have benefited from my sustained professional development. Appendix 1 of this CPD profile contains a complete list of my CPD activity during the period under review.

#### **Relevant reading**

I regularly read relevant psychology journals [*Journal of Occupational and Organisational Psychology (JOOP)*, *OP Matters*] for my main areas of practice and I have access to other publications for both professional and personal interest, [*HR Management Journal*, *British Journal of Psychology*, and *British Journal of Health Psychology*]. I access the university website, BPS reader's digest and the occupational digest for practitioner and research articles. These keep me up-to-date on the latest methodology techniques and current theories in my area and help me identify possible new directions for my practice and working with students. I subscribe to the *Coaching at Work* magazine and regularly purchase *Scientific American Mind* to broaden my outlook.

I have been widening my knowledge in other interest areas, for example various coaching techniques and well-being research by reading appropriate books, some of which I have also reviewed for my website and the *Psychologist* magazine, (Evidence 2).

Another example is a research paper I have recently read [Evidence 3] (*More than a mirage: a large-scale assessment centre with more dimension variance than exercise variance*; (Guenole, N., Chernyshenko, O. S., Stark, S., Cockerill, T., Drasgow, F. (2012) *JOOP*, 86, 5-21). It discussed assessment centres (AC) and whether well-implemented designs produce better measurements of dimensions. This will benefit all my service users, as I can direct my TOPs and students to recent literature that challenges previous research. There were other areas that will impact on how I could design any future assessment centres. For example, I was very interesting in the frame-of-reference training that all the assessors were involved in and I hope to discuss this further with one of the authors, to gain an understanding of what it entailed and the benefits to future practice in assessing and coaching. Another interesting finding was that revealing the dimensions to AC participants is not necessary for strong measurement of dimension; therefore this is an area to discuss with clients to inform them of current findings in literature.

### **Professional supervision**

Over this period I am supervising trainee occupational psychologists (TOPs) through their stage 2 process to achieve Chartership status. Supervision sessions take place monthly via email and/or telephone and quarterly face-to-face meetings during a two to three year period. I challenge trainees' reasoning and question their choices of intervention. We discuss theoretical research and how this determined their solutions and also which theories they dismissed and why. Developing, implementing and maintaining personal and professional standards and ethical practice is one of the key competencies we focus on, and I ensure that this is an area for discussion on all their entries. We also reflect on their jobs and how they can apply this learning in other areas of their practice in the future. Supervision has developed both my coaching skills and my psychology knowledge as my trainees work in a variety of sectors. It also benefits the TOPs and their clients by challenging and questioning their recommended solutions were grounded in psychological theories. I attended the refresher training (Evidence 4) to ensure I keep up-to-date with any HCPC/BPS changes and to retain my eligibility for supervision.

### **Peer Group supervision**

I undertake peer group supervision by members of the Special Group in Coaching Psychology (SGCP), where I meet with other psychologists and coaches in similar service provision. As an independent consultant it can be difficult to “bounce ideas around” so this provides an opportunity for informal sessions to discuss cases, interventions and outcomes and also debate new evidence-based research that is in line with current thinking. These sessions can often identify areas for further development and/or future research. Through discussions I have given more thought to the coaching contract, in order to benefit both my clients and myself. I gained a more detailed understanding of what a good contract looks like and it prompted me to research this with experienced coaching colleagues and coaching association’s literature. I have now produced a contract template for my clients, both individual and organisational, that states coaching objectives, measures outcomes, reviews procedures and all confidentiality aspects (Evidence 5). This contract provides transparency, as the more explicit the issues are made the less likely the chance of dissatisfaction is for the client. A contract should also make clear that in the case of any illegal activity becoming evident during the coaching or if there is potential for harm to be caused to the client or others’ that I may not be able to maintain complete client confidentiality and may need to involve others. Again this transparency is beneficial for the service user and also demonstrates that I work to the codes of ethics of my profession and good coaching practice overall.

### **Association for Coaching workshops**

I have attended four CPD workshops organised by the Association for Coaching. These focused on

- 1) Coaching with Humour
- 2) Appreciative Inquiry (AI)
- 3) Cognitive Based Coaching (CBC)
- 4) Confidence Coaching (Evidence 6).

All the workshops were useful and I have been able to incorporate some of the learning immediately into my practice. The AI event provided me with insight into the underpinning philosophies and conception in 1987 and how to apply it to drive leadership change. I have incorporated some of the AI processes within my Positive Psychology psychometrics and coaching offering (Evidence 7). The CBC event was very useful as I had never received any training on this technique before on how it could be incorporated into a business arena as well as a health one. This is an area I would like to pursue further to gain a more formal accreditation.

These workshops benefit my service users as each style of coaching has environments where they are most effective. The ability to integrate a wide range of skills, models and tools will enable me to become truly effective for the wide range of service users who are affected by my practice. For example, CBC would be effective with clients, for example senior managers who are keen to detect, examine and change maladaptive thinking by engaging in retrospection. Whilst AI is a useful tool that I can use with my TOPs and university students as well as clients by expanding people’s capacity to perform and by channelling their abilities for the greatest impact.

## **Psychometric test training and accreditation**

I use psychometric tests in assessment and development centres and also as part of my coaching offering. I have developed new tools in this period and also gained the BPS accreditation in two existing tools.

### New Tools

I undertook training and accreditation in a positive psychology tool, Strengthscope. I attended a one-day workshop to gain an understanding of the theory and how to apply the tool. Post-workshop I completed an additional feedback practice session and returned the completed feedback form, in order to complete their accreditation process (Evidence 7).

### BPS Accreditation

I also gained BPS accreditation in two other tools, Hogan's HDS and SHL's OPQ instruments. My initial training in these two tools was by a transfer course and so undertaking the accreditation process has improved the quality of my practice, as it embedded the theories and applications.

The accreditation process allowed me to evidence my competence and knowledge in these two personality instruments, thus improving my overall service offering to all my clients. As the BPS aims to ensure that only competent and current test users retain valid qualifications and an entry on the Register of Qualified Test Users (RQTU), my undertaking of these accreditations has demonstrated I am maintaining my competence in the tools I administer (Evidence 8).

(1300 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	Record of CPD Activities	10 pages print out	1,2,3,4
2	Book reviews from website and notes from my reading	2 pages hard copy	2,3,4
3	Review of reading	1 page hard copy	2,3,4
4	Certificate of attendance at QOP refresher training	1 page hard copy	2,3,4
5	Coaching contract template	2 pages hard copy	2,3,4
6	Four Certificates of attendance at AC events	4 pages hard copy	2,3,4
7	Certificate of accreditation in Strengthscope tool	1 page hard copy	2,3,4
8	BPS Psychological Testing Centre (PTC) register of accredited psychometric tools	1 page hard copy	2,3,4