

CHAPTER 1

Developing Yourself as an Effective L&D Practitioner

CHAPTER OUTLINE

- Introduction
- The effective L&D practitioner
- L&D roles and requirements
- Delivering an effective L&D service
- Managing your own development
- Summary

LEARNING OUTCOMES

When you have read this chapter you should be able to:

- explain why developing yourself as an L&D professional is essential
- specify different requirements of L&D roles
- define your customers and their requirements
- describe key aspects of delivering an effective L&D service
- explain the concept and process of continuing professional development
- produce your own CPD records.

INTRODUCTION

This chapter begins with a look at what is required of learning and development (L&D) professionals and how L&D roles are specified. We discuss the CIPD HR Profession Map (HRPM) and how we can use it to clarify our role and assess our professional development needs. We then move on to look at how we deliver the L&D service, considering: who are our customers, the importance of our communications with them and how we can provide a great service. In the final section of the chapter we look at the concept of Continuing Professional Development (CPD) and give some practical tips on how to complete a CPD record and select activities for professional development.

THE EFFECTIVE L&D PRACTITIONER

L&D is a wonderful profession to belong to. As a career it offers constant variety, the satisfaction of seeing the results of your work, recognition in many different forms – and endless opportunities for learning.

Of course, the profession is not without its challenges, frustrations and occasional upsets, but in our experience trainers love their work.

L&D roles are rarely a first career. Often we spend a few years developing expertise in a technical area or operational role and then move gradually towards helping others to gain the same expertise. This creates a sort of natural selection, in that it is the people who have an inherent interest in helping others learn who move gradually into formal L&D roles.

There was a time, perhaps, when being able to fulfil a technical role yourself and having an interest in helping others learn was enough to be deemed capable to pass your skills and knowledge on to others. This is no longer the case. L&D has become a profession, with its own body of knowledge and standards. As well as being skilled in the subject areas we teach, train or tutor, we must also be skilled in the technicalities of identifying learning needs, designing, delivering and evaluating learning, and have a clear understanding of the organisational contexts in which we work.

To be effective, an L&D practitioner needs to know what is required of them and build their capability to meet those requirements. Once they have developed a sound base of essential skills and knowledge they will continue to seek new learning, experiment with new approaches and keep renewing their capabilities as an L&D professional.

L&D ROLES AND REQUIREMENTS

How do you know what is required of you at work? We would suggest that there are at least two sets of requirements which affect what you do and how you do it:

- organisational specifications: specific job or role descriptions and internal competence frameworks
- professional specifications: profession or sector requirements and standards.

ORGANISATIONAL SPECIFICATIONS

Most people working for an organisation will have a job description which sets out the essential requirements of their role. This may be supplemented by further information about the skills, knowledge and experience required (for example in a person specification at the recruitment stage) or an internal competence framework which details the abilities and behaviours required of different roles within the organisation.

There are many variations of L&D roles; you may, for example, be involved in:

- identifying learning needs and planning learning activities
- designing learning activities and materials
- delivering and evaluating learning activities
- providing one-to-one training or coaching
- assessing and reviewing learning progress
- supporting line managers to train their staff
- advising people in the organisation about L&D
- maintaining L&D information systems
- designing or supporting different forms of e-learning
- organising learning programmes, schemes or events
- monitoring training expenditure and budgets
- researching and reporting on new developments in L&D.

L&D job titles include: trainer, L&D consultant, training adviser, training consultant, business partner – and some more specific ones, such as assessor, instructor or qualification adviser, where the actual role may extend beyond the specific meaning of the title.

Your L&D role will depend on a number of factors including the type and size of your organisation and the sector you work in. You might be directly employed within the L&D or training function of the organisation for which you provide training, or you might be employed by a training provider, delivering training services to a range of different organisations. You might equally be an independent trainer offering your services directly to organisations or working through an agency or training association who arranges the work for you. In a smaller organisation you may well *be* 'the training function'.

Along with an overall description of the requirements of your job, it is likely that you will have specific objectives to meet – individual performance objectives or key performance indicators (KPIs) which extend aspects of your work role into measurable activities. For example, you may be required to deliver a particular number of programmes or support specific work projects or bring about a specific level of improvement in staff performance.



REFLECTIVE ACTIVITY 1.1

- 1 How do you know what is required of you at work?
- 2 Where and how is the information stated?
- 3 How well does your job title reflect your job role?
- 4 How do you describe your job to your friends and family?

PROFESSIONAL SPECIFICATIONS

The Chartered Institute of Personnel and Development (CIPD)

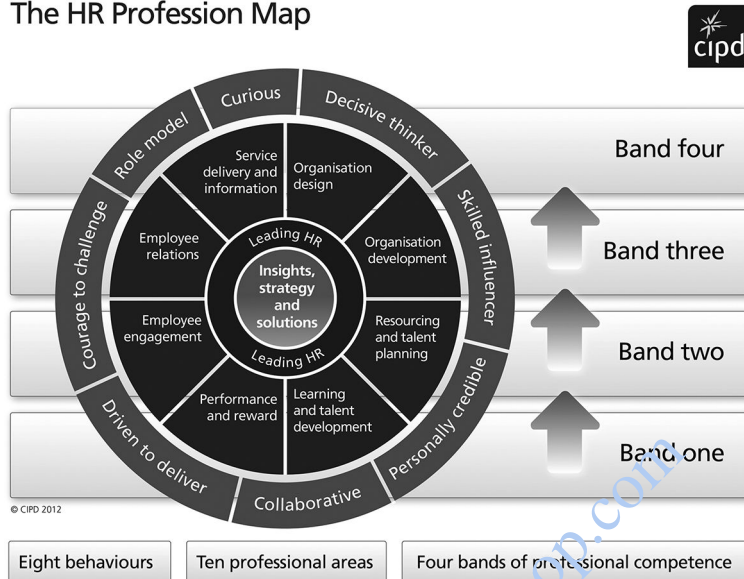
The CIPD is the world's largest chartered HR and development professional body and has a mission to 'support and develop those responsible for the management and development of people within organisations'. The CIPD's 135,000 members, from around 120 countries, include people who work in or are studying towards HR/personnel roles, as well as those involved in L&D (around 40 per cent).

The CIPD has developed a specification of the activities, knowledge and behaviours required by different roles, and different stages of an HR/L&D career. This profession-wide specification is known as *The HR Profession Map* (HRPM) and it is available on the CIPD website at www.cipd.co.uk/hr-profession-map

The map divides the HR arena into 10 professional areas, each further divided into four bands (or levels) of professional competence. The map also describes the essential behaviours, also divided into the four bands, required of HR and L&D professionals.

Figure 1.1 The HR Profession Map

The HR Profession Map

*The 10 professional areas*

The 10 professional areas describe in detail what HR/L&D practitioners need to do (activities) and need to know.

