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Assignment 2

Evidence Based

Q1 AC 1.1

Evaluation of Evidence – Based Practice

Evidence – based practice in people management refers to making decisions informed by the best available evidence rather than relying on intuition, past practices or carrying out what you think is best.

According to the CIPD, evidence -based practice integrated four key sources of evidence: professional expertise, organisational data, stakeholder views and external research evidence. By using these sources, it enables the business to make more objective, transparent decisions.

The purpose of Evidence -based practice is the ability to improve the quality and creditability of people practice decisions.

The decisions that are made with supporting evidence are more likely to lead positive outcomes, this will reduce risk and align people strategies with organisational objectives.

This would be important in organisations like Technivara, where the current people practices are described as “archaic” and heavily influenced by tradition and senior leadership preferences rather than data.

There are some disadvantages of using evidence -based practice, it can be very time consuming and it requires analytical capability. It also depends on the availability and quality of the data.

In Technivara, Sue Young has identified that the organisations current approach to capturing and measuring people data is weak, which could limit the effectiveness of evidence – based practice. Despite these limitations, developing evidence- based capability would reduce reliance on personal judgement and enable more consistent future -focused people decisions (CIPD, 2023).

Example 1: Recruitment and Selection

Technivara could apply evidence-based practice to improve its recruitment and selection decisions, this is an area where poor judgement can have long-term cost and performance implications. Traditional recruitment approaches that rely on unstructured interviews and personal bias are less effective and increase the risk of unsuitable appointments (Taylor, 2018).

Using evidence-based practices, Technivara could analyse organisational data such as employee turnover, performance ratings of new starters. In addition stakeholder views could be gathered from hiring managers and recent recruits to identify strengths and weaknesses in the current recruitment process. External research highlights that structured interviews and competency-based selection methods are more reliable predictors of job performance (Taylor, 2018). By combining this evidence with professional judgement from the People Practice team, Technivara could design a more robust and fair recruitment process.

This evidence-based approach would improve hiring quality, reduce bias, and support more consistent recruitment decisions aligned with organisational growth objectives.

Example 2:

A second area where Technivara could use evidence-based research is with reviewing its performance management system, which is more than likely influenced by traditional management styles and is more than likely resistance to change. Research suggests that conventional annual appraisal systems often fail to improve performance or employee engagement (Armstrong, 2012).

Applying evidence-based practice would involve analysing internal data such as appraisal outcomes, productivity levels, absence rates and engagement survey results. Employee and manager feedback could also be used to assess perceptions of fairness, clarity and usefulness of the current system. External research supports a shift towards continuous performance management, regular feedback and clear goal alignment, which are associated with improved engagement and performance outcomes (Armstrong 2021).

By using these sources of evidence and applying professional expertise, Technivara could justify moving away from outdated practices towards a more effective performance management approach that supports development and sustained performance.

Conclusion

Evidence-based practice enables people professionals to make informed, objective and defensible decisions by integrating multiple sources of evidence. For Technivara, applying evidence-based practice to recruitment and performance managements would reduce risk, modernise people practices, and support the organisation's long-term success (CIPD, 2023).

Question 2

Analysis Tool: SWOT Analysis

One analysis tool that Technivara could apply is the SWOT analysis, which is used to evaluate an organisation's internal strengths and weaknesses, also external opportunities and threats. SWOT is widely used in people practice as it provides a structured and accessible way to diagnose current issues and identify areas for improvement (CIPD,2023).

At Technivara, a SWOT analysis could be used to review existing people practices, which are currently described as traditional and paper driven. For example, strengths may include long term business growth and experienced leadership, while weaknesses could include adopting digital HR systems or evidence -based approaches, while threats could include skills shortages, employee disengagement or increased competition for talent.

A key strength of SWOT analysis is its accessibility, allowing input from senior leaders, management and the People Practice team. This would support Sue Young in presenting a clear and persuasive diagnosis of people related issues to the Board. However, SWOT analysis is often criticised for being overly subjective if it relies too heavily on opinion rather than evidence (Briner,Denyer and Rousseau,2009). To limit this Technivara should ensure SWOT conclusions are supported by workforce data and external benchmarking where possible (CIPD,2023).

