Professional Practice

ASSIGNMENT 2

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Class: GCD0825

ASSIGNMENT 2 FRONT SHEET

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Student declaration			
I certify that the assignment submission is entirely my own work and I fully understand the consequences of plagiarism. I understand that making a false declaration is a form of malpractice.			
		Student's signature	HUY

Grading grid

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☐ **Summative Feedback:** ☐ **Resubmission Feedback:**

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INTRODUCTION

I will examine different methods of learning and reflection, which will help them to identify their own preferred style of learning. They will use this information as a basis for writing an essay about learning styles, self-managed learning, the role of lifelong learning, personality reflection and, aspects of time management and also compile a personal portfolio of information about themselves, which will help them to identify and achieve their personal goals. You will be assessed on the quality of the information provided in this assignment. You should identify the above issues clearly and present professionally in a report format. My evaluation should be 'SMART' than a mere description. I will analyse qualities of existing business entrepreneurs for you to carry out the self-evaluation.

Examine the need for Continuing Professional Development (CPD) and its role within the workplace and for higher level learning

1. Discuss the importance of CPD and its contribution to own learning.

1.1. What is Continuing Professional Development.

CPD stands for Continuing Professional Development. It refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It's a record of what you experience, learn and then apply. The term is generally used to mean a physical folder or portfolio documenting your development as a professional. Some organizations use it to mean a training or development plan, which I would argue is not strictly accurate. This article is about CPD as a process of recording and reflecting on learning and development. (jobs, n.d.)

What is it for?

The CPD process helps you manage your own development on an ongoing basis. It's function is to help you record, review and reflect on what you learn. It's not a tick-box document recording the training you have completed. It's broader than that.

The key features of the CPD process:

To justify the name, a CPD needs to:

- Be a documented process
- Be self-directed: driven by you, not your employee
- Focus on learning from experience, reflective learning and review
- Help you set development goals and objectives
- Include both formal and informal learning.

What will it do for you?

A CPD may be a requirement of membership of a professional body. It can help you to reflect, review and document your learning and to develop and update your professional knowledge and skills. It is also very useful to:

- Provides an overview of your professional development to date
- Reminds you of your achievements and how far you've progressed
- Directs your career and helps you keep your eye on your goals
- Uncovers gaps in your skills and capabilities
- Opens further development needs
- Provides examples and scenarios for a CV or interview
- Demonstrates your professional standing to clients and employers
- Helps you with your career development or a possible career change.

Figure 1 - Continuing Professional Development. (axelos, n.d.)

1.2. The importance of CPD.

Continuing Professional Development exists to ensure that an individual enhances their skills and abilities once they have formally qualified. Typically, academic qualifications have already been completed at this stage and an individual is now working within their specific industry and job function. CPD is important as it helps to ensure that further learning is progressed in a structured, practical and relevant way to guarantee that there are applied efficiencies in learning. CPD allows an individual to focus on what specific skills and knowledge they require over a short-term period, say 12 months, in order to be confident there is recognizable improvement within their proficiency and skill sets. (cpduk, n.d.)

The purpose of CPD

In an ever-increasing globalized and competitive society, the importance of Continuing Professional Development cannot be overstated. The world's industries are forever evolving, which creates exciting opportunities, but which also comes with challenges. CPD enables an individual to regularly apply attention to important areas of development and takes appropriate action to reduce any shortfalls in knowledge. Equally, an individual must see Continuing Professional Development to remain competitive with his or her peers, and as an opportunity to differentiate themselves at moments where this may be required, such as in job interviews or in tenders for new work and business acquisition. As more people become professionally qualified with similar qualifications, CPD becomes more important as a means of separating yourself from the pack.

A planned approach to Continuing Professional Development allows an individual to put themselves in charge of their own career development and work-related ambitions. A personal empowerment of learning brings with it an increase in confidence and resulting abilities, all of which correlate to an improvement of capability for their employment environment.