The two professional areas – ‘insights, strategy and solutions’ and ‘leading HR’ – are considered to be core areas, which underpin all HR and L&D roles, at all career levels, and are thus positioned at the centre of the map. Whilst words such as ‘leading’ and ‘strategy’ are often linked to more senior roles in other frameworks, the map shows how these two areas of competence relate to all levels from career entry upwards. The other eight areas have a particular and more specialist HR focus.

The 10 areas are:

- insights, strategy and solutions
- leading HR
- organisation design
- organisation development
- resourcing and talent planning
- learning and talent development
- performance and reward
- employee engagement
- employee relations
- service delivery and information.

Each professional area has an over-arching definition of the role of people who work in that area. The over-arching definition for **learning and talent development** is:

Ensures that people at all levels of the organisation possess and develop the skills, knowledge and experience to fulfil the short- and long-term ambitions of the organisation and that they are motivated to learn, grow and perform.

The four bands

Each of the 10 professional areas is further divided into four levels or bands (from 1 to 4), which define the different levels of work activities and knowledge requirements within each area. Figure 1.2 below is an extract from the learning and talent development pages of the map, showing the detailed activities required across the four bands. Further pages of the map (not shown here) detail the knowledge requirements in the same format.

There is also a useful section within the information on bands, entitled 'Transitions', which helps us identify how we can move, or prepare to move, from one professional band to the next.

The eight behaviours

The map describes eight key behaviours which reflect how an HR/L&D professional should carry out their activities. Like the professional areas, the behaviours are divided into the four bands of professional competence, reflecting what is required at each career level. To help identify the behaviours in practice, the map also includes contra indicators of the behaviours, ie examples of how someone who is not demonstrating the behavior is likely to perform.

The eight behaviours are:

- decisive thinker
- skilled influencer
- personally credible
- collaborative
- driven to deliver
- courage to challenge
- role model
- curious.

You can use the HRPD for many purposes, such as clarifying roles, identifying best practice, benchmarking your capabilities, planning your career and identifying your professional development needs. There is also a related interactive tool, *My HR Map*, which facilitates, tracks and stores your ongoing assessment of capabilities and development needs.

Whilst we have explained the HRPD in brief here, this is no substitute for you actually trying it out. There is a wealth of information about the map on the CIPD website, and members can access their own *My HR Map*. Have a look for yourself!

Figure 1.2 Extract from HRPM – Learning and talent development

	Band 1	Band 2	Band 3	Band 4
	What you need to do (activities)			
<i>Capability and skills assessment</i>	6.1.1 Administer training needs analysis data.	6.1.2 Work with individual employees to understand their learning and training needs; provide coaching and recommend suitable programmes and courses.	6.1.3 Work with managers to conduct a detailed training and learning needs analysis within their area in the short, medium and long term.	6.1.4 Interrogate the organisation strategy and operating plan and compare key capability requirements in the short, medium and long term against current levels.
<i>Organisation capability strategy, planning and business case development</i>	6.2.1 Research and source open programmes and courses for managers and employees.	6.2.2 Work with learning and talent development management and employees to understand local requirements and research and propose appropriate delivery channels.	6.2.3 Work with managers to develop a specific learning and talent development plan to close key gaps for their area or for a segment of the population (apprentices, graduates, managers, executives, and so on) that aligns with the organisation's learning and talent development plan and priorities.	6.2.4 Look ahead and challenge executive leaders to ensure that the right organisation and capability is in place to deliver the results in the immediate and longer term. Create and deliver strategy to keep the organisation agile.
	6.3.1 Promote the learning and talent development strategy, making it real for people. Support staff by helping them to understand that learning and talent development is necessary to stay ahead of competition.	6.3.2 Work with managers and staff to ensure that they understand the learning and talent development plan, and their role in delivering it.	6.3.3 Evaluate how the organisation's learning and talent development plan is impacting the business and use feedback to identify gaps or unintended consequences.	6.3.4 Test learning and talent development strategy and plan with human resources leadership colleagues to ensure overall HR plan is integrated.
<i>Organisation capability strategy, planning and business case development</i>	n/a	n/a	6.4.3 Ensure that line management; learning and talent development and human resources colleagues are clear on their roles in delivering the plan.	6.4.4 Establish a clear set of accountabilities for human resources, line management and learning and talent development in managing the ongoing learning and talent development of staff.
	6.4.1 Inform and advise staff and management on the elements of the development infrastructure and how the whole system is intended to operate.	6.4.2 Advise and coach managers in the optimal use of the development infrastructure, challenging them to agree personal development plans with staff.	6.5.3 Lead the detailed design and management of a section of the development infrastructure, eg apprentices, graduates, managers, executives and front-line staff.	6.5.4 Lead the design of a development infrastructure, including career paths/ maps, capability frameworks, technical ladders for each technical discipline and contribution level (eg individual contributor, supervisor, manager, leader or executive).
<i>Design L&D solutions</i>	6.5.1 Support instructional design experts in the development of programmes, and research and analyse the cost of the most appropriate delivery channels.	6.5.2 Work with subject matter experts and take the instructional design lead in the development of programmes. Recommend the most appropriate delivery channel.	6.6.3 Work with subject matter experts and take the instructional design lead in the development of major programmes across the organisation. Recommend the most appropriate delivery channel.	6.6.4 Take the lead in the design of critical learning and talent development interventions.
	6.6.1 Process and capture data from learning and talent development events to support the evaluation of initiatives in the immediate and longer term.	6.6.2 Develop, pilot and evaluate learning and talent development initiatives for effectiveness, business relevance and cost. Ensure measures are relevant and understood by managers.	6.7.3 Lead the development of business cases for learning and talent development initiatives and work to ensure the delivery of stated benefits using participant feedback, tracking metrics and expected return analysis.	6.7.4 Create and lead the business case for learning and training including costs vs. benefits considerations. Design metrics that track the business benefit and is able to demonstrate expected return and value created.



CASE STUDY 1.1

APPLYING THE CIPD HR PROFESSION MAP (HRPM) TO REFLECTIVE PRACTICE

Robert Labe, an experienced HR/L&D consultant, explains how he uses the HRPM to gain greater insights from his reflections on work performance and to enhance his CPD planning and recording.

‘Last year, instead of completing the usual continuing professional development record I mapped out my experiences and learning into key projects and work areas – eg training delivery, quality assurance, being a coach and mentor.

‘Within each work area I reflected on what I had done and what the positives and negatives were of the experiences, what were the learning points and what if anything I might do differently in the future.

‘I then linked my reflections to the components of the HRPM: the professional areas I had been working in, the bands I was working at and the behaviours I had used, as well as the skills and knowledge I had used or acquired.

‘For example, one of my coaching and mentoring experiences involved helping a team to “unblock” a project to develop an important training programme. The delivery team had become entangled in the tasks to be completed and had lost focus, leaving the project “stuck” and the team feeling vulnerable and under fire. As well as moving the project forwards, I had to help the team regain their confidence and re-enthuse about the training.

