



Applied Leadership and Management in the Workplace

Module Assignment Submission

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Statement of Confirmation of Authenticity

By the act of making this submission, the student declares that this is the work of the student named above. The work has not, in whole or in part, been knowingly presented elsewhere for assessment, or where assessment has been built on a previous assessment, this has been identified. Where materials have been used from other sources it has been properly acknowledged. If this statement is untrue, the student acknowledges that an assessment offence has been committed.

Attention is drawn to the plagiarism and unfair practice policies of both the University and of ILM.

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Introduction

What is Continuous Personal Development? According to Megginson & Whittiker (2007) Continuous Professional Development is a self-driven, ongoing process of improving the skills, knowledge, and experience throughout an individual's career and lifetime.

The report delves into developmental psychology, examining how an individual's learning style evolves throughout the various stages of life, influenced by cognitive, emotional, and social development.

Understanding these theories can give insight into the various learning styles, the models used, how to apply them, thereby allowing education to be tailored to suit individuals preferred learning style.

Through Continuous Personal Development, individuals can maintain relevancy, enhance their performance, and achieve their full potential, personally and professionally further benefits and reasons why CPD is important can be found in Appendix 2.

Section 1: Know how to identify development needs

1.1 Identify learning styles for self and another

As humans we have unique learning styles and throughout our life we go through stages of cognitive development and learning styles.

Developmental psychologists Jean Piaget (1936, 1950) and Lev Vygotsky (1934, 1978) offer a foundation to understanding how learning style change as we grow.

Piaget theory of cognitive development: (1936, 1950)

Piaget identified four stages of cognitive development:

Piaget stated that all children go through the same stages but at different rates, each stage must be completed before moving to the next. Some children may not move to the later stages when areas of development may be adversely affected. (*see appendix 3. Maslow Hierarchy of Need*)

Stage	Age	Goal
Sensorimotor	Birth to 18-24 months	Object permanence
Preoperational	2 to 7 years old	Symbolic thought
Concrete operational	Ages 7 to 11 years	Logical thought
Formal operational	Adolescence to adulthood	Scientific reasoning

Piaget's 4 Stages of Cognitive Development

Development is determined by both biological maturation (maturation is an essential precondition to learning) and interaction with the environment.

The sensory motor stage, (interact with environment through senses, touch, taste, visual, sound, mental and physical coordination)

The pre -operational and concrete operational stage align with *Kinesthetics learning style, children learn through physical activity and movement to process new information and consolidate previous experiences.*

The formal operational stage, *children begin to think more abstractly and theorise their findings, which align to the abstract conceptualisation learning styles, such as visual and reading /writing preferences of learning.*

Vygotsky's Sociocultural theory (1934, 1978)

Vygotsky theory placed emphasis on the importance of social interactions and culture in learning. He believed that culture and community play avital role in learning, that learning occurs within the “Zone of Proximal Development.” *the gap between what a child can do independently and what they can achieve with guidance*

FIG .2: THE ZONE OF PROXIMAL DEVELOPMENT. (Vygotsky)



The ZPD (1978) is where the child is fully engrossed in the activity or learning and therefore is the most sensitive time to give instruction or guidance by a tutor, parent with more knowledge and experience, enabling the child to develop their skills further, which they will later use independently, thus expanding their confidence, experiences and knowledge. Allowing higher mental functioning.

The learning preference evolves as individuals transition through different life stages influenced by; ***Physical, cognitive, and emotional development***

Childhood: *learning preference is active (kinaesthetic) and visual, as they rely on concrete, sensory experiences to make sense of the world.*

Adolescence: *When cognitive ability expands, a greater capacity for abstract thinking and problem solving is developed.*

The learning style can then shift to become more auditory, as well as reading /writing, as critical thinking skills develop. Peers become more significant and social learning experiences (group work, discussions) are more effective.

Adults: *Adults become more self-directed in learning, often favouring self-reflective learning styles.*

*This aligns with adult learning theory (Knowles , **Andragogy, The Adult Learner 1973**) Knowles suggests adults prefer practical, relevant, and problem-solving approaches to learning.*

Adults learning is on a “need to know,” and “motivation,” is the reason behind an adult engaging in any learning, if they see no practical use, or relevance in the training, they will not invest in it. “what's in it for me, what will I gain,” unlike children who will follow teacher instruction without needing a reason. Often adults employ a combination of learning styles based on experiences, preference and demands of environment.