1.3. How CPD contribution to own learning?

We have devised a three-stage cycle you can follow easily to meet your annual points requirements:

- **Step 1: Assess capability and plan learning**

Assess your skills and capabilities to help you understand your development needs so you can identify the right activities and measure your progress against these.

- **Step 2: Acquire skills and knowledge**

Once you understand your development goals, you can go out and undertake activities to help you meet them. Your development is about you and so it is in your power to choose the activities that are relevant to your goals.

- **Step 3: Apply and evaluate**

This final stage of the cycle focuses on the outcome of your activity and how it has helped you meet your development goals. When you log your activity, you will be asked to evaluate the outcome either by providing a description of your learning or by selecting the skills you have developed. (axelos, n.d.)

How do I start?

Keep a learning log and record your thoughts in whatever way suits you best. You may find it helpful to write things down in detail, for example, or to make notes on insights and learning points. The process of writing makes you think about your experiences at the time and makes planning and reflection much easier. You can't review your experiences without recording them, however good your memory is.

Answering the following questions may help to know how CPD contribution to own learning:

Where am I now?

Review and reflect on any learning experiences over the previous year or over the past three months. Write your thoughts down about what you learned, what insights it gave you and what you might have done differently. Include both formal training events and informal learning, such as:

- learning from colleagues or shared learning from networking
- reading about new technologies, new methods of working, legislative changes
- shadowing or assisting an experienced colleague
- insights and learning points from coaching and mentoring
- reflections, insights and learning points from taking on a new responsibility
- organizational or role change
- temporary job swaps within the department/organization
- deputizing or covering for colleagues
- insights and lessons learned from mistakes
- lessons learned from critical incidents or events

Make a note of any outcomes of each learning experience and what difference it has made to you, your colleagues, your students (if relevant) or your employer.

Where do I want to be?

Write down your overall career goals - where you want to be in two, five- and 10-years' time. Then write down no more than three specific and achievable shorter-term objectives, including the dates by which you want to achieve them.

What do I have to do to get there?

Looking at your overall career goals, make a note of what you need to do to achieve them. This could include further training, job or role progression or changes in direction.

For shorter term objectives, include the first step - what you can do today or tomorrow. For example, having a chat with your manager about a new responsibility or finding out about new technology from a colleague who has experience of it.

When should I review progress?

This step is essential! You'll need to set a date in advance for review of the objectives you've set yourself. You can either do this from one review to the next or decide to review regularly - once every three, six or 12 months. Put it in your diary and do it! The cycle of continuing professional development has begun. (jobs, n.d.)

2. Produce a development plan that outlines responsibilities, Performance objectives and required skills, knowledge and learning for own future goals.