‘When I looked at my reflections on this work, in relation to the HRPM, I

recognised (and recorded) that I had used: knowledge of HR practice, listening skills, and questioning skills. In terms of my behaviours, I had demonstrated: being a role model, being personally credible, and having the courage to challenge.

‘The professional areas I had covered were: Learning and Talent Development and Employee Engagement, and in this experience I assessed that I was operating at Band 3.

‘Recognising my work in this way felt positive and confidence-building and made me more aware of how I was performing. There were some work projects that had not gone quite as well as they could, and exploring the map in relation to these helped me see how I could bring new skills and behaviours to similar work in future. The more I considered and plotted my reflections in this way, the more insights I was able to gain into how I had worked, what my key skills and behaviours are, and some areas I could usefully develop.’

Robert Labe, FCIPD, HR/L&D consultant

Questions

- 1 What are the key benefits of this activity for Robert?
- 2 How would you divide up your work areas?
- 3 How might they relate to the HRPM?
- 4 When/how could you undertake this same activity as Robert?

OTHER PROFESSIONAL SPECIFICATIONS

National Occupational Standards

Since the late 1980s there has been a movement in the UK to develop National Occupational Standards (NOS), which specify performance and knowledge requirements, across all occupations. In 2009 the L&D NOS were updated by LLUK, and other standards related to L&D, such as coaching, have been developed. L&D NOS were the basis of National Vocational Qualifications (NVQs) in L&D (not currently available in England although L&D SVQs remain popular in Scotland) and still underpin various other trainer qualifications. The NOS standards relating to assessment and verification currently form the national units of assessment, sometimes referred to as the TAQA units, for assessors and for internal and external verifiers – or internal and external quality assurers (IQA/EQA) as they are now known. The L&D, and other national occupational standards, can be accessed via the NOS database (see Explore Further below).

FE and skills sector

Whilst the CIPD tends to focus on L&D professionals involved in learning within organisations, various government-led agencies (eg LLUK, IFL and CUS) have defined standards and criteria for tutors, trainers and lecturers who work within the (funded) FE system. The 'FE system' refers primarily to colleges and college staff, working in an FE setting, but also encompasses some trainers working within government-funded adult and work-based learning contexts: consequently, the term 'FE and Skills' is becoming more widely used. Definitions and boundaries are rarely clear cut within our profession, however, and it is not unusual for trainers to work across different contexts and so have to meet different requirements.

These government-led standards and qualifications for the FE system, and the agencies that managed them, have been the subject of ongoing and partly political change, but until recently were centred around a set of professional standards, *The New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector*, published by LLUK in 2006; and a suite of related qualifications:

- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS).

In 2012, the Lingfield Report proposed that these qualifications be replaced, in 2013, as follows:

- Level 3 Award in Education & Training
- Level 4 Certificate in Education & Training
- Level 5 Diploma in Education.

There are also further proposals for the LLUK Professional Standards to be reviewed in due course.



REFLECTIVE ACTIVITY 1.2

- 1 Do you think of yourself as a professional trainer?
- 2 What does being a professional trainer mean to you?

DELIVERING AN EFFECTIVE L&D SERVICE

Whilst this book is primarily focused on the development of training and facilitation skills, particularly in Chapters 4–9, we should also take time to consider the wider skills involved in delivering an effective service.

Whatever your role within L&D, you will be involved in providing a service to customers. Being effective as an L&D professional means not just providing a high-quality service in terms of your training abilities, but also delivering your service efficiently and in a way that meets customers' needs.

The HRPM defines **service delivery and information** as:

Ensures that the delivery of HR/L&D service and information to leaders, managers and staff within the organisation is accurate, efficient, timely and cost-effective and that human resources data is managed professionally.

To help ensure that the service you provide for your customers is effective, listed below are some of the approaches and skills you should consider.

UNDERSTAND AND MANAGE CUSTOMER REQUIREMENTS

If you're not serving the customer, you'd better be serving someone who is.

(Karl Albrecht)

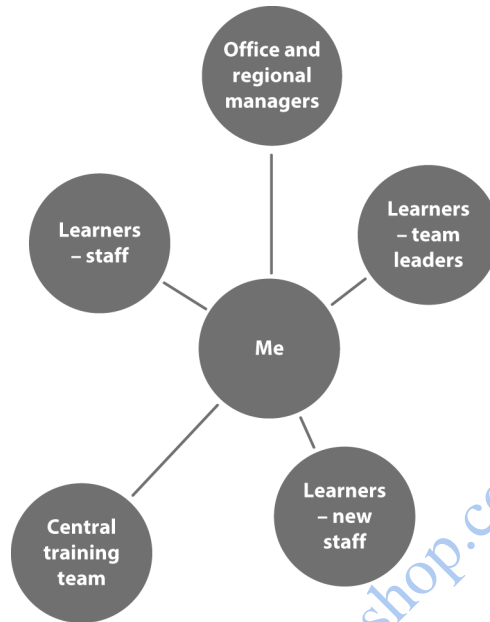
Know your customers and their needs of your service

Knowing who your customers are, and what they expect from you, is key to how you deliver your service. The role of L&D is not necessarily to serve an organisation's end users or external customers. It is about making sure that those end users are served by people who have the knowledge, skills and behaviours to do their jobs successfully. So, our direct customers are usually the staff within an organisation who want and need to develop their capabilities. This takes us back to the role definition of L&D professionals within the CIPD HRPM:

Ensures that people at all levels of the organisation possess and develop the skills, knowledge and experiences to fulfil the short- and long-term ambitions of the organisation and that they are motivated to learn, grow and perform.

However, our customers are likely to extend beyond the learner groups we work with. For example, Figure 1.3 below is a spider-gram showing how a trainer (Richard) working in a regional office of a government department identified his customers. Richard's remit is to deliver induction for new staff, technical and generic training for operational staff and some first-line management training for team leaders.

Figure 1.3 Identifying customers



As you can see from the spider-gram, Richard has identified five customers or customer groups. He summarises their needs and expectations from him as:

- Learner groups including new staff, staff and team leaders require/expect:
 - training that is designed, organised and delivered professionally, and will enable them to fulfil their job role
 - information and advice about learning activities so that they can make their own choices about learning
 - fair access to training and learning activities
 - accurate information about learning activities so that they can be available and prepared for learning
 - support to transfer learning into the workplace
 - support with any difficulties they have in developing themselves for their job role
 - occasional representation to managers about the need for learning opportunities.
- Managers in the region require/expect:
 - staff who are able to fulfil their job role and so fulfil the organisation's targets
 - training that is delivered efficiently and within budgets
 - training that is delivered with the minimum of disturbance to the business.
- Central team require/expect:
 - training delivered in line with organisational requirements
 - information about training delivered in the region
 - information on current and future learning needs and skills gaps
 - lessons learned, evaluation information and improvement suggestions.

