

Continuing professional development in hrm



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In this essay the author presents a critical evaluation of the four stages of the Continuing Professional Development (CPD) cycle as a tool to support her CPD in Human Resource Management (HRM). The CPD process can be carried out by undertaking step-by-step process (see, Figure 1). However, the basis for most training remains the traditional training process system (see Figure2). Thus, we will use the traditional training process system for our analysis.

Defining the CPD poses an interesting problem although a number of eminent researchers and organisation have categorised the different approaches. The Chartered Institute of Personnel and Development (CIPD) define CPD as “ the need for individuals to keep up to date with rapidly changing knowledge” (Website 1). Other organisations refer to structured processes “ to maintain, develop and enhance skills, knowledge and competence both professionally and personally in order to improve performance at work” (Website 2). The Chartered Institute of Management (Website 3) states that ‘ Effective CPD is a commitment to professionalism – it shows that you have taken personal responsibility for ensuring that you have the skills and knowledge necessary to meet the challenges of an ever changing world. The process should benefit the individual, and also the business as a whole.

Evaluation of the four stages of the CPD cycle

The traditional training process system (see Figure2) of CPD cycle comprises four main steps: 1) Identifying development needs, i. e., identifying training and learning needs; 2) devising a learning plan – prioritizing needs and

selecting appropriate activities; 3) undertaking development activities and; 4) recording and evaluating outcomes (Megginson & Whitaker, 2007).

Now, if we consider the contents of the MSc in HRM, in relation to the CPD cycle and the author's approach to achieving her goals, i. e., completing the MSc in HRM with at-least merit pass for most modules together with appropriate particle experiences. The first step is that identifying development needs. According to Inglis (1994) identifying development needs means developing an Extraordinary Realistic Self Image (ERSI), which should consist the elements of work it self, reflection by self, feedback from others, individual psychometric & self -diagnostic measures, organizational metrics and professional metrics. Moreover in the case of individual identifying development needs includes, feedback from others, self-assignment, reflection, personal & professional congruence and aspirations / dreams.

In this case, the author as an individual, taking all the above factors into consideration she set up her development needs as follows; by studying MSc in HRM she wish to develop her ability to make an effective contribution at a strategic level in today's rapidly changing organizational contexts, internally or externally. She also wants to learn more about the effective management and utilization of human resources in organizations. By the end of this course, she hope to achieve more knowledge about strategic perspective and operational perspective, also she would like to gain more knowledge and skills to motivate and manage employees, and become a reflective practitioner in this specialist field, so-called human resources management, and develop a strategic understanding of HRM in relation to organizational

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processes. At present the author is only an affiliate member of the CIPD and by the end of the course she aims to gain graduate membership of the CIPD and in the long time her aspirations is to become a fellow of CIPD.

Now, she needs some criterion for deciding which of these needs should be given priority. In relation to this Stephen Covey (1990) emphasized the need to focus on the areas that are important and non-urgent. Megginson (1994) created a framework called SPICE, which covers a range of areas and has a memorable acronym. SPICE involves setting goals in the areas of spirit, physical, intellect, career and emotion. Another model presented by Hawkins (1999), so-called BEST model suggests that we can set goals that get the best out of us if we look for goals that help us to: Broaden - move us into new areas; Enjoy - get us doing more of the things that we love; Stretch - take us into new areas, doing more, facing bigger challenges; Think - challenge our understanding and mastery, demanding deeper insight. The next framework to take into account is the modes model discussed in Boydell and Leary (1996). Each mode has certain key characteristics and strengths, and the large movements of our life, when we notice that we are viewing the world from a radically different perspective are about moving from one mode to the next. Figure 3 briefly describes each of the modes, which may help to identify where we stand in our development. The model begins at the bottom and as we develop we work up through the modes over the years.

The author is adopting the BEST (Broaden, Enjoy, Stretch, Think) model for prioritizing her needs and selecting appropriate activities, it is in her view that this model is more appropriate to her case. Because, undertaking the MSc in HRM she gains more knowledge and skills in the field of HRM. She is <https://assignbuster.com/continuing-professional-development-in-hrm/>

enjoying doing the course and doing more of the things she love. On the other hand the course is quite a challenging one due to the nature of the course contents and the mode of study (i. e., full time) also the time constrain is a big factor. Thus, she is stretching her self to balance the professional and personal life. However, her desire to think ahead and fulfill her ambitions allows her to face the challenges and demanding her to do more to get a deeper insight of the subjects.