2.1. Personal analysis.
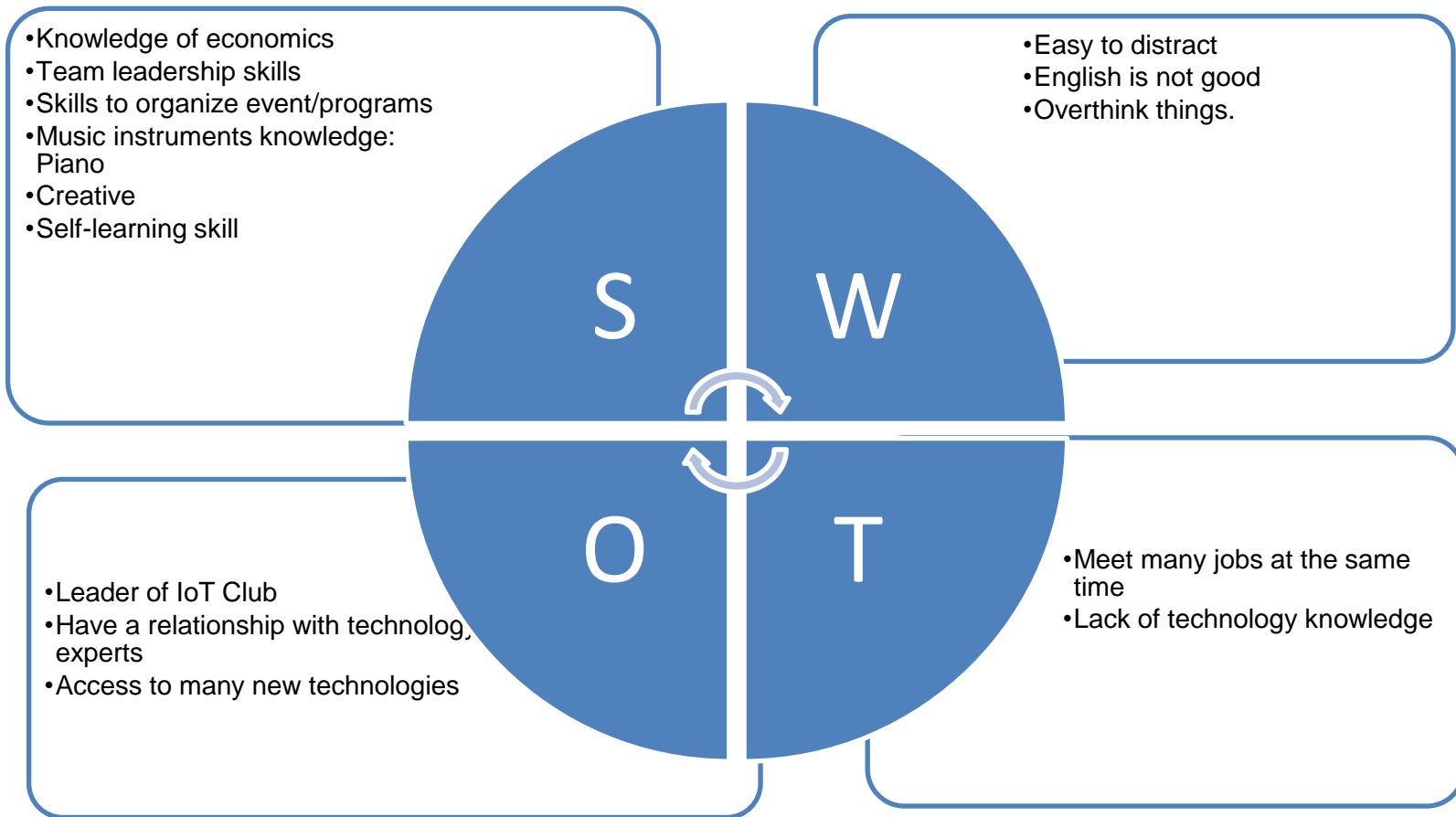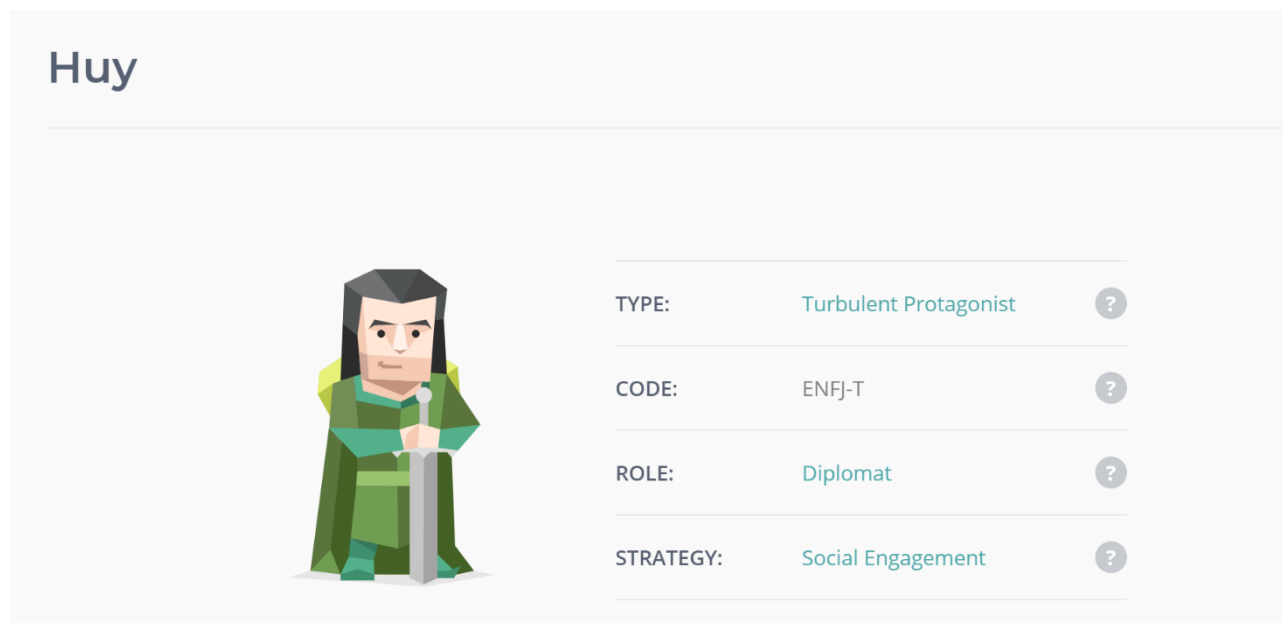
2.1.1. SWOT evaluation