In some ways, Richard could also have considered the external customers of the organisation as his customers – although this would not be a direct relationship. Some would also say that Richard's line manager and colleagues are also his customers. However, here Richard has focused on the direct customers of the service he delivers.



REFLECTIVE ACTIVITY 1.3

- 1 Who are your customers?
- 2 What do they need/expect from you?

Set clear and realistic customer expectations

It may be tempting to agree to more than you can deliver or unrealistic timescales, but this will only cause trouble later. Ultimately you will gain much more professional respect by being honest about the service you can provide and by setting realistic expectations.

That doesn't mean saying no too quickly – sometimes what at first sounds impossible may just be something we are not used to. It is important to be open to new and different requests and to think creatively about how our service can adapt to new demands and requirements.

There may be guidance already in the organisation which informs the agreements you make with your customers. For example, you may have a customer service policy or service standards which generally define how you serve your customers. Or you might establish specific service-level agreements or service contracts with customers. Perhaps your individual performance objectives specify the type and standards of service you are required to provide.

Having clear guidelines for your work will help you make quicker decisions about what you can and cannot provide and set effective agreements with customers. The biggest way to spoil relationships with your customers is to let them down; being clear and realistic from the start will help avoid this.



REFLECTIVE ACTIVITY 1.4

- 1 What guidance is available to you about the service you deliver?
- 2 Is it helpful? Could it be improved or made more useful?
- 3 What would be required to make it more useful?

Balance conflicting customer needs

Sometimes the different needs of customer groups can conflict. For example, learners may want extra time to complete their learning, whilst managers strive to minimise time away from the workplace; staff may want to undertake a qualification but the organisation has decided not to sponsor the type of qualification the staff member is seeking; or your learners would like you to be in one place supporting them, whilst your manager needs you to be somewhere else covering a different activity.

Ideally, there will be an underpinning policy or procedure to help you deal with such situations, for example an L&D policy covering sponsorship of staff qualifications or specifying staff entitlement to training and development – and if there isn't such a policy, then this is an area you could usefully help to develop.

If there is no obvious guidance, then grades or levels of power in the organisation may come into play with final decisions resting with managers. However, often there is a way of meeting both needs to some extent – and offering something to both parties, whilst explaining why you cannot meet either party's needs fully may be the best way forward.

In the examples above, you may be able to negotiate a compromise between managers and staff on the actual time spent away from the workplace for learning, or you may be able to refer the person wanting to study a qualification without organisational sponsorship to other funding sources, and also link them to a mentor in the organisation who could support them with their qualification.

However much we try to meet our customers' needs there will be times when we have to explain that a need or request cannot be met. As long as we do this professionally and sensitively it may be our best solution. Knowing when to bring a situation to a close and move on to other things is an essential aspect of being effective at work.

COMMUNICATE, COMMUNICATE, COMMUNICATE!

Build good customer relationships

Good communication is at the heart of effective working relationships and enables both parties to get what they need from the relationship as well as resolving difficulties, should they arise. Good communication means letting customers know what you are going to do, what you have done, what is still to do, when it will be done, etc. It also means really listening to customers' needs, requirements and concerns.

If information is important when things are going well, it is even more important when there are difficulties. If ever you cannot fulfil requirements, maintain trust by telling customers about the potential problems as soon as possible, explaining why problems have arisen and offering the best solutions you can.

Not all communications have to be wholly about work. A friendly exchange in and amongst the work communications and updates can go a long way in building and maintaining a positive working relationship.

Good working relationships take time and effort – but the long-term payback, particularly in difficult times, usually makes the effort well worthwhile.

Communicate effectively

Keep your communications with customers effective by considering the following factors.

Know your objective

Even the simplest of communications has a purpose. If you are not clear yourself about what you are trying to say, then your communication will also be unclear.

Consider the needs of the recipient

For example:

- the types and amount of information they need
- their preferred method of communication and the channels available for them to reply
- how much they already know about the subject – so that you can pitch your communication at the right level and use the right language or technical jargon
- whether or not they are likely to agree with your communication and how you expect them to react to your message.

Choose the best medium

There have never been so many different ways to communicate. Options include: face-to-face meetings, presentations, intranets, extranets and message boards, telephone calls, conference calls, web conferencing, e-mails, texts, instant messaging, blogs, webinars and an ever-increasing range of social networking sites, such as Facebook, Twitter, LinkedIn, YouTube, Foursquare and Flickr.

Choosing the best medium depends on much more than just your personal preferences. Messaging or e-mail might be the easiest from your point of view, but is it the

most effective for the objective that you need to achieve? Whilst e-mails allow people to access information in their own time and provide a written record of a communication, they can be impersonal and open to interpretation. Sometimes a telephone call or face-to-face meeting is more appropriate to clarify and discuss details or address more sensitive matters.

As someone who is quite 'task focused' I recognised that my e-mails sometimes came over as a bit stern or unfriendly to recipients who are more 'people focused'. I tend to go straight into the main purpose of the communication, forgetting any of the 'opening words' that make an e-mail friendlier and more engaging for the reader.

Now, I still focus on writing the main purpose of the e-mail first (whilst it is clear in my thoughts), but before I send it I go back to the beginning and think about the recipient a bit more – and maybe add some more personal or sociable opening words. It doesn't take much – just a 'how are you doing' or 'I hope X project is going well' can make the e-mail more balanced and avoid it sounding too stern or impersonal.

(Independent Training Consultant)

Presentations and formal meetings have their place for formal communications – and can add weight to a message – but can be disruptive and costly in terms of time away from the workplace. Texts are great for informal messages within well-established relationships, but may be inappropriate for some communications within the business and with certain customer groups. Intranets, blogs and message boards are useful for non-urgent information and for delivering a consistent message to large numbers of people.

It is essential to choose the best method for the purpose and to make sure that the style of communication is congruent with the message. In face-to-face and spoken communication, for example, make sure that your body language, facial expressions and tone of voice all convey the same message. As well as choosing the right words to use, you have to look and sound like you mean it.

Check for receipt and understanding

Good communicators always make sure that their message has been received and understood. In face-to-face communication we can check out the body language and facial expressions of our audience. In telephone communications we can monitor the questions we are asked, or ask questions ourselves to gauge the level of understanding. For important written communications we may ask for responses or compile a list of frequently asked questions.

We bring varying attitudes, expectations and understandings to communicative situations. Even if the receiver sees or hears exactly the same message which the sender sent, the sense which the receiver makes of it may be quite different from the sender's intention.

(Daniel Chandler)

If you are interested in developing your communication or relationship-building skills you might find topics such as emotional intelligence, assertive behaviour, non-violent communication or some aspects of neurolinguistic programming (NLP) of interest.