Now, moving on to undertaking development activities, these should be in the form of professional work-based activities (e. g. work project and new task), courses & conferences (e. g. CIPD branch meetings), and self-directed informal learning (e. g. reading, action learning and reflective diary). In relation to this the author is engaged in professional work-based activities via work-placement, which allows her to use the theories into practices that she learned though formal lectures and further readings. Moreover her self-directed informal learning such as readings, allows her to use wider theoretical concepts into her assignments, exams, and practical activities. This allows optimizing her knowledge and skills, as well as achieving her goals with confidences.

Recording and evaluating outcomes - the process of writing helps us to distil experiences, recognize patterns and discern trends. It enables us to remember what has gone before and capture lessons for the future. It can also be kept for CIPD upgrading applications (Megginson & Whitaker, 2007). The author has included an evidence of her own reflecting back Continuing Professional Development (CPD) record and moving forward plan, which spans the period of her MSc in HRM taught programme and plan for further

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development. She was very pleased about her overall performance so far, but it is in her own view that she could have done even better in one or two subjects, however due to time constraints and other factors which are beyond her control made it difficult to perform on a highest level for those two subjects. Thus, for the future tasks, she will prepare well by reading wide range of materials including lectures notes and gathering vital information from various sources, for example, this is particularly very important for her dissertation that will be the immediate future task for her. Furthermore, better manage the time and plan ahead early as possible, and she believes that will lead to the better outcome.

So far, the author's approach to formal educational CPD activities (MSc in HRM) explained generally with respect to CPD cycle. Now, she considers the whole CPD process by identifying further needs to journey through the CPD cycle again.

With respect to MSc in HRM, assessing her current skills, she studied wide range of HRM functions, models and methods used in organisations. Through these studies she is now able to analyse and critically assess the function of the manager and organisation based management structures alongside the role of human resource management within a range of organisational settings. The author's able to demonstrate a critical understanding of a range of methods and models used in organisation and business analysis from the perspective of human resource management. She has an idea of how leadership developments and how learning & development is functioning in an organization (e. g. coaching, and e-learning) and how is the annual pay review managed and application of Performance Related

Payment (PRP) system worked; also an up-to date information about current legislations; the employee communications and how the people resourcing strategies managed. Thus, she has insight knowledge of wider area of Human Resource Management (HRM). Moreover the author is able to demonstrate a theoretical and critical understanding of the actors, context, mechanisms, processes, and procedures that regulate and shape the employment relationship, including an appreciation of the contrasting perspectives and interpretations within employment relations. Furthermore, she can demonstrate critical understanding and analytical awareness of how employment relations concepts, policies and practices are applied within organisations to contribute to the management of people and organisational performance.

As she reflecting on the outcomes, it is her view that she need to apply the knowledge and skills gained over the year through her studies. However, it is important to note that the author developed her HR skills in the area of Employee Relations (ER) through the work placement; it has strengthened her ability through project management in real life situation.

Recommendations

As the CPD cycle continue throughout her professional life, for the author's immediate future practices the following activities are recommended. Firstly, drafting a realistic moving forward plan, this should contain the key areas of development, that has to be achieved in the next year or so, and a time scale for the review of professional development needs. Secondly, networking and improved communications with academic and industrial communities within the HRM field is greatly encouraged. This allows her to

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exchange ideas and other information for optimised performances for her self and the organisation. Finally, continuing work based training is recommended for long-term development of her career.

Summary

In this essay critical evaluation of the author's approach to the formal educational learning CPD activity (i. e. the MSc in HRM) with reference to the various stages of engagement with the CPD cycle is presented. Conducting this formal educational learning activity the author seeks to broaden and deepen her awareness of the topic of Human Resource management, knowledge and skills. The course covers theory as well as practical applications (i. e., through the work-placement), and lead to a qualification (MSc in HRM). Within the context of CPD process, the author's reflection on her own CPD from both a practical and a theoretical point of view are presented. Furthermore, the author's motivation, engagement and management activities related to the MSc in HRM scheme are described. Finally some recommendations are suggested for the author's future practice.