Overall, SWOT analysis is an effective diagnostic tool for recognising people related issues and strategic opportunities.

Analysis Method: People Analytics

An appropriate analysis method that Technivara could apply is people analytics, which involves the systematic collection and analysis of workforce data to support evidence -based decision making. People analytics enables organisations to move away from intuition and traditional practices by identifying patterns, trends and root causes if people related challenges (Marler and Boudreau,2017).

At Technivara, people analytics could be used to diagnose issues such as employee turnover, absence, skill gaps and engagement levels. For example, analysing turnover data by department or role could highlight problem areas and underlying causes. Also, analysing engagement or absence data could reveal whether existing management practices are negatively affecting employee wellbeing and performance.

The primary advantage of people analytics is that it supports more objective and rational decision making, reducing cognitive bias and reliance on personal judgement

(Kahneman,2011). This is relevant in Technivara, where decision making has traditionally been influenced by senior leadership preferences. Additionally, people analytics aligns with the CIPD's emphasis on professionalising people practice through the effective use of data (CIPD,2022).

However, people analytics also presents challenges. It requires reliable data systems, data literacy and ethical handling of employee information. With Technivara being mostly paper driven this may lead to limitations in data quality and capability. Also, over – reliance on quantitative data may overlook employee voice and context (Ulrich et al.,2021). To address this people analytics should be complemented with qualitative methods such as employee feedback and manager insights.

Conclusion:

In conclusion, SWOT analysis provides Technivara with a structured and accessible tool for diagnosing people related issues, challenges and opportunities, while people analytics offers a robust method for generating objective, evidence-based insights. When used together, these approaches would enable Technivara to move away from traditional and subjective decision making towards a more data driven strategic, and forward – thinking people practice function (CIPD,2022; CIPD,2023).

Question 3 (AC 1.3)

Critical thinking refers to the ability to analyse information objectively, question assumptions, evaluate evidence, and reached reasoned conclusions rather than accepting ideas at face value. In people practice, critical thinking supports sound and judgement, reduced bias, and evidence – based decision -making (CIPD,2023).

A key principle of critical thinking is questioning assumptions. This involves challenging long – standing beliefs, traditional practices or just accepting ways of doing things to determine whether they remain valid.

At Technivara, many people practices have continued unchanged due to tradition and senior leadership preference. Applying critical thinking would require questioning whether these practices are still effective in a growing and modern organisation (Johnson, Scholes and Whittington,2020).

A second principle is evaluating the quality and relevance of evidence. Critical thinkers do not treat all information equally; instead, they assess the credibility, reliability and source of data before using it to inform decisions (Briner, Denyer and Rousseau, 2009).

This is particularly important for Technivara, where people decisions have historically lacked data driven evidence.

Another important principle is recognising bias, both personal and organisational. Cognitive biases, such as confirmation bias or over reliance on experience, can distort judgement and limit objective debate (Kahneman,2011). In organisations led by long serving leaders , such as the ones in Technivara, there is a risk that senior views go unchallenged. Critical thinking encourages awareness of bias and supports more balanced discussion.

Also critical thinking involves considering alternative perspectives. This requires actively seeking different view points, including those that challenge dominant opinions, to improve the quality of decision making and debate (Facione, 2015).

Application to Own Ideas

As a People Practice Advisor, applying critical thinking to one's own ideas involves reflecting on assumptions, testing proposals against evidence, and being open to challenge. An example of this would be when recommending a shift towards evidence based practice at Technivara, it would be important to support suggestions with organisational data, external research, and clear business benefits rather than relying on a professional opinion (CIPD,2023).

Self reflection is also essential, this includes recognising personal bias, acknowledging limitations in knowledge and being willing to revise recommendations if new evidence emerges. By applying critical thinking to their own ideas, people professionals can ensure that proposals are robust, credible and defensible.

Applications to Others Ideas

Critical thinking also supports objective and rational debate when evaluating the ideas of others, particularly senior leaders. At Technivara, Bill Swanky's preference for traditional working practices may influence decision making. Applying critical thinking would involve respectfully questioning the evidence behind these practices and exploring whether alternative approaches may better support future growth.