Table 1.1 An NLP approach to communication

NLP: Thinking Styles	
An example NLP approach aimed at enhancing communication skills concerns 'thinking styles'. Three pairs of thinking styles are identified as 'away from and towards', 'global and detail' and 'procedures and options'.	
Away-from thinkers are motivated to take action when it will get them away from the things that they do not want. Your message should refer to penalties, current problems and potential dangers.	Towards thinkers are motivated to take action when it will move them towards things that they do want. Your message should refer to rewards, solutions and achievements.
Global thinkers understand things when they can see the bigger picture. Your message should include overall concepts and link to bigger themes and messages.	Detail thinkers understand things when they know the ins-and-outs of the details. Your message should include practical examples and referenced detail.
Procedures thinkers like to follow instructions and processes. Your message should include step by step procedures and protocols to follow.	Options thinkers like to make their own decisions. Your message should include the choices that are available and the level of individual empowerment that people have.
If you recognise any of these thinking styles in your customers or colleagues, you could try adjusting your message to fit their style – and see if this adds to the quality of your communications with them.	

DELIVER A GREAT SERVICE

Manage your workload to ensure you meet agreements and achieve objectives

Having agreed the service you will provide for a customer, it is crucial that you then provide it, on time and as agreed. Consistently providing the service your customers expect will build up their confidence in you and promote great working relationships.

However, getting everything done on time can be difficult and we often have to prioritise our work, according to key work objectives and project timelines. A useful tool to help us think about our work priorities is the Time Management Matrix, which was popularised by Dr Stephen Covey in *The Seven Habits of Highly Effective People* (1992).

To use the matrix, you first need to classify your tasks in terms of how important they are and how urgent they are:

- An *important task* is one that helps you achieve your main objectives, or moves you forward in an important direction. It is probably something you want to spend time on and do particularly well.
- An *urgent task* is one that has to be done to meet a deadline. The nearer you get to the deadline, the more urgent the job becomes.

You can then plot your tasks on the two scales of the matrix – and in so doing, position your tasks within four quadrants or categories, which are explained further below. How you approach your different tasks is then guided by which quadrant they sit in.

Figure 1.4 Time management matrix

Important	Quadrant 2 Important but not urgent	Quadrant 1 Important and urgent
	Quadrant 4 Not important and not urgent	Quadrant 3 Urgent but not important
Not important	Not urgent	Urgent

Quadrant 1: Important and urgent

These are your top priorities and should be addressed first. However, you should try to avoid tasks moving into this quadrant by planning important work ahead.

Quadrant 2: Important but not urgent

You should start working on these as soon as you can. Plan in advance how you will address them and start 'chipping away' at them whenever you have some time. Because they are important, they should not be left to the last minute, when you may have to compromise your standards. Try to keep making small contributions to these tasks before the deadline so that you avoid the pressure and compromises of them becoming urgent.

Quadrant 3: Urgent but not important

You will have to complete these tasks quickly because there is a deadline, but do not spend too much time on them. Get them out of your way quickly or, if possible, delegate them to someone who is capable and that you can trust.

Quadrant 4: Neither important nor urgent

There are three ways to deal with these:

- 1 do not do them at all if they are a waste of time
- 2 delegate them
- 3 forget about them until they are nearer to the deadline.

If you are managing your workload well, the majority of your time will be spent on Quadrant 2 activities. If your time is taken up with Quadrant 1 activities then you are constantly fire-fighting and probably not achieving a great quality of work. If you are spending your time on Quadrant 3 and 4 tasks, then you may be neglecting important work for tasks that you find easier or more immediately interesting. It is probably a good time to review and reconsider your priorities.

Think about HOW you deliver your service

Consider what principles underpin the way you behave at work. For example, to what extent are you mindful of organisational financial and budget constraints or of wider environmental issues?

Is the way in which you carry out your work informed by personal or professional codes of practice, for example the *CIPD Code of Professional Conduct* (available on the CIPD website)?

Looking back to the HRPM, what behaviours do you demonstrate in delivering your service? For example:

- Role model: consistently leads by example. Acts with integrity, impartiality and independence, balancing personal, organisation and legal parameters.
- Driven to deliver: demonstrates determination, resourcefulness and purpose to deliver the best results for the organisation.
- Collaborative: works effectively and inclusively with a range of people both within and outside of the organisation.
- Curious: is future-focused, inquisitive and open-minded; seeks out evolving and innovative ways to add value to the organisation.



REFLECTIVE ACTIVITY 1.5

- 1 What shapes your behaviour at work?
- 2 What would your customers say about the way you carry out your service?
- 3 Which HRPM behaviours do you demonstrate in particular?

Address problems, complaints and difficulties as they arise

In the middle of difficulty lies opportunity.

(Albert Einstein)

If you have already taken time to establish customers' needs, build a positive working relationship with them and communicate regularly and effectively, you will have done much to prevent problems arising.

However, things do go wrong sometimes and have to be addressed: they rarely 'just go away'. Before attempting to resolve a problem it is important to be sure that it is your place to solve it. Consider whether an issue should be referred to someone else, for example, or be escalated up the management line.

The classic approach to problem-solving is to:

- clarify the problem – taking into account the views of different parties
- identify the options for solving the problem
- establish the relative advantages and disadvantages of the various options
- agree the preferred option with those involved
- implement the option.

At difficult times it is very helpful to have organisational policies and procedures, or even legislation, to refer to. Policies and procedures ensure that everyone knows what is expected or accepted in certain circumstances and these are an obvious source of help in clarifying problems and identifying solutions. Service-level agreements are also very useful as they remove the subjectivity from an issue: either an agreement was met or not.

Remember that you do not have to come up with a solution yourself. Problem-solving is about finding solution options, from talking to others and reviewing relevant documentation, and establishing the best solution from the options available.

The way you handle problems and complaints will have a big impact on the outcome. If you can stay calm, avoid becoming defensive and focus on finding the best solution to the

problem, you will get a much better response than if you argue, speak aggressively or behave unprofessionally yourself.

If you find dealing with customer problems difficult or you have a tendency to over-promise, you might find an assertive behaviour workshop useful. Assertiveness is not about being 'bossy', but is about finding a balance between your needs and the needs of the people you are working with, and expressing this clearly and confidently.

Providing a service to your clients should not make you a servant to their every wish. It's about valuing and respecting the people expertise you bring and working in equal partnership to meet the organisation's needs.

(Steven Cartwright, customer service consultant, With a V Ltd)

Be proactive in reviewing and improving the service

Hopefully problems will only form a very small part of your relationship with your customers, but do not wait for feedback or complaints. Take the initiative and keep checking if customers are receiving the service they need. Keep reviewing, keep evaluating and keep making use of the information collected to continuously develop and improve your service.