Identifying learning styles as adults.

Honey and Mumford (1986) developed a model (an extension of Kolb’s learning style 1984) to identify leaning styles and identified four distinct styles.

- Activists
- Reflectors
- Theorist
- Pragmatist

Each style identifies s a different learning approach; by identifying your own dominant style you can tailor your own learning experience to suit your preference and reach your full potential.

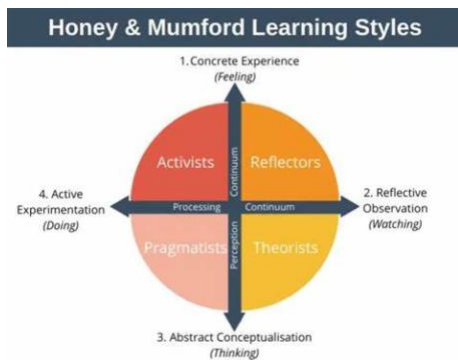
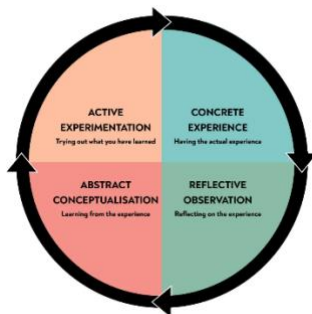


fig 1. diagram of Honey & Mumford learning styles

David Kolb published his learning styles model in 1984, from which he developed his model. Kolb's learning theory works on two levels: a four-stage learning cycle and four separate learning styles. The theory is based around the learner's own internal cognitive/thinking process.

Kolb states that learning involves, acquiring abstract concepts that can be applied flexibly in variety of situations. In this theory, the development of new concepts is gained by new experiences. "Learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38)

Fig.3 Kolb's learning cycle/Reflective cycle. (1984)



1. **Concrete Experience** – the learner encounters a concrete experience. This might be a new experience or situation, or a reinterpretation of existing experience in the light of new concepts.
2. **Reflective Observation of the New Experience** – the learner reflects on the new experience in the light of their existing knowledge. Of particular importance are any inconsistencies between experience and understanding.
3. **Abstract Conceptualization** – reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).

4. **Active Experimentation** – the newly created or modified concepts give rise to experimentation. The learner applies their idea(s) to the world around them to see what happens. (Kolb 1984)

Neil Fleming's VARK model was introduced an inventory in 1987, its purpose was designed to help students and others learn about their individual learning preferences.

According to the VARK model, learners would have a preference for:

- Visual learning (pictures, movies, diagrams)
- Auditory learning (music, discussion, lectures)
- Reading and writing (making lists, reading textbooks, taking notes)
- Kinesthetics learning (movement, experiments, hands-on activities)



fig: Vark learning model.(1987)

Find my own learning style.

I have used the Honey and Mumford online questionnaire to determine my own learning style and that of a work colleague (see **appendix 4**). After completing the questionnaire, I determined that I scored high as a "**Reflector**," whilst my colleague scored high as "**Activist**." Once this was discovered I looked at ways in which my colleague and I preferred to learn and identified the disadvantages if each learning style for us both. Please see the table below

*Table for Myself preference and disadvantages of the **REFLECTOR**.*

Reflector (Myself)	Preferred way to learn or work	Disadvantages
	Learn by listening Sharing ideas with others Group work and discussion Looking for meaning Research and review Thinking before doing Bringing unity and diversity Standing back and observing	Easily distracted Waste too much time getting started Frustrated by action plans Can be too easy going Sometimes indecisive Can forget key details Tend to work in bursts of energy Inability to act spontaneously

*Table for my colleague showing preferences and disadvantages of **ACTIVIST**.*

Activist (colleague)	Preferred way of learning and working	Disadvantages
	Self-discovery, trial, and error Learn by doing Not concerned if get things wrong Can work well with others Likes attention, chairing meetings, being in charge Prefers doing to thinking and feeling Likes to get stuck in without wasting time	Doing too many things at once Lack of planning Leaving things till last minute Lack of attention to detail Not testing things out Jumping in too quickly Being too pushy Lack of consideration to other ways to do things Inability to stand back and allow others to act

1.2 Use a simple technique for identifying development needs for self & another

I have used a simple SWOT analysis technique to identify the development needs for myself and my colleague. This model allows me to consider our strengths and opportunities to achieve success while raising awareness of our weaknesses and finding learning opportunities that can improve our weaknesses before they become threats that could hamper progression in our careers.