•Knowledge of economics
•Team leadership skills
•Skills to organize event/programs
•Music instruments knowledge: Piano
•Creative
•Self-learning skill

•Easy to distract
•English is not good
•Overthink things.

S
W
O
T

•Leader of IoT Club
•Have a relationship with technology experts
•Access to many new technologies

•Meet many jobs at the same time
•Lack of technology knowledge

Figure 2 - SWOT evaluation

2.1.2. What is my personality style?

Base on: https://www.16personalities.com, I realize that my personality style is Protagonist – ENFJ-T (https://www.16personalities.com/profiles/e678bd107801d)

Huy

TYPE:	Turbulent Protagonist
CODE:	ENFJ-T
ROLE:	Diplomat
STRATEGY:	Social Engagement

Picture 1 - My personality style

Personality Traits

Mind	Energy	Nature	Tactics	Identity
58%	62%	67%	61%	65%
EXTRAVERTED	INTUITIVE	FEELING	JUDGING	TURBULENT
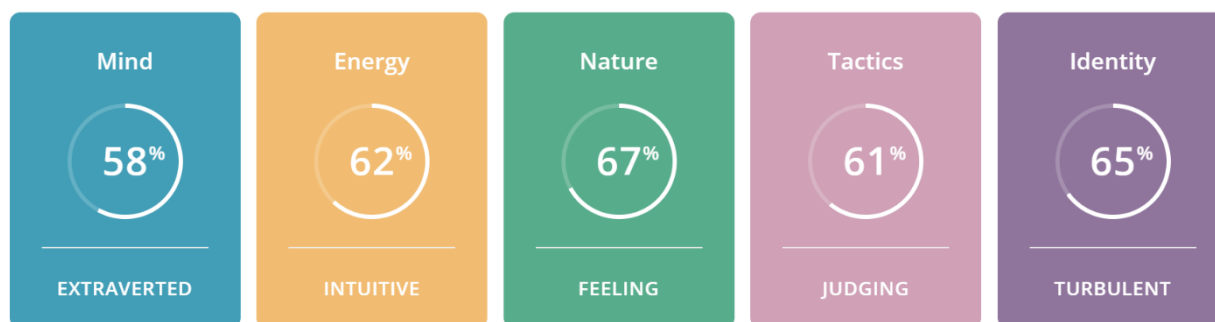
Picture 2 - My Personality traits

- Protagonists are natural-born leaders, full of passion and charisma. Forming around two percent of the population, they are oftentimes our politicians, our coaches and our teachers, reaching out and inspiring others to achieve and to do good in the world. With a natural confidence that begets influence, Protagonists take a great deal of pride and joy in guiding others to work together to improve themselves and their community.