Sometimes ... exceed customer expectations

Whilst effective service delivery is about fulfilling agreed requirements efficiently and meeting customers' needs and expectations, great service delivery involves finding ways to exceed expectations. Going the 'extra mile' occasionally not only gives your customers an even better experience but also boosts your own reputation for providing a great service.

Here are some wide-ranging examples of great customer service in an L&D context:

- staying late to help someone finish a project in time for their deadline
- preparing a pack of material and a promise of a one-to-one coaching session for someone who was unable to attend a training event
- following up an enquiry from a learner, even though it is officially outside your remit
- adapting training events to meet learners' needs – on the day – if the intended content is not the most suitable
- basing your advice about learning purely on what is best for the learner – even if that means promoting someone else's service rather than your own
- providing silly prizes within a training course to make it a bit more fun – especially if it is a tough subject or session
- being courageous in telling someone when you think that what they are doing is not in their best interests or in the interests of their team
- recognising when learners or managers are under pressure and doing something, beyond your remit, to help without being asked
- sending out a quick and timely summary of agreements made in a meeting or of some notes you made which would be helpful to others
- providing electronic copies of handouts and important flipchart pages immediately after the event
- providing something a little bit special with the refreshments during a training session – it is amazing how much goodwill can be generated by providing a cake for afternoon break!

Arriving at a training event on a cold winter morning, we were greeted with bacon sandwiches – great customer service! Except for the vegetarians who they had forgotten about – not so great customer service!



REFLECTIVE ACTIVITY 1.6

- | | |
|--|--|
| <p>1 What great service have you received – in any aspect of life?</p> | <p>2 Can you transfer any of these ideas to your own service delivery?</p> |
|--|--|

MANAGING YOUR OWN DEVELOPMENT

Learning is ongoing – you can learn from every interaction – it is one of the true joys in life and is free.

(Terry Hart, HR director)

CONTINUING PROFESSIONAL DEVELOPMENT

Continuing professional development (CPD) is the action we take to maintain, update and grow the knowledge and skills required for our professional role. As the name suggests, it is an ongoing commitment, lasting for as long as we remain within our profession.

As L&D professionals, our knowledge is our product. If we are not knowledgeable in our subject areas or we do not know how to support and facilitate learning, then how can we help others or contribute to our organisations? CPD is an essential investment in our career and doubly important to us if we are to role-model the commitment to L&D we expect from others. Undertaking CPD and keeping an appropriate record of it is an expectation of members of the CIPD and of most other professional bodies.

There are many reasons why we are motivated to learn new things. The fact that we are in this profession suggests that we are already enthusiastic learners. CPD requires us to focus a part of our learning specifically on areas that are related to our profession – but L&D is a very wide field, and there are very few things we can learn that do not contribute in some way to our abilities to help other people with their learning.



REFLECTIVE ACTIVITY 1.7

- | | |
|---|--|
| <p>1 What motivates you to learn?</p> | <p>3 How did this contribute to your abilities as an L&D practitioner?</p> |
| <p>2 What was the last learning activity you undertook?</p> | |

The benefits of developing ourselves are boundless – not just for us but also for our learners, the organisations in which or with we work, and the L&D team or function we are a part of. Some of the potential benefits are shown in Table 1.2 below.

Table 1.2 Potential benefits of CPD

<p>Benefits for you:</p> <ul style="list-style-type: none"> ● enhanced reputation and job satisfaction ● increased confidence and self-esteem ● improved career prospects and employability ● improved professional status ● development is a transferable skill. 	<p>Benefits for your learners:</p> <ul style="list-style-type: none"> ● better quality training ● up-to-date advice and information ● training that employs new approaches and methods ● training that better meets needs ● greater confidence in the training provided for your organisation.
<p>Benefits to your L&D function:</p> <ul style="list-style-type: none"> ● enhanced reputation ● more likely to be seen as credible and reliable and to become a trusted partner in the business ● more influence with key stakeholders ● a more exciting learning environment and opportunities to learn from each other. 	<p>Benefits to your organisation:</p> <ul style="list-style-type: none"> ● staff who can do the job ● more likely to achieve evolving organisational goals ● managers can be confident that staff skill levels are compliant and up to date with requirements ● improved employee engagement ● enhanced external reputation.

Undertaking CPD is not just about setting personal development objectives and fulfilling these, but also about reflecting on our learning and applying it to our working life. We should also record our learning activities and reflections to capture our progression as learners and also to demonstrate our commitment to CPD to other parties.

The concept of CPD reflects both the Training Cycle and the Learning Cycle. It follows the Training Cycle in that we need to identify our learning needs, find learning to meet these needs, access the learning and then evaluate how well our learning needs have been met – and then start again with the next learning need.

CPD also follows the Learning Cycle in that it requires us to reflect on our experiences, find new ideas and ways of doing things, and experiment with our new ideas – and then start again, reflecting on our new experience.

Let's have a closer look at some key aspects of CPD:

- CPD includes an element of planning and an element of recording and reflecting – as well as actually undertaking development activities.
- Planning your CPD is important to ensure that you take a strategic approach to your professional development and include everything you need to meet your professional requirements. You might link your development plan to a performance review cycle at work, or it might be something you do on an ongoing basis.
- You should try to set SMART development objectives (see below), where appropriate, so that you can measure your progress towards, and eventual achievement of, your objectives.
- It is best to review your progress towards objectives regularly to ensure you stay on track, particularly for learning objectives that are compliance- or qualification-related.
- Reflecting on your learning involves drawing out key learning points and thinking about how you will make use of this learning. If you can get into the habit of recording your reflections as you go along it will be easier and more useful to you.
- The way you record your CPD reflections is up to you. Some suggested formats are provided below and more are available on the CIPD website. Remember that you may need to make your CPD record available to other parties occasionally, but it is usually acceptable to provide a reduced or summary version if you are uncomfortable about revealing the full document.

Ref to ELP 1 – Training Cycle

Ref to ELP 2 – Experiential Learning Cycle

SMART

Specific: be clear about what you want to achieve. What is the actual result or outcome that you want?

Measurable: how will you know that you have achieved? What will you see, hear and feel that will tell you that you have achieved?

Achievable: the objectives in your plan should be realistic and achievable steps to take you closer to your overall ambitions.

Relevant: your objectives should be steps to larger career and personal aspirations, not just random pieces of learning.

Time-bound: each outcome should have an achievable end-date, ideally within the timescale of your CPD planning period.

In our experience, the format of a CPD plan or record is determined by personal choice: there is no 'one size fits all'. Many opt for a simple table-style document (see the examples in Tables 1.3 to 1.6 below), but whatever works best for you is fine. There are examples of CPD templates and completed CPD plans and records on the CIPD website along with other relevant materials to support you in the CPD process.