Creating a SWOT and GAP analysis for myself and my colleague, together with action plan.

A **SWOT** analysis for myself, (**Reflective learner**), and my colleague, (**Activist**), enables the learner to examine their strengths, weaknesses, opportunities and threats in relation to learning, work, training, and personal development.

SWOT Analysis for myself:

Strengths:

1. **Self-aware:** allowing me to assess my learning and understand what works.
2. **Continuous improvement:** strong skill in critical thinking, evaluating actions and decisions
3. **Understanding:** have deep understanding of concepts as I review and reflect my experiences and learning.

Weakness:

1. **Overthinking:** can get stuck in replaying past actions, overanalysing, which causes “freeze” response or hesitation
2. **Time taken to act:** reflecting can take time and slows down learning or acting quickly in work environment
3. **Avoiding risk:** dislike taking risks, and can focus on past mistakes
4. **Isolation:** spend a lot of time alone reflecting, which limits interactions with others.

Opportunity:

1. **Adaptable:** thinking things through and past actions allows for adapting to a different approach.
2. **Improved problem solving:** by critically evaluating experience and action can help develop better strategies.
3. **Lifelong learning:** I enjoy learning, throughout lifetime I have done many qualifications, each time progressing knowledge and skillset and levels of qualification. Doing a degree is step up and completely new skillset.

4. **Emotional intelligence:** through self-reflection on interpersonal interactions, the ability to be objective, and empathise with others. Through active listening, ensuring a person feels heard and validated, in a non-judgemental safe space. Empowering others to solve problems and move forward.

Threats:

1. **Burnout:** continuous reflection and revisiting mistakes can lead to mental and emotional fatigue, being too self-critical.
2. **Stagnation:** spending too long reflecting can hinder moving forward at a steady pace.
3. **External expectation:** where fast results are required, I can struggle to meet required timescale, to act quickly.
4. **Resistance to change:** focusing on past mistakes, can cause resistance to a new method that contradicts previous methods learnt.

GAP Analysis: Myself.

Current state	Desired state	Gap	Action plan	Measurable
Over analyse past mistakes	Trust my judgement, faster decisions	Time spent on reflection	Set time limit for balance between reflect and action	1month
Avoid risks due to past mistake	Take more risks, try new approaches	Fear of failure	Take small risks to build confidence	2mths
Time taken reflecting, cause slower decision making	Time management, reflect and act within time constraint	Balance time reflecting and acting faster	Give myself structured time for reflection, then to action	2mths
Solitary reflection, limits external perspective	Engage more with peers	Lack of external feedback	Get feedback from mentor, peers, or colleagues	1mth
Self-critical, focus on past mistakes,				

affects emotional well-being	Recognise achievements, and positive outcomes	Focus on negative can lead to negative self-talk and anxiety	Mindfulness, journaling Meditation App in phone Peer support	Daily journal Weekly wellbeing stress checker
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With this GAP analysis I can identify the current level of my Reflective learning approach, and the desired level I wish to achieve.

It includes some strategies which can be implemented, bridging the GAP between them. a timescale to revisit was also added.

Using a SMART tool below will help as a reflective learner to balance my natural strengths with more active behaviour, collaboration with others and increase mental and emotional wellbeing.

Developing my own PDP which i can track my progress as i continue my journey of personal achievement and professional skill set.

Using SMART tool

specific	measurable	achievable	relevant	timebound
Reduce time reflecting. Limit to 20 min then action in 45mins	Keep record of times reflection moves to action for a task	Use a timer	Prevent delays and procrastination	1 month
Develop confidence in risk taking	Record success and outcomes , weekly	Start with small task	Will develop more adaptive skills	2mths
Increase group tasks.	Keep track of sessions and feedback	Start small with two people you already know	Give more perspective and ideas	Weekly
Reduce self critical thoughts	Keep journal write 3 positive things about myself daily	Practice reflecting on what went well ,not just mistakes	Improve mental and emotional wellbeing	Daily journal, use app on phone daily to track weekly progress, as well as end of every month

Swot analysis on Colleague: Activist Learner.