- The interest Protagonists have in others is genuine, almost to a fault – when they believe in someone, they can become too involved in the other person's problems, place too much trust in them. Luckily, this trust tends to be a self-fulfilling prophecy, as Protagonists' altruism and authenticity inspire those, they care about to become better themselves. But if they aren't careful, they can overextend their optimism, sometimes pushing others further than they're ready or willing to go.

- Few personality types are as inspiring and charismatic as Protagonists. Their idealism and vision allow Protagonists to overcome many challenging obstacles, often brightening the lives of those around them. Protagonists' imagination is invaluable in many areas, including their own personal growth.

- Yet Protagonists can be easily tripped up in areas where idealism and altruism are more of a liability than an asset. Whether it is finding (or keeping) a partner, staying calm under pressure, reaching dazzling heights on the career ladder or making difficult decisions, Protagonists need to put in a conscious effort to develop their weaker traits and additional skills.

- As in the team-leader role, I always prefer to establish real friendships and use my broad popularity to inspire and motivate, taking on the role of leader, working alongside my subordinates, listen and understand their perspectives, rather than shouting from behind my desks. I believe that leading style will help to smooth things over and adapt to the needs of my team.

2.1.3. S.M.A.R.T Goals

What Does SMART Mean?

SMART is an acronym that you can use to guide your goal setting.

To make sure your goals are clear and reachable, each one should be:

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced, results-based).
- Time bound (time-based, time limited, time/cost limited, timely, time-sensitive).

   (mindtools, n.d.)

Figure 3 - Smart Goals. (myfitnesspal, n.d.)

How to Use SMART

- **Specific:** My goal should be clear and specific, otherwise I won't be able to focus my efforts or feel truly motivated to achieve it.
- **Measurable:** It's important to have measurable goals, so that I can track my progress and stay motivated. Assessing progress helps me to stay focused, meet my deadlines and feel the excitement of getting closer to achieving my goal.
- **Achievable:** My goal also needs to be realistic and attainable to be successful. In other words, it should stretch my abilities but still remain possible. When I set an achievable goal, I may be able to identify previously overlooked opportunities or resources that can bring me closer to it.
- **Relevant:** This step is about ensuring that my goal matters to me and that it also aligns with other relevant goals. We all need support and assistance in achieving our goals, but it's important to retain control over them. So, make sure that my plans drive everyone forward, but that I am still responsible for achieving my goal.
- **Time-bound:** Every goal needs a target date, so that I have a deadline to focus on and something to work toward. This part of the S.M.A.R.T goal criteria helps to prevent everyday tasks from taking priority over my longer-term goals.

2.2. Goals, objectives and action plan

2.2.1. Goals and objectives

Short team goals (Next 12 months)
- Achieve the IELTS certificate with the result at least 6.5 point
- Achieve the CCNA
- Improve knowledge of IoT, AI, Machine Learning, Deep Learning, Blockchain
- No absence of any class
- Top of every class (Major)

Mid-term goals (Next 2 years)
- Graduate bachelor's degree of Computing from University of Greenwich
- Having a scholarship to England.
- Become a professional in IoT
- Having a scholarship to study Ph.D. degree in another country

Long-term goals (Beyond 4 years)
- Successfully graduate Ph.D. degree
- Have a job in international company.
- Get married.
- Have own house and car

2.2.2. Action plan

Priority No.	Objective	Current status	Target	Development opportunity method and status	Time scale	Criteria for judging success
1	Achieve the IELTS certificate with the result at least 6.5 point	- Haven't taken any IELTS course before - Lack of experience in academic Writing. - Good at listening and Speaking.	- Improve academic Speaking and writing skill. - Achieve the IELTS certificate with the result at least 6.5 point	- Self-study some course on Internet (Doing) - Join IELTS class (Pending)	June 2019 to September 2019	- Complete course on Internet. - Complete IELTS class. - The results after test should be at least 6.5 point
2	Become a professional in IoT	- Have some experience in IoT - Lack of experience in IoT extended	- Become an expert, a researcher in the field of IoT - Create smart products: Smart	- Self-study some course on Internet (Doing). - Participate in workshop programs	June 2019 to June 2020	- Complete course on Internet. - Win prizes from IoT competitions. - Make smart products.