Table 1.3 CPD plan format – Example 1

What I want to achieve:	How I will achieve it:	Info/resources required:	Review date:	Outcome:

Table 1.4 CPD plan format – Example 2

Objective:	Action required:	Outcome:

Table 1.5 CPD reflective record format – Example 1

Key dates:	What I did:	Why:	What I learned:	How I'll use it:

Table 1.6 CPD reflective record format – Example 2

Date:	Event/experience/activity:	Reflections on learning and how I will use it:

If you don't want to set up your own system, you can access the CIPD's online CPD system on the website. This free (to members) system provides online forms where you can plan your learning and record your activities and reflections. You can either use the forms provided or upload your own format if you prefer. One of the advantages of using the CPD online system is that you can record and access your CPD records any time you have access to the Internet. You are also able to allow the CIPD access to your records, if needed, for purposes such as upgrading.

There is also a range of online CPD systems available commercially, some of which are provided for specific occupational sectors. Try a Google search if you want to find out more about these.

Figure 1.5 below is an example from an L&D practitioner's (and CIPD student's) CPD record. Here, the first column is used to link activities to the learner's personal development plan (PDP).

Figure 1.5 Extract from a CPD record for an L&D practitioner

PDP ref	Experience/Activity	Reflections on learning and how I will use it
4	Attended second Certificate in Learning & Development Practice workshop	Got an overview of the full L&D role and realised it is wider than I had thought. Made me aware of some of the areas I still have to learn. I recognised that I need further development in undertaking a learning needs analysis and designing training. Feel more confident about delivery and evaluation. I also need to think more about our organisational objectives – and would like to develop my coaching skills further. We did some self-assessments and I scored highly in communication skills, and supporting other people's learning. This makes me feel more confident about my abilities. I realised that I do contribute to the organisation in lots of ways – but don't always make these explicit – or even recognise it myself sometimes.
	Team meeting (May 5 th)	We began the process of setting team objectives for next year. We did a review of what we need to do more of, what we need to change, and what we need to stop doing. I ran a session on our organisational goals and how these cascaded down into what our team has to achieve. Everyone said this was really useful and helped them see how they fit in to the big picture. Preparing for this session has made me so much more aware of my role and my contribution to the organisation – and I can use it towards my qualification.
	Read '59 Seconds' by Richard Wiseman	Really enjoyed this – and loads of learning in it. Particularly liked the ideas about how to be persuasive – and how to be more creative (will try out the group dynamics idea and the upside down arrow picture) and the general philosophy that so much can be achieved in such a short time or in small ways.
3	Completed AQA portfolio & had professional discussion	The final 'piece' of my assessment was a professional discussion with my assessor, which went well. There are just a couple of 'loose ends' to tie up and then I will have finished. I should have completed this sooner – I can assess now without having things countersigned all the time and be more decisive when I give J or L feedback on their work. I will be able to use my learning from the AQA in other types of assessment too. I now have a clearer idea of different assessment methods and how to plan for and implement them. I also feel more confident about how I give feedback having been observed doing this and discussed my approach with...

CHOOSING SELF-DEVELOPMENT ACTIVITIES

There will be a number of practical factors impacting on your choice of development activity, including costs, availability and timescales. Beyond these factors it is good to get a balance of learning across the following:

Maintenance versus development needs

What existing knowledge you need to keep refreshed and up to date against what will be new areas of learning for you.

Specialist subjects/occupational area versus general training skills and knowledge

If you train in a particular subject area you will need to maintain your technical abilities and knowledge, as well as developing your skills and knowledge as a trainer.

Work performance requirements versus personal aspirations

As well as the learning you have to undertake for your job and professional requirements, you may also have personal aspirations or long-term plans you want to prepare for.

Different learning methods

Even if you have a preferred learning style it is important to involve yourself in a range of different approaches. Challenge your preferences sometimes – maybe opting for a highly

participative learning activity, even though you would normally choose to learn through researching or reading – and develop your other styles in doing so.

See Essential Learning Page 3 – Learning Styles on page 239.

Ref to ELP 3 –
Learning Style

The way we communicate has changed significantly over the years and whether you have a fear of, or fascination with, social networks, they should be embraced as they are shaping the way we manage our personal development and the impact this has on our personal reputation management.

(Karen Waite, leaplikeasalmon.com)

Left brain versus right brain

If work-related development needs are very logic-based and left-brained you could balance this by undertaking some more right-brained, creative and artistic development activities.

See Essential Learning Page 5 – Multiple Intelligences on page 245 and Page 6 – Left Brain, Right Brain on page 247.

Ref to ELP 5 –
Multiple
Intelligences

Ref to ELP 6 –
Left Brain,
Right Brain

Established content versus leading edge

Whilst there is a vast amount of current and established learning content essential to our professional development, being aware of some leading-edge developments can greatly enhance career prospects. New ideas relating to learning are emerging from a variety of fields including neuroscience (how the brain works), psychology (how people behave) and technology (developments in e-learning systems, and the use of social networking and social media as a basis for learning).

A lot of ... (L&TD) activity is going to require a step-up in our awareness of a new and emerging evidence base from the sciences about how people think, act and behave. L&TD people use familiar models such as Myers Briggs, Kolb, and Honey and Mumford to generate insight on how people learn and develop. Perhaps these are too familiar, for the challenges we face now require different insights and a refreshed evidence base. Our survey also shows there is a low awareness of the emerging evidence base from neuroscience, cognitive research and areas like economics which could transform the way we think and plan L&TD. Behavioural science insights such as 'nudges' and understanding of behaviours like procrastination (fudges) and 'heuristics' (thinking shortcuts) could have as much impact on how we plan learning as the assumed insight we get on people's preferences from our existing models.

(CIPD Learning and Talent Development Survey, 2012)

Serious versus fun

Sometimes we benefit from some light-hearted development that may appear to have little professional connection but could just 'light a spark' of a future learning direction or at least be a good stress reliever. Who knows what attending a circus-skills workshop or a stand-up comedy course could lead to – you won't know unless you try!



REFLECTIVE ACTIVITY 1.8

- 1 If you were suddenly given two weeks off all responsibilities and £2,000 to spend on your own development, what would you choose to do – and why?
- 2 What does this tell you about your passions and interests?
- 3 How would this development impact on your capability as an L&D practitioner?

As an L&D practitioner you will be aware of the many types of learning activity available and there are further descriptions and discussions of these in later chapters of this book (particularly Chapter 4: Undertaking a Learning Needs Analysis and Chapter 5: Designing L&D Activities).

Some methods to consider for your development include:

- attending a training event
- attending a conference or exhibition
- reading books, articles or blogs
- writing your own blog
- job shadowing
- academic learning
- attending a real-time webinar or accessing some recorded ones
- reflecting on work events
- experimenting with new social networking sites
- being coached
- having a mentor
- taking part in a project
- setting up or joining an action learning set
- attending networking events

Before undertaking any of these activities ask yourself, 'What is my objective for doing this and what do I want to learn?' Having completed the activity ask yourself, 'What did I learn and how will I use it?'