Strengths	Weaknesses
Enthusiastic; likes to jump into new experiences and activities	Impatient: struggles with detailed or slow-paced tasks
Engaged in present: focus on here and now	Dislikes reflection: avoids deep reflection, or analysis of experiences
Quick to learn by doing: learns best through hands on activities and practical involvement.	Can overcommit: takes on too many activities, leading to superficial learning.
Enjoys new challenges: willing to try new things, and take risks	Poor planning: dives into tasks without adequate planning or preparation.

opportunities	Threats
Collaborative learning: enjoys group work	Burnout: overwhelm by constantly jumping into new tasks
Real world learner: engages in practical real-life scenarios	Difficulty with theory: struggles with deep thinking and abstract concept in theoretical learning
Enjoys fast –paced environment: suited to fast paced work Environment	Lack of focus: easily distracted, by new activities, preventing deeper understanding
Networking: easily connects through group project and tasks , out going	Failure to learn from mistakes : lack of reflection of past experiences prevents learning from mistakes

Using this SWOT analysis a GAP analysis could be developed for the ACTIVIST learner. This identifies the current level or state of their learning approach and the desired level they wish to achieve, as well as some strategies to bridge the GAP between them. A timescale to revisit was also added.

Current state	Desired state	GAP	Action plan	measurable
Prefers action over reflection: jumps into tasks, learns by doing	Reflect and action: to combine hands on with reflection to deepen understanding	Lack of reflection can prevent fully grasping concepts and lessons	Do short reflection period after activities to understand what was learnt and how it is applied in future	2mths
Struggles with theories: finds it difficult to	To become comfortable with theory	Limited ability to deal with abstract	Use real-life case study to make theory and	1month

engage in theory and abstract thinking	and applying it in practice.	concepts, essential for deeper learning	abstract concepts relatable in workplace.	
Overcommitting: leads to lack of focus and potential burnout	Be more selective, share tasks: limit tasks ensuring better learning, avoiding burnout	Doing too many tasks can result in superficial learning and poor time management	Prioritise tasks by skill. Set clear objectives before starting task	2mth
Enjoys group work: thrives when collaborating with others. May rely too much on group	Balance independent learning: focus on self-reliance and independent learning	Relying on group can lead to not developing independent learning, which will increase confidence.	Develop independent thinking and problem solving by incorporating balance of group and solo learning	3mths
Dislikes detailed tasks and is impatient when pace is slow: prefers fast, engaging activities that are hands on, avoids task requiring patience	To improve patience and focus: become more engaged with slow, detailed tasks.	Lack of attention to detail can cause errors and misunderstanding complex tasks.	Try practice mindfulness to improve patience. Break down a detailed task into smaller ones, helping to improve focus	1mth

1.3 Identify potential barriers to learning for self and another.

I have a few barriers to learning: myself.

- I suffer anxiety and depression.
- Family commitments: I have 2 elderly frail parents in different Household, which I care for. My dad is terminal.
- Transport. I have ongoing injury to my knee and glaucoma in right eye

- . computer literacy, I am basis on the computer and struggle with reading and typing on screen for prolonged periods. Due to migraine and eye strain.
- Self-confidence. I lack confidence in my ability to achieve academically and professionally.
- No family support.
- Son with autism who is trans and struggling with everyday life.

Colleague.

She has many barriers to her learning the most significant being;

- Severely autistic grandson, sharing care with the mother and her son.
- Her son who has suicidal ideology and attempted suicide.
- Long work hours, as manager of scheme with complex behaviours and needs
- No family support

1.4 Explain how these barriers to learning can be overcome.

1.4 How can these barriers be overcome myself;

- Anxiety: I have online coach and mentor.
- Family: I have a lady who comes in to help me, which alleviates the pressure from myself
- Transport; this is an ongoing issue, trying to secure lifts into uni classes.
- Computer literacy: I attend an evening with work colleague who is proficient with it.
- Self-confidence: I do guided meditation and journaling
- Family support: nothing I can do
- Son: take things as they come try not to overanalyse.

How Colleague is overcoming barriers:

- Grandson: secured more respite care.
- Son: arranged counselling for him
- Long hours: employed another staff member to pick up shortfalls.
- Family support: nothing can do to change it.