		like: AI, 5G, etc.	house, smart farm, smart city, etc.	and contest on IoT (Doing).		
3	Having a scholarship to England.	- Haven't taken any IELTS course before - Having a good academic record at university - Good financial resources - Experienced independent living	- There are scholarships for the last year of university in England. - Graduate University in England - Search for master scholarships in the UK	- Complete university subjects with excellent performance. (Doing) - Learn more information related to information technology. (Doing) - Improve my English skills. (Doing).	May 2020 to May 2021	- Complete university subjects with excellent performance. - Achieve the IELTS certificate with the result at least 6.5 point - Having a scholarship to England.

Table 1 - Action plan

3. Compare and contrast different motivational theories and the impact they can have on performance within the workplace.

Base on: http://www.seemypersonality.com, I have undertaken a motivational behavior test and the results are as follows:

Figure 4 - My motivational behavior report

I have a very strong drive to complete tasks that I have set myself, or that others have set for me, however I am very motivated by seeking reward for my behavior. The offer of a reward (such as a promotion for working hard or winning a bet) will keep my motivated to complete difficult activities.
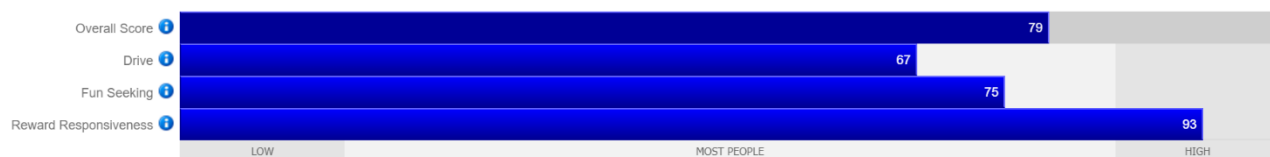

Figure 5 - My behavioral Approach

I have a very strong drive to complete tasks that I have set myself, or that others have set for me. I am actively seeking out activities that will make me happy, including parties, hanging out with family and friends or even thrill seeking through sports etc... I am also tending to be impulsive.

I am very motivated by seeking reward for my behavior. The offer of a reward (such as a promotion for working hard or winning a bet) will keep my motivated to complete difficult activities.

Figure 6 - My behavioral Inhibition

My major motivation is to avoid things that i don't like. This can mean organising my life to avoid activities i am not enjoy, or to escape punishment or pain. I can also tend to be a fairly nervous person.

(seemypersonality, n.d.)

4. Evaluate a range of evidence criteria that is used as a measure for effective CPD.

I must complete 20 points' worth of activities linked to the product you registered with within a 12-month period. Five points must come from the Professional Experience category, but the remaining 15 can be earned from activities across the Training and Qualifications, Community Participation and Self-study categories.

One point equates to one hour's worth of effort and I can record a minimum of 30 minutes, or 0.5 points, up to a maximum of 15 hours or 15 points. For Professional Experience, to gain the five points, I will need to list five activities that you undertake within your role and that link to the skills and behaviors expected of your role.

I will need to log the activities for Professional Experience and submit those in order to achieve your first digital badge. I will then have the remainder of your subscription period to achieve an additional 20 points, to receive a digital badge when I renew.

Table 2 - My AXELOS CPD Table. (axelos, n.d.)