This can be achieved by using data, structured analysis, and external research to challenge ideas constructively rather than emotionally. An example of this would be presenting evidence on the risks of outdated people practices or the benefits of modern performance management systems enables discussion to focus on facts rather than hierarchy or opinion (Armstrong,2021).

Encouraging open dialogue and psychological safety is also important, as employees are more likely to contribute alternative viewpoints when debate is respectful and evidence

focused (Edmondson,2018). This would help Technivara move towards a more inclusive and forward-thinking decision-making culture.

Conclusion

In conclusion, critical thinking is underpinned by questioning assumptions, evaluating evidence, recognising bias, and considering alternative perspectives. Applying the principles to your own ideas and the ideas of others supports objective, rational debate and improves the quality of people practice decision making. For Technivara, developing critical thinking capability would help challenge outdated practices, reduce subjective judgement, and support more evidence-based and strategic people decision (CIPD,2023).

Question 4 (AC 1.4)

Porcess 1: Evidence based Decision making process

One decision making process that Technivara could apply is an evidence based decision making process. This involves making informed decisions through systematic evaluation of multiple sources of evidence. The CIPD indentifies this process as central to effective people practice, as it reduces reliance on intuition, tradition and personal bias (CIPD,2023).

An evidence based decision making process normally follows a structed sequence:

1. Clearly defying the issue or decision to be made.
2. Gathering relevant evidence from organisational data, stakeholder views, professional expertise and external research.
3. Critically evaluating the quality and relevance of the evidence.
4. Considering alternative options and potential risks.
5. Making a reasoned decision and reviewing the outcomes.

At Technivara, this process could be applied when reviewing outdated people practices such as performance management or recruitment. For example, rather than maintaining existing practices because “they have always worked”, decisions would be informed by workforce data, employee feedback and external research evidence. This would support more objective and defensible outcomes, particularly when presenting recommendations to the Board.

The main benefit of this process is that it leads to higher quality decisions that are transparent and justifiable (Briner,Denyer and Rousseau,2009). However, it requires data capability and analytical skills, which Technivara may need to develop due to its current

paper-based systems. Despite this limitation, embedding evidence-based decision making would significantly improve consistency and reduce risk.

Process 2: Rational Decision – making model

A second appropriate process is the rational decision- making model, which provides a logical and structured approach to evaluating options and selecting the most effective course of action. This model assumes that decision makers can identify problems clearly, evaluate alternative objectively, and select the option that maximised organisational outcomes (Armstrong,2021).

The rational decision making process typically follows this process:

1. Identifying the problem or opportunity.
2. Establishing decision criteria.
3. Generate possible solutions.
4. Evaluating options against agreed criteria.
5. Selecting and implanting the best solution.
6. Monitor outcomes.

At Technivara, this process could be particularly useful when making strategic people decisions linked to organisational growth, such as workplace planning or investment in HR technology. By setting clear criteria, such as cost, impact on performance and alignment with business strategy, Technivara could ensure that decisions are made systematically rather than influenced by senior leadership preference.

The rational decision making model helps reduce emotional or biased judgement and supports consistency and accountability (Kahneman,2011). However, critics argue that it assumes access to complete information and rational behaviour, which may not always be realistic in complex organisational environments. To mitigate this, Technivara should combine this model with professional judgement and stakeholder consultation(CIPD,2023).

Conclusion

In conclusion, both evidence based decision making and the rational decision making model offer structured and systematic processes that Technivara could apply to achieve more effective outcomes.

Evidence based decision making ensures decisions are informed by reliable data and research, while the rational model provides clarity and consistency when evaluating options.

Both of these processes would help Technivara move away from traditional and subjective decision making. It would help move it towards a more objective, transparent people practice decisions.

Question 5 (AC 1.5)

Ethical perspectives play a critical role in informing decision making in people practice. This is because they are a guide in how organisations treat employees, manage risk and maintain trust. Ethical decision making involves acting in a way that is fair, transparent, lawful, and aligned with professional values, rather than focusing solely on short term business outcomes (CIPD,2023). For people professionals, ethical considerations are central to maintaining credibility and professionalism.