Section 2: Know how to develop self & others to achieve organisational objectives

2.1 Analyse learning/development options to meet needs of self & another.

There are a number of methods that could be considered suitable for continuous professional development, the best choices would be those that align to the individuals learning style.

Methods include:

- Formal Education and Training:
Pursuing further education, such as enrolling in courses, workshops, or obtaining advanced degrees, is a structured way to engage in CPD. relevant certificates, which need to be updated every three years, need to current, e.g., Food Hygiene, Child Protection, PBM/PBS, first aid, trauma recovery, Suicide and ligature training, epilepsy, epi-pen.
- On-the-Job Learning and Experience:
Learning through practical experience is a highly effective method of CPD. This includes job rotations, shadowing, mentoring, helps employees to develop new skills.
- Self-Directed Learning:
Self-directed learning involves taking the initiative to read books, watch tutorials, attend webinars, or engage in online courses.
- Professional Networking:
Being part of professional organizations or attending industry conferences allows individuals to stay updated with the latest trends, access resources, and build a network of contacts which can foster their development journey.
- Reflective Practice:
Reflective practice involves regularly reviewing one's experiences, identifying strengths and weaknesses, and setting goals for improvement. This encourages self-awareness and helps individuals recognize areas where they may need to develop further.

2.2 Identify support mechanisms for the development of self & another

Myself – I have a number of support mechanisms, which include

- Workplace – I have colleagues in the workplace who I am close to and who will cover a shift if needed, and will also discuss things with me to help me put things into perspective.
- College Tutors – can be very supportive and give up their time to meet with me and support me when I reach out for help
- Friends – I have some good friends, some I have made on the course and we support each other

Colleague

- Workplace – good colleagues who offer support
- Family – some members of the family will offer support, or even just reduce demands when my colleague needs some time
- Friends – good friends who understand the situation and offer support

2.3 Prepare development plans for yourself and another person

I have incorporated my colleague and my development plans have in section 1.2, and my CV has been included in Appendix 1.

2.4 Method used to monitor the development of self & another.

Myself

- Feedback from my course tutors will help me develop my study techniques and gain confidence in academic studies.
- Reflection using Kolbs learning cycle to experience, reflect, put into practice and review the experience
- Use the action plan to check progress and make sure you are meeting targets.

Colleague

- Use the Action plan to check progress and make sure you are meeting targets.

3 Conclusion.

In professional practice reflective learners and activist learners have valuable and distinct strength, the two styles can complement and balance each other making an effective team.

Reflector can assess and determine effective strategies whilst the activist can initiate and test innovative ideas rapidly, one has depth of understanding underlying theories. Whilst the activist gives momentum and drive to implement the plans, which creates balance and productive working team.

Developmental psychology offer insight into how learning evolves through stages of life, each influenced by cognitive, emotional, and social development.

Through understanding these educators, trainers and individuals can tailor their experiences, along with the knowledge of their preferred learning styles, nurturing an effective, personalised, approach to their learning experience.

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Appendix 1 - Curriculum Vitae

Charlotte Knowles

Llanelli SA14 charlieknowles11@gmail.com 7402966205

I have a level 3 in childcare and for 20 years I have worked in a variety of childcare settings which has enabled me to gain a wide variety of skills. I am a good communicator and can work effectively as part of a team as well as my own initiative.

I have had experience in working within a multisensory unit caring for children aged between 3 to 18 years with Profound Multisensory Learning Disability.

I have also worked in family centres providing support to parents and children, delivering courses and play activities, organising trips, cooking, and cleaning within the setting to ensure and promote a safe, healthy environment for both parents and their children. Some families had issues of domestic abuse, poverty, drugs, and mental health. As a centre we supported our families with any issues they may have, using multi agency approach.

I stayed on as a seasonal worker at family centre doing cover, whilst working other part time jobs.

I also worked as a private nanny for a parent with brain injury and limited physical movement. I collected the children from school, cooked all meals, and household cleaning. Took children on day trips during holidays and supported the dad in caring for the children whilst they were in his care. I am also trained in level 3 beauty therapy and aromatherapy. Although I have not worked in that industry since 2002.

I continue to do aromatherapy in spare time.