Finally, remember that managing your CPD is itself a development activity. Writing down your goals and planning how you will address them will give you a much greater chance of achieving them. Recording and reflecting on your development activities will consolidate and enhance the learning they encourage. Your CPD record is a symbol of your commitment to your own learning and something of which you can be very proud.



DEVELOPING AS AN L&D PRACTITIONER

CASE STUDY 1.2

One of my first training roles was with a private sector organisation, where I was part of a small training team, delivering programmes for employees (approximately 2,500 people). My role was primarily to learn and deliver to all teams and employees an off-the-shelf programme aimed at developing more consultative management styles and collaborative ways of working. The training was the same for all teams, irrespective of current management styles and working practices, or whether the new arrangements were appropriate for particular types of work or working environments. You could say it was a 'sheep-dip approach', ie everyone getting the same training whether they needed it or not.

On delivering the programmes, we found that the groups were often negative and resistant to the training. Some felt they were already doing what was being asked of them, and others felt it was inappropriate for their area. As this feedback continued, we tried to be more flexible with the materials and the message, but it was difficult with the programme as it was, and ultimately, senior management agreed to abandon it.

Instead, it was decided to take a more tailored and differentiated approach. This included:

- operational staff working with the training team to review and adapt the programme for different areas
- a new needs analysis for specialist departments within the organisation
- design and delivery of a new programme for team leaders of specialist departments
- design and delivery of a competence-based programme to sit alongside the training sessions.

Looking back on the experience, I can see that the 'sheep-dip' programme

did have some results in terms of encouraging cross-organisational working and some skills development, but in hindsight this was only achieved in small areas and was not necessarily appropriate for every working environment. Moving to a more customised approach meant that each area of the business was involved in identifying its learning needs, making the training more relevant to them. In turn, individual learners and their managers were more engaged with the process and learning was embedded in day-to-day working.

As a fairly new trainer I learned a lot from this experience, particularly:

- L&D activity is not just limited to delivering training.
- If learners don't understand why they are attending training, they are unlikely to engage fully. This makes trainers' lives more difficult and learners are less likely to implement any learning back in the workplace.
- Off-the-shelf training packages can work and are particularly useful when time is of the essence but it is unrealistic to expect to change the culture of an organisation by simply delivering workshops – especially if they are perceived as irrelevant by the learners!
- L&D professionals working in an organisation need to understand the business of the organisation, get to know key people, and spend time in operational areas in order to understand the culture of the organisation.
- L&D should work with technical and operational experts to design and deliver programmes that are relevant and appropriate.
- L&D professionals should not be precious about what they do. It is perfectly possible for operational

staff to be excellent trainers and deliver on-the-ground HR services to their teams. The role of the L&D team should be to support, guide and advise; to offer specialist services when they are required and to develop the skills of those people who are 'on the ground'.

Jackie Clifford, Clarity Learning & Development

Questions

- 1 What do you think about Jackie's experiences?
- 2 How does Jackie's learning reflect the Learning Cycle model?
- 3 Do you agree with Jackie's learning points?

SUMMARY

This chapter has explored:

Developing yourself as an L&D professional

- Self-development is an essential aspect of 'being a professional'.
- Knowledge is our product; we need to be up to date with our subject areas and our knowledge of how to help people learn so that we can contribute to our organisations.
- The commitment to self-development is an expectation of members of our professional institute.

Different specifications of L&D roles

- Organisation L&D roles are specified in job descriptions and competence frameworks.
- The CIPD HRPM specifies the activities, knowledge and behaviours required for roles across the HR spectrum, including L&D roles.
- L&D roles are also captured in NCS and, to some extent, in standards for people who work in the FE system.

Customers and their requirements

- Customers of the L&D service are often internal 'customers'.
- It is important to balance conflicting customer needs and set realistic customer expectations.
- Good and regular communication is crucial to good customer relationships.

Delivering an effective L&D service

- We need to manage our workload to meet agreements and achieve objectives.
- Problems and complaints should be addressed as soon as they arise.
- It is important to keep reviewing and improving our service and, sometimes at least, we should exceed customers' expectations.

CPD

- CPD is the action we take to maintain, update and grow the knowledge and skills required for our professional role.
- CPD benefits us, our team, our organisation and our learners, and is an expectation of members of most professional bodies.
- CPD is about planning our development, undertaking development activities and reflecting on our learning. It also includes an element of recording this activity.

CPD records

- Our CPD records should detail the activities we have planned/undertaken, what we have learned and how we will use our learning. We can use various formats for this.
- Our choice of activities will depend on some practical factors, eg cost, time and availability, but should also reflect our professional needs and personal aspirations.
- We may need to make our CPD records available to other parties occasionally, but it is usually acceptable to provide a reduced or summary version if we prefer.



WHAT NEXT

Below are some activities to help further your learning from this chapter:

- 1 Have a look at the HRPM at www.cipd.co.uk/hr-profession-map. You could start by looking at the Learning and Talent Development professional area, and seeing which band relates most to your current role.
- 2 Try out the interactive self-assessment tool *My HR Map*: www.cipd.co.uk/cipd-hr-profession/hr-profession-map/learn-more-about-my-hr-map.aspx
- 3 Review your function's approach to service delivery. Consider:
 - who your customers are
 - what those customers expect of you
 - how close you come to meeting their expectations
 - what else you could do.
- 4 Arrange meetings with your key customers to discuss and agree the levels of service that you will provide.
- 5 Revisit your CPD documents or set some up if you do not currently have any. Consider:
 - Do you have a comprehensive professional development plan?
 - Are you recording and reflecting on your development?
 - Do you have personal goals and aspirations?
 - What do you do each day, week or month towards your goals?

Remember that there is a range of support materials, guidance and further information about CPD on the CIPD website.
- 6 Research and plan for some new development that inspires and excites you, and which will enhance your capabilities as an L&D professional.



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Pedler, M., Burgoyne, J. and Boydell, A. (2006) *A manager's guide to self-development*. 5th edition. London: McGraw-Hill Professional.

Wiseman, R. (2010) *59 Seconds: Think a little, change a lot*. London: Pan MacMillan.

WEBSITES

Online guidance relating to the CIPD HRPM:

www.cipd.co.uk/hr-profession-map

Online guidance relating to national occupational standards:

www.ukces.org.uk/ourwork/standards-and-frameworks/nos

NOS.ukces.org.uk/Pages/index.aspx

Online information and national standards for customer service:

www.instituteofcustomerservice.com

Online guidance and materials relating to CPD:

www.cipd.co.uk/cpd

Online communities and social media channels:

www.cipd.co.uk/communities

www.cipd.co.uk/podcasts

www.cipd.co.uk/news/blogs

www.linkedin.com/cipdmember

www.twitter.com/CIPD

www.facebook.com/CIPDUK

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CIPD with Cornerstone OnDemand, *Learning and Talent Development 2012*.