At Technivara, where people practices are described as traditional and heavily influenced by senior leadership preference, ethical perspectives are particularly important in ensuring that decisions are not biased, discriminatory or inconsistent.

Without an ethical framework, there is a risk that decisions may favour certain groups, overlook employee wellbeing or prioritise efficiency over fairness.

Ethical Perspectives and Fairness

A key ethical consideration in people practice is fairness and equality. Ethical decision making requires people professionals to challenge practices that may appear convenient or traditional but are unfair or discriminatory in practice. Research suggests that ethical cultures are associated with higher employee trust, engagement and organisational commitment. (Brown and Trevino,2006).

At Technivara, applying ethical perspectives could support fairer decisions around promotion, reward and performance management. For example, using clear criteria and evidence to inform decisions reduces the risk of favouritism and supports transparency. This is important when senior leaders have strong personal views that may influence outcomes.

Ethical Decision making and risk management

Ethical perspectives also support effective risk management. Unethical people practices can lead to legal claims, high turnover, low morale and can damage the company reputation.

People professionals have a responsibility to raise ethical concerns and challenge decisions that may expose the organisation to risk, even when this is uncomfortable (Legge,2005).

At Technivara, where resistance to change is common at senior levels, ethical perspectives empower the People Practice team to question decisions that conflict with professional standards or employee wellbeing. This aligns with the CIPDs emphasis on courage and professionalism in people practice (CIPD,2023).

Conclusion

In conclusion, ethical perspectives are fundamental to effective decision making in people practice. They ensure that decisions are fair, transparent, lawful and are aligned with professional values whilst also protecting employee wellbeing and organisational reputation.

For Technivavra, embedding ethical perspectives into decision making would support more consistent evidence based and trusted people practices, helping the organisation move away from a traditional approach. This would enable the company to have a more professional and sustainable future.

Question 6 (AC 1.6)

Organisational strategies and people practices are shaped by both internal and external contextual factors. These influence how organisations manage their workforce and achieve strategic objectives. People professional need to understand this context to ensure that people practices remain effective, compliant and aligned with business needs (CIPD, 2023).

At Technivara, the internal context includes traditional leadership styles, resistance to change and outdated paper based HR systems. These factors have limited the organisations ability to adopt evidence based practice and modern people processes. Organisational culture and leadership preferences strongly influence how people practices are designed and implanted, often shaping whether innovation and change are accepted (Ulrich et al.,201).

The external context includes labour market conditions, technological change and evolving societal expectations. Technivara operates in a competitive electronics sector facing skill shortages. This increases pressure on recruitment and retention strategies. Technological advancements and digitalisation also shape expectations around efficient HR systems and employee experience (CIPD,2022). In addition, growing emphasis on wellbeing, fairness and ethical employment practices influence how organisations design people policies (OECD,2023).

Conclusion

In conclusion, organisational strategies and people practices are influenced by a combination of internal culture, leadership capability, and external market and societal

pressures. For Technivara, recognising these contextual factors is essential to developing people practices that support organisational growth and long term sustainability (CIPD,2023).

Question 7 (AC 1.7)

People practices play a significant role in shaping organisational culture and employee behaviour, as they influence how employees are treated, managed rewarded and developed. Organisational culture refers to the shared values, beliefs and norms that guide behaviour within an organisation, and people practices act as a key mechanism through which culture is reinforced or changed (CIPD,2023).

At Technivara, existing people practices are described as traditional and resistant to change. Practices such as informal recruitment processes, limited use of data and traditional performance management systems are likely to reinforce a culture that values hierarchy, long service and established ways of working. This can discourage innovation, critical thinking and employee voice. This could lead to behaviours that prioritise compliance over continuous improvement.

People practices also influence employee behaviour through reward, recognition and development opportunities. Fair and transparent reward systems can encourage trust and motivation, whilst inconsistent practices may lead to perceptions of unfairness and reduced commitment. Research shows that aligned and ethical people practices are associated with higher engagement and positive employee behaviours (Brown and Trevino,2006).