I worked in sales at a bed and furniture showroom since January 2018 until March 2020.

I was made redundant due to covid 19.

I took short term contract on March 18th as emergency temporary staff until June 12th, 2020, to cover demand during covid 19.

At that time, I worked as emergency staff at Tesco for short term Contract in warehouse, working nights.

I then took a job as a support worker in supported living scheme working within a team providing 24 hr care and support for the 3 residents with complex needs and behaviour.

I was offered a job to work with children in residential care (LAC) who had full care orders. The children age ranged

Between 3 - 18yrs, all children had complex needs and suffering "trauma ". I did trauma recovery training, suddenly + ligature training, PTSD, stress, and anxiety training in order to work in this position. I was part of a team who provided 24hr care and support in a closed setting.

I then returned to previous position in adult care. In June 2023 I sustained an injury to my knee whilst working providing care. This injury prevented me from work for a year at which point there was no option but to leave due to the injury and physical requirement of job.

I currently work as sessions staff with family centre ad hoc.

Work Experience

Support Worker

Mirus Wales - Swansea

September 2020 to March, September 2022- March 2024

Support worker duties include:

Personal care

Cooking

Cleaning

Record keeping

Administering medication

Shopping

Taking to various appointments e.g. doctors, dentist etc

Providing, Activities

Involving clients in communities and their own care plans.

Behaviour management (PBS, PBM)

Support worker residential childcare March 2022- Aug 2022.

Support plans

PBM/PBS training

Trauma recovery training

Suicide and ligature training

PTSD training

Anxiety training

Educational plans

Dietary plans

Child protection

County lines training

Drug abuse training

Trafficking of children training

First aid

Grocery Assistant

Tesco - Llanelli

March 2020 to June 2020

Work nights restocking shelves in various departments.

Front facing products, checking backstock, clearing cages from warehouse. Sorting stock onto cages that cannot go out to take to backstock area.

Sales Advisor

Hilton living - Llanelli

January 2018 to March 2020

I am responsible for opening and closing the of the Llanelli showroom. (I am a key holder).

I greet customers and advise them on the various beds and mattresses, explaining the differences between them e.g. memory foam, open coil system, pocket sprung, firmness, orthopaedic etc.

Ensuring the customer has the right mattress to suit their needs and budget. I establish from them what type of bed /size they have in mind i.e. Divan set, if they have any storage requirements (drawers) or ottoman bedstead, sleigh, chesterfield, leather, or fabric etc.

I also advise on the various furniture in our catalogues. I establish the requirements of what the customer is looking for, (e.g.: style, size, function, colour, budget etc) and show them the products available in catalogues and on our website.

I am responsible for the everyday running of the Llanelli showroom. My other duties Include:
*cleaning the show room.

- *Taking telephone enquiries
- *Dealing with any complaints or concerns of customers.
- *Taking orders and payments
- *Putting orders onto board to appoint delivery.
- *Contacting customers to arrange delivery once their orders have come into warehouse.
- *Filing receipts/ orders once delivered.
- *Sending orders over to the Swansea store /warehouse.
 - meetings with owner/ boss where we discuss and decide on new stock for the showroom based on current trends, product quality, and affordability. Keeping in mind customer feedback.
 - posting of products and online deals on social media.

Care Assistant

CDA - Llanelli

October 2019 to November 2019

Caring for elderly in the community. Trained in Manual handling, fire safety, first aid, food hygiene epilepsy. working to complete level 2 health and social care.

Nanny/Housekeeper

Liam Ponting.(court of protection) - Carmarthen March 2017 to November 2017

Private nanny looking after two children aged 2 yrs. and 11yrs ...

The Dad had a brain injury, and some support within home was required.

I was responsible for all children's needs, e.g.: pickup from school, cooking, cleaning laundry, menu planning for family and shopping.

Taking children on days out, organising activities.

Also, I took the children to supervised access with their mum, as instructed by the court the supervision order.

Nursery Nurse

PITTER PATT DAY NURSERY May 2016 to July 2016

Team member in crèche. usual responsibilities within crèche setting.

Nursery Nurse

Cuddly Bear Day Care - Llanelli August 2015 to May 2016

Sessional Worker

Ty Envys family centre - Llanelli January 2011 to August 2015

Breaks in Employment History due to raising family.

