

Navigate your
CIPD course

Peter Freeth

Navigate your CIPD course

★ Your CIPD course

★ Your career

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Why am I
telling you all
this?

Why me?



- ★ Coventry & Warwickshire branch committee
- ★ Student rep
- ★ Level 7 Advanced Diploma 2016-2018
- ★ No previous academic background

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Why me?



CIPD
People Management
Awards 2019

FINALIST

Why me?

- ★ Some of this is 'official advice' and echoes what you'll hear from CIPD
- ★ Some of this is definitely unofficial – don't tell CIPD!
- ★ **All** of this will help you

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Your course

Getting
through the
course with the
best results for
the least effort

- ★ Study time
- ★ Your text books
- ★ Writing assignments
- ★ Getting feedback
- ★ The exams

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Finding time to study

- ★ “I’ll do it in my spare time”
- ★ How much spare time do you actually have?

Finding time to study

★ "I'll do it in my spare time"

★ How much spare time do you actually have?

ZERO



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Finding time to study

- ★ "I'll do it in my spare time"
- ★ How much spare time do you actually have?
- ★ You fill every minute
- ★ You will not **find** time
- ★ You must **make** time

Making time to study

- ★ Why are you taking this course?
- ★ For work!
- ★ When should you be studying?

Making time to study

- ★ Why are you taking this course?
- ★ For work!
- ★ When should you be studying?
- ★ **During the working day!**

Making time to study

★ Why are you taking this course?

★ For work!

★ When should you be studying?

★ During the working day!

"But I'm too busy"

"But my boss expects..."

"But I don't have the authority"

Do you still want to be
here in another 10 years?

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If you're doing this to
benefit your job...

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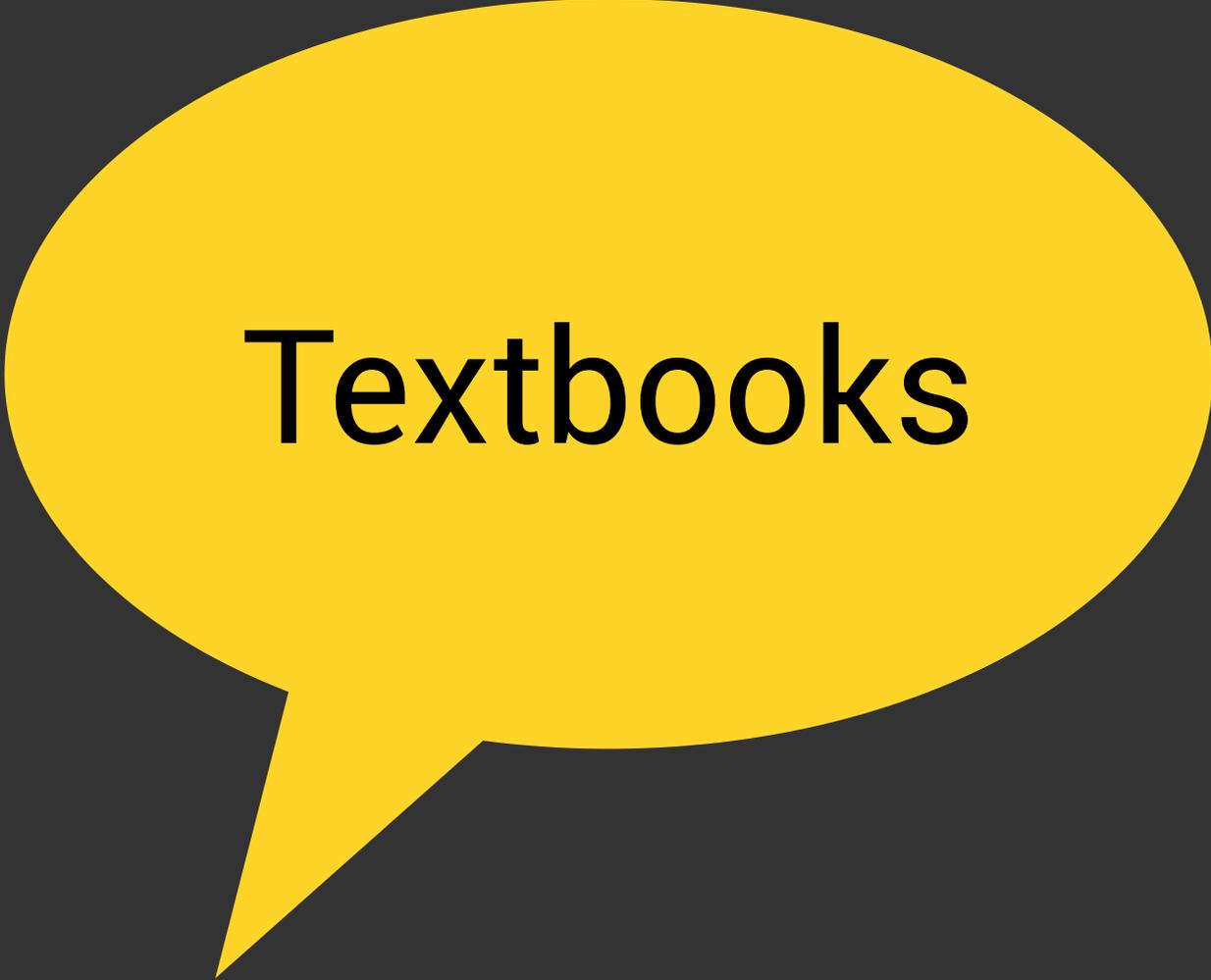