For Technivara, modernising people practices using evidence based and fairness approaches would help shift the culture towards openness, engagement and continuous improvement, supporting both employee wellbeing and long term organisational success (CIPD,2023).

Question 8 (AC 2.1)

Method used:

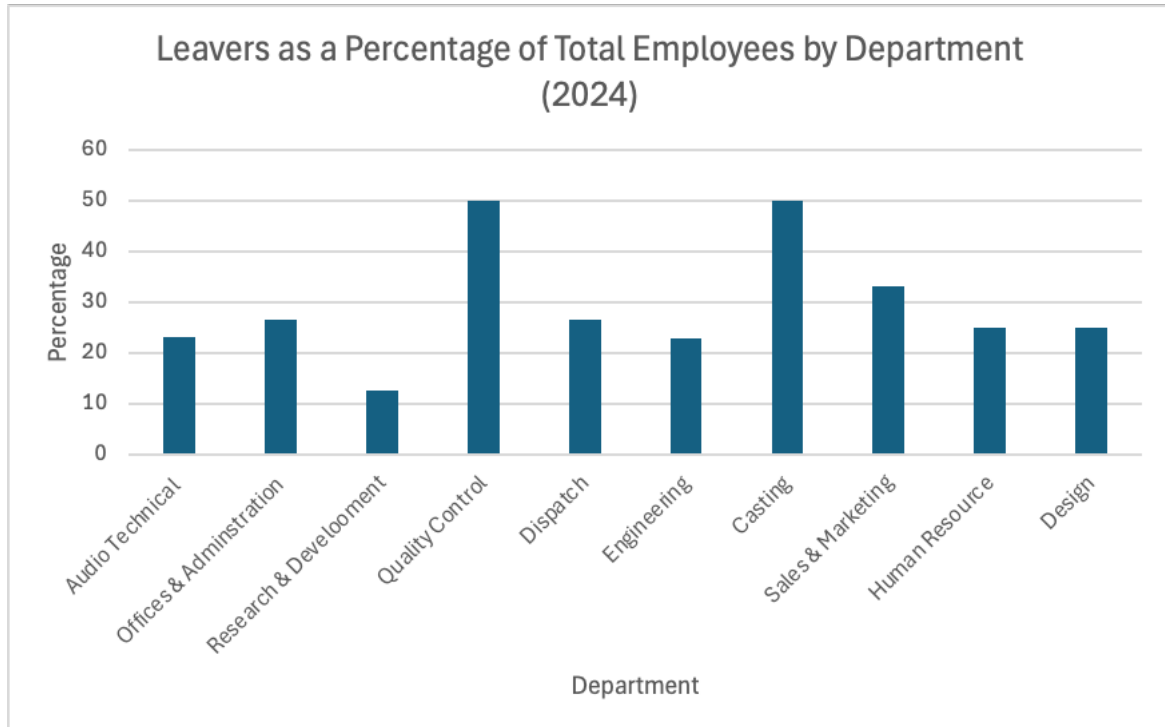
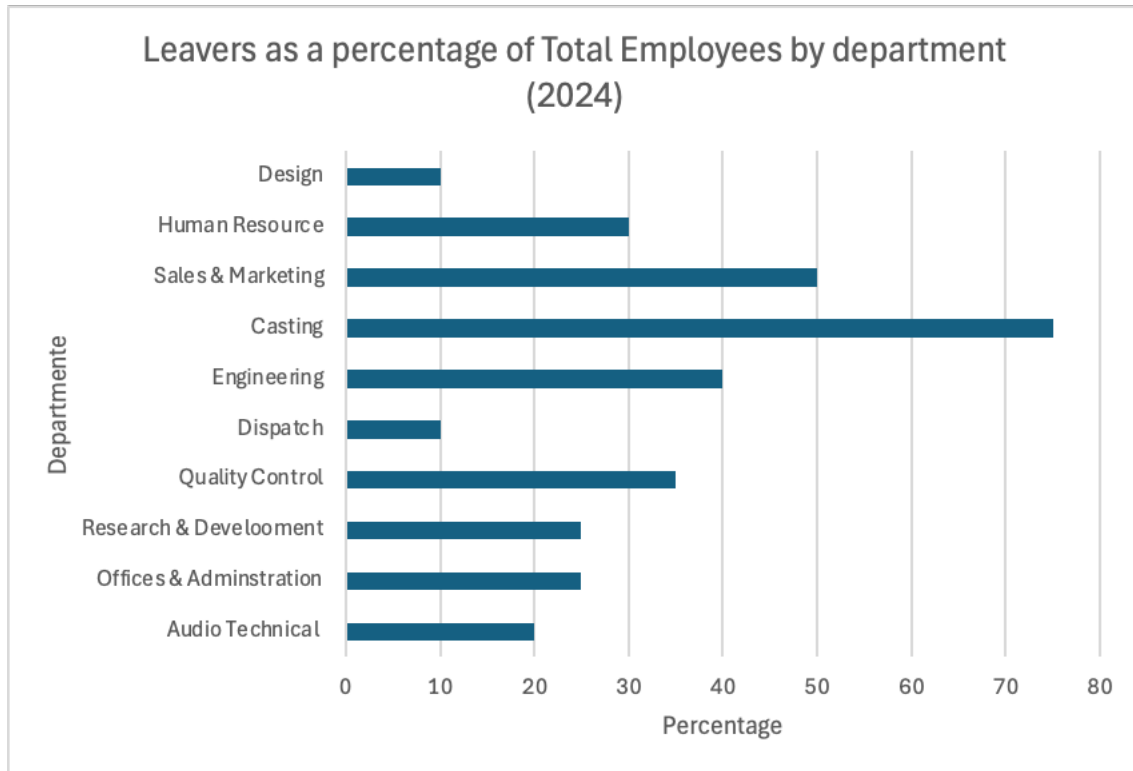
Leavers percentage = (Number of leavers divided by Total number of employees) x100