Evaluate the criteria that affect CPD's effectiveness through future plans:

	Criteria	My plan	Rating	Status	CPD Points
Short-term goals	**Self-Study**	Achieve the IELTS certificate with the result at least 6.5 point	**High**	**Pending**	**0**
	Self-Study	Achieve the CCNA	**Low**	**Pending**	**0**
	Community Participation	Improve knowledge of IoT, AI, Machine Learning, Deep Learning, Blockchain	**High**	**Doing**	**2**
	Self-Study	No absence of any class and be top of every class (Major)	**High**	**Doing**	**1**
Mid-Term Goals	**Self-Study**	Graduate bachelor's degree of Computing from University of Greenwich	**High**	**Doing**	**1**
	Training	Having a scholarship to England.	**Medium**	**Pending**	**0**
	Professional experience	Become a professional in IoT	**High**	**Doing**	**1**
	Training	Having a scholarship to study Ph.D degree in another country	**Medium**	**Pending**	**0**

Long-Term Goals	Professional experience	Successfully graduate Ph.D degree	Medium	Pending	0
	Professional experience	Have a job in international company.	High	Pending	0
	Community Participation	Get married.	Medium	Pending	0
		Have own house and car	Low	Pending	0
Total point					5

Now I only have 5 points when applying CPD performance indicators, so in the future I will try to achieve the goals set out to complete CPD (greater than 20 points). I would suggest the following basic framework:

- **Decide what I want from a CPD program:** If I don't have set expectations for changing teacher behavior or other headline objectives, I will never know how successful the program has been.
- **Determine the criteria I am going use to assess progress:** These should measure the difference that the CPD program makes to teacher practice and student outcomes, rather than just evaluate the CPD activity itself. I may already be collecting relevant metrics. If not, I will have to start from scratch.
- **Employ a range of quantitative and qualitative criteria including questionnaires, interviews, focus groups, observations, feedback sheets and reflection logs, for example:** That will give me a multi-dimensional picture of any changes that are happening.
- **Measure these criteria over an extended period**: Research shows that most CPD evaluations are based on participants' reactions immediately or soon after the CPD program is finished. As a result, assessment is generally brief, subjective and difficult to interpret. So, don't simply tack evaluation to the end of my CPD program as an add-on.
- **Make evaluation a positive experience**: Unfortunately, all too often it is seen as highlighting failure and undesirable outcomes rather than being a necessary requirement for ensuring improvement in my school is appropriately targeted and on-going.

- **Take CPD evaluation seriously:** Don't see it as some tick box exercise that is there to appease governors, inspectors and other external stakeholders. Properly embrace it to develop pupil learning and the quality of teaching in my school.
- **Don't make CPD evaluation burdensome:** With the right training, a practical and collaborative approach, and the use of appropriately rigorous tools, CPD evaluation can be surprisingly straightforward.
- **Involve everyone who will be part of the evaluation process from the start:** CPD evaluations should not be left solely to members of the senior team to impose on others.

CPD evaluation is an often-neglected step because it is perceived as challenging. And yes, it does require long-term commitment and planning. However, to ensure that my school and its pupils gain maximum benefit from any professional development program, assessment of training is not a nicety, but an essential. Only by doing this I can create the long-term training programs that are so vital to my school's development. (educationweekjobs, n.d.)

CONCLUSION

In order to do that, I need to have a plan, a personal roadmap. The best car in the world will not take me to the right place if i do not know where I want to go. We have told me how Protagonists tend to behave in certain circumstances and what their key strengths and weaknesses are. Now we need to go much deeper into my personality type and answer "why?", "how?" and "what if?"

This knowledge is only the beginning of a lifelong journey. I ready to learn why Protagonists act in the way they do. What motivates and inspires me? What I am afraid of and what I secretly dream about? How I can unlock my true, exceptional potential?

Our premium profiles provide a roadmap towards a happier, more successful, and more versatile ME! They are not for everyone though – I need to be willing and able to challenge my-self, to go beyond the obvious, to imagine and follow my own path instead of just going with the flow. If I want to take the reins into my own hands, someone is here to help me.

Discuss my goal setting, personality and learning styles which can be implemented to overcome the problems I have identified in personal development plan. I should seek to communicate this information in an appropriate manner at various levels – strategic, tactical and operational.

Identify one work-based problem, either where I work now or where I intend to work in the future, where the solution requires individual training or qualifications.

My PDP should identify my short-term objectives and long-term objectives, together with the processes and activities required to implement my development plan.

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