Then this IS your job

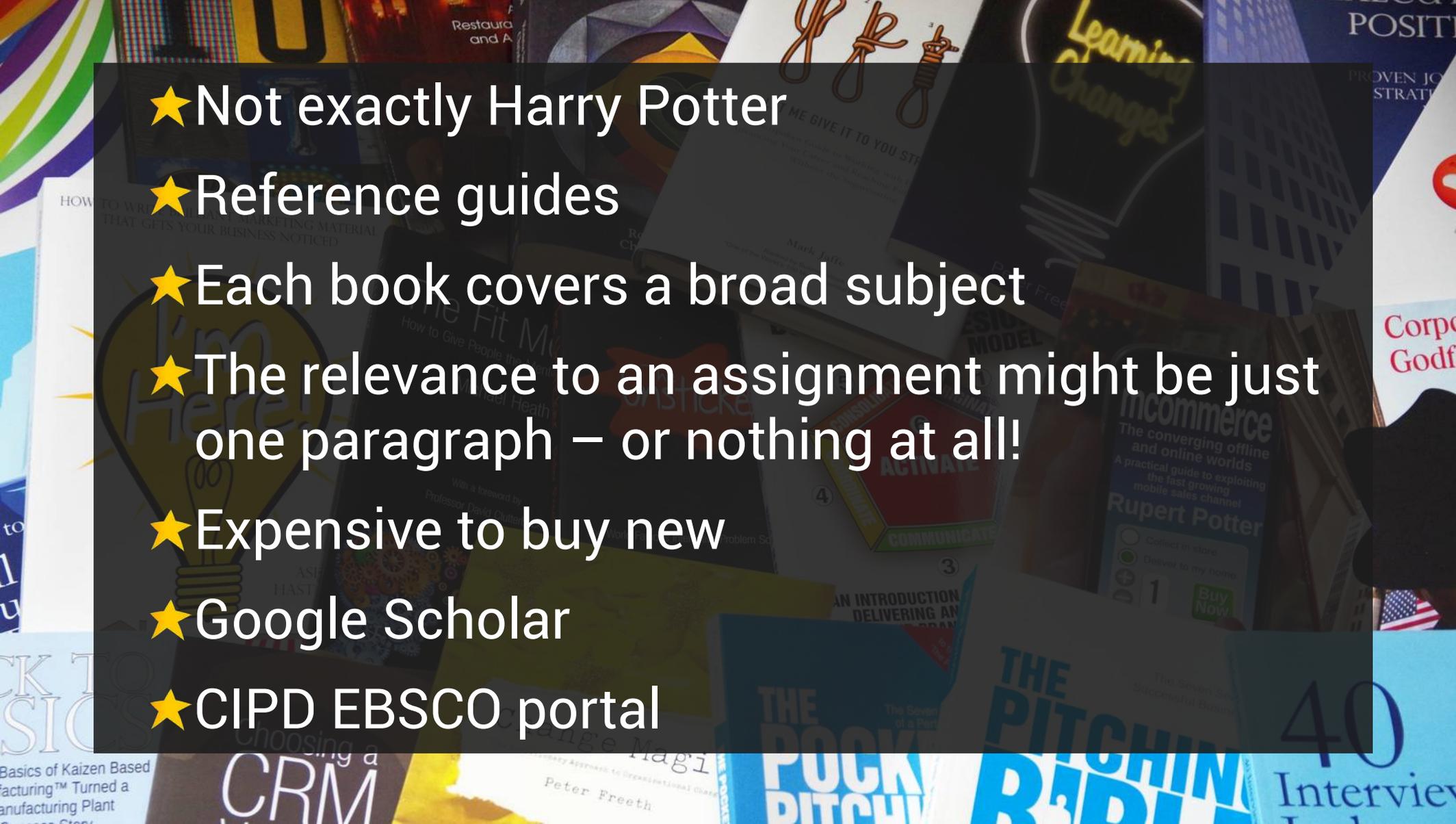
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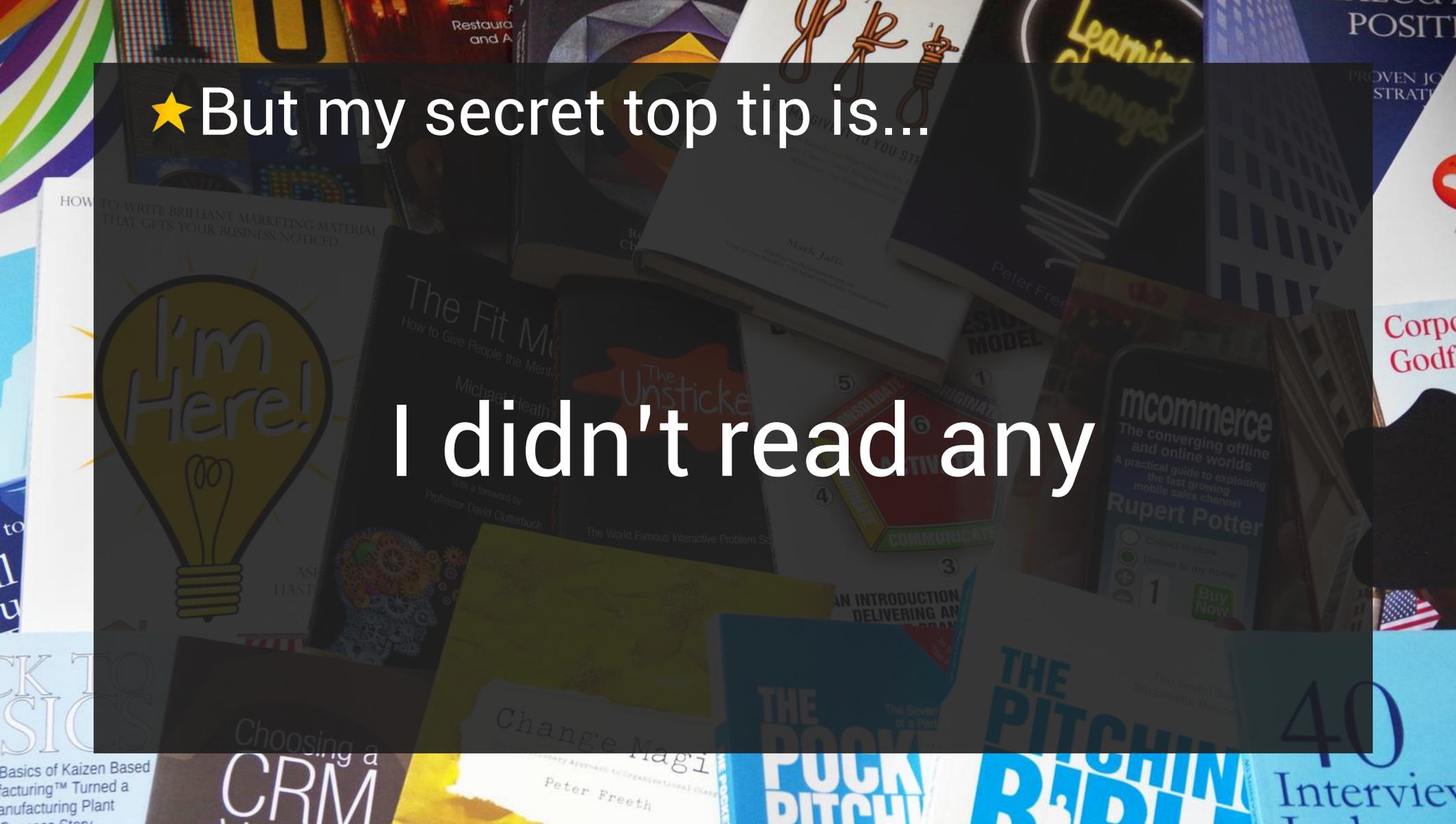
A yellow speech bubble with a black outline and a small tail pointing towards the bottom-left corner. The word "Textbooks" is written in the center in a bold, black, sans-serif font.