Cleaner (part-time)

Finishing touches - Llanelli

September 2013 to August 2014

P/T Nursery Worker

Trusting Hands - Gorseinon

October 2010 to July 2014 Gorseinon

playworker

Maternity cover Ty-Envys Family Centre - Llanelli

April 2010 to September 2010

Maternity cover Ty-Envys Family Centre

Play Leader

Maternity cover Ty-Envys Family Centre - Llanelli May 2010 to August 2010

Llanelli

Classroom Assistant

Heol Goffa

January 2010 to August 2010

playworker

Playworker, Ty Envys Family Centre - Llanelli

January 2006 to July 2008

Llanelli

Play Worker

Playworker Pentip After School Club - Llanelli

September 2005 to December 2005

Pentip Primary School Llanelli

Nursery Assistant

Teddy Bears, Llanelli

September 2005 to September 2005

Manager

Classic Health & Beauty - Llanelli

June 1998 to April 1999

Llanelli

Armani health & Beauty salon

June 1995-june 1998

Clerical Training

North Dock - Llanelli

July 1987 to November 1987

Llanelli

Sales Assistant

Poundstretcher - Llanelli

September 1986 to July 1987

Llanelli

Education

BTEC NATIONAL DIPLOMA IN EARLY YEARS LEVEL 3 in Early years

Coleg Sir Gar Ammanford campus -, Carmarthenshire

September 2003 to July 2005

Level 3 diploma Beauty Therapy. ...and aromatherapy

CCTA Alban Rd Campus - Llanelli 1993 to 1995

O levels in Maths, English lit, English Lang, chemistry, art, geography,

Bryngwyn Comprehensive School - Llanelli

September 1981 to June 1986

Skills

- **Personal Care**
- **Care Giver**
- **Customer Service**
- **Aromatherapist**
- **Massage therapist**
- **Sales**

Certifications and Licenses

- **Fire training**
- **Epilepsy**
- **Epi pen**
- **First aid**
- **Food hygiene**
- **Paediatric First Aid** May 2016 to 2019, 2022-25
- **PBM AND PBS training**
- **March 2023 to 2025**
- **Child Protection 2022**
- **Awareness of trafficked children 2022**
- **Trauma Recovery Training 2022**
- **Anxiety & stress management 2022**
- **PTSD awareness 2022**
- **Suicide & ligature training 2022**

Additional Information

Hand and hygiene training for covid 19

Covid 19 deliver test training

Appendix 2 - Benefits and Importance of CPD

There are a number of reasons why Continuous Professional Development is important, these include:-

- **Adapting to Change:**
In the rapidly evolving workplace due to technological advancements, globalization, and shifting market demands, CPD is essential for individuals to keep up by developing the necessary skills to stay relevant and adapt to new tools, methodologies, and practices
- **Enhancing Employability and Competitiveness.**
Employees and learners can stay up to date with industry trends, making themselves more attractive to employers. It demonstrates a proactive attitude towards learning and development, thereby enhancing one's employability and competitiveness.
- **Personal Satisfaction and Growth:**
Personal satisfaction can be enhanced by providing opportunities for self-improvement, skill enhancement, and achieving goals. It can help build confidence, enabling individuals to achieve personal milestones, maintaining a sense of fulfilment in their professional and educational journeys.

Ensuring that continuous professional development is undertaken can provide a number of benefits, which include:

- **Improved Skills and Knowledge:**
allows individuals to develop new skills or refine existing ones.
- **Career Progression and Advancement:**
Employees who enhance their knowledge and skills are more likely to be considered for promotions, leadership roles.
- **Building Professional Networks:**
attending workshops, seminars, and conferences, provides opportunities to network with other professionals.
- **Adaptability and Resilience:**
adaptability and resilience can be enhanced by equipping individuals with diverse skills and knowledge.

Appendix 3 - Maslow's Hierarchy of Need and Human Motivation, pyramid.



Maslow, A.H (1943) A theory of Human motivation. .<https://www.simplypsychology.org/maslow.html>

Appendix 4 Questionnaire for learning styles.

Honey and Mumford questionnaire , [Free Online Mumford and Honey Learning Styles Questionnaire \(mint-hr.com\)](https://www.mint-hr.com/free-online-mumford-and-honey-learning-styles-questionnaire)