Vacancies percentage = (Number of vacancies divided by total number of employees) x 100

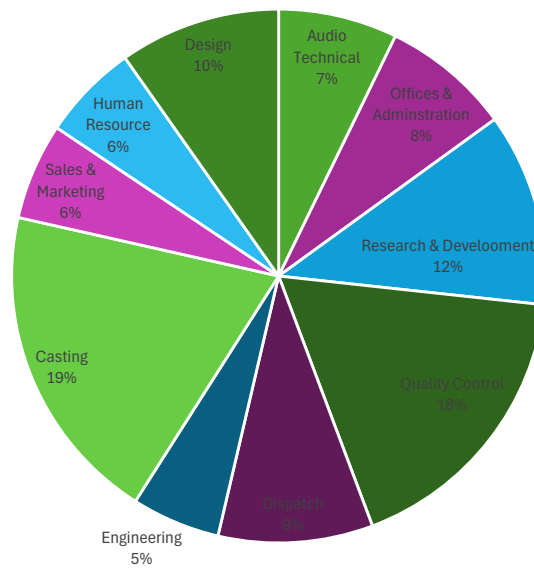
Positions filled percentage = (Positions filled divided by Total number of employees) x100

Department	Total Employees	Leavers	Leavers %	Vacancies	Vacancies %
Audio Technical	26	6	23.1%	8	30.8%
Offices & Administration	15	4	26.7%	5	33.3%
Research & Development	8	1	12.5%	4	50%
Quality Control	4	2	50%	3	75%
Dispatch	15	4	26.7	6	40%
Engineering	35	8	22.9%	8	22.9%
Casting Department	6	3	50%	5	83.3%
Sales & Marketing	12	4	33.3%	3	25%
Human Resources	4	1	25%	1	25%
Design	12	3	25%	5	41.7%

Question 9 (AC 2.2)



Vacancies as a Percentage of Total Employees by Department (2024)



Question 10 (AC 2.3)

Introduction

Table 2 presents evaluation feedback from 42 employees who attended a recent learning and development activity at Technivara.

Feedback was collected using a five point Likert scale ranging from 1 (fully agree) to 5 (strongly disagree). This review analyses the data to identify key patterns, themes and trends within participant responses and makes recommendations to improve the effectiveness of future learning and development activities.

Overall Trends

Overall, the feedback indicates that the learning and development activity was well delivered, particularly in relation to facilitator knowledge, clarity of explanations and the quality of learning resources. However, the data also highlights areas for improvement, specifically around learning preference alignment, learner engagement, and the transfer

of learning to the workplace. This suggests that while the session was operationally effective, its longer term impact could be strengthened.

Learning Preferences and Relevance

Most participants agreed that their learning preferences were considered, however 10 respondents disagreed, representing a notable minority. This indicates that the session did not fully meet the needs of all learners and may have relied on a limited range of learning methods.

Adult learners typically benefit from varied approaches that include discussion, practical application and reflection. A lack of variety can reduce engagement and limit learning effectiveness for some participants.

Implication

Future learning and development activities should better reflect learner diversity through more varied delivery methods.

Clarity of Objectives and Session Structure

Feedback relating to the clarity of objectives and session structure was overwhelmingly positive. Most participants agreed that clear objectives were set at the start and that the learning event was appropriately structured.

Clear objectives and logical sequencing support effective learning by helping participants understand expectations and contextualise content. This suggests strong planning and facilitation.

Implication

This is a clear strength and should be maintained in future training design.

Facilitator Effectiveness

Responses relating to facilitator knowledge and explanations were consistently positive. The majority of participants agreed that the facilitator was knowledgeable and communicated clearly.

Facilitator credibility is a critical factor in learner engagement and confidence, and the data suggests this was a strong aspect of the session.

Implication

Maintaining high quality facilitation will continue to support positive learner experiences.

Quality of Learning Resources

Learning resources were rated highly, with most participants agreeing that materials were of good quality. This indicated that resources effectively supported learning and understanding.

High quality resources can also support learning beyond the session itself by acting as reference materials.

Implication

While resources were rated highly, with most participants agreeing that materials were of good quality. This indicates that resources effectively supported learning and understanding.

High quality resources can also support learning beyond the session itself by acting as reference materials.

Implication

While resource quality is strong, further tailoring to specific roles could enhance relevance.

Learner Engagement

Although many participants felt able to engage in meaningful questioning, a proportion of respondents provided neutral or negative responses. This suggest that engagement may not have been consistent across all learners.

Possible contributing factors include group size, time constraints or uneven opportunities to participate. Less confident learners may have been less likely to engage.

Implication

Inconsistent engagement can limit learning effectiveness and should be addressed in future sessions.

Achievement of Learning Outcomes

Most respondents agreed that learning outcomes were achieved by the end of the session. However, a small number disagreed, suggesting that outcomes may not have been equally relevant or achievable for all participants.

This may reflect differences in job roles or levels of prior knowledge.

Implications

Learning outcomes should be more closely aligned to individual and departmental need.

Application of Learning in the Workplace

The weakest area of feedback relates to the application of learning in the workplace. While some participants felt able to apply new skills and behaviours, several respondents selected neutral or negative responses.

This indicates limited learning transfer, potentially due to a lack of practical application during the session or insufficient post-training support.

Implication

With structured reinforcement, learning is less likely to translate into improved performance.

Recommendations

1. Strengthen Learning Need Analysis – Conduct more detailed pre – training analysis to ensure learning content aligns with learner roles and skills levels
2. Introduce more varied learning methods – Use a blended approach, including group activities and practical exercises, to support different learning preferences.
3. Improve Learner Engagement Build structured interaction into sessions to ensure all participants have opportunities to contribute.

4. Enhance Learning Transfer- Introduce post training action plans, workplace tasks and follow – up support to reinforce learning.
5. Align Learning outcomes with performance goals – Clearly link learning outcomes to organisational and individual performance objectives.

Conclusion

The evaluation feedback demonstrates the learning and development activity was well structured and effectively delivered, with strong facilitation and high quality resources. However, improvements are required to enhance learner engagement, relevance and the application of learning in the workplace. By strengthening needs analysis and post training support, Technivara can improve the overall impact and value of future learning and development initiatives.