Textbooks

- 
- ★ Not exactly Harry Potter
 - ★ Reference guides
 - ★ Each book covers a broad subject
 - ★ The relevance to an assignment might be just one paragraph – or nothing at all!
 - ★ Expensive to buy new
 - ★ Google Scholar
 - ★ CIPD EBSCO portal

★ But my secret top tip is...

I didn't read any



A yellow speech bubble with a black outline and a tail pointing towards the bottom-left corner. The word "Assignments" is written in the center in a bold, black, sans-serif font.

Assignments

The first rule for assignments

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Read the question

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The second rule for assignments

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Read the question

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Assignments are easy

(If you read the
question)

- ★ Everything you need to know is in the question
- ★ Stop every 2 - 3 paragraphs and check the question
- ★ Be ruthless with yourself
- ★ Are you wandering off topic?
- ★ You don't get points for that!

Assignments
are easy

(If you read the
question)

- ★ If you're trying to make your assignments perfect then you are missing the point
- ★ You don't learn by being perfect first time
- ★ You're not marking the assignment

It doesn't matter
what you think

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The certificate has no grade!

This is to confirm that

Peter Freeth

has been awarded
the Chartered Institute of Personnel and Development

Level 7

**DIPLOMA IN HUMAN
RESOURCE DEVELOPMENT**



Peter Cheese Chartered FCIPD
Chief Executive

05/10/2018
Date of issue

This certificate confirms completion of the qualification shown. It does not signify a CIPD grade of membership.
Incorporated by Royal Charter Registered as a charity in England and Wales (1079797) and Scotland (SC045154).
7126/09/2015

CER/98182/4685285/ADHRD/

Assignments
are easy

(If you use the
feedback)

- ★ Use the formative assignments for feedback
- ★ Write anything!
- ★ Rewrite based on tutor feedback
- ★ They will help you to pass!

The third rule for assignments

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Demand feedback

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Assignments
are easy

(Although
some are
strange)

- ★ Most modules follow the same assignment format
- ★ Some are different
- ★ SBL and IBI seem to cause the most trouble

★ “What should I include?”

SBL tips

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★ “What should I include?”

SBL tips

Everything

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SBL tips

- ★ You don't lose points for putting in too much
- ★ You gain points for showing that you have a personal development plan
- ★ Include reading, online research, work training, CIPD branch events, meeting notes

IBI tips

★ “What topic should I choose for my project?”

IBI tips

★ “What topic should I choose for my project?”

It doesn't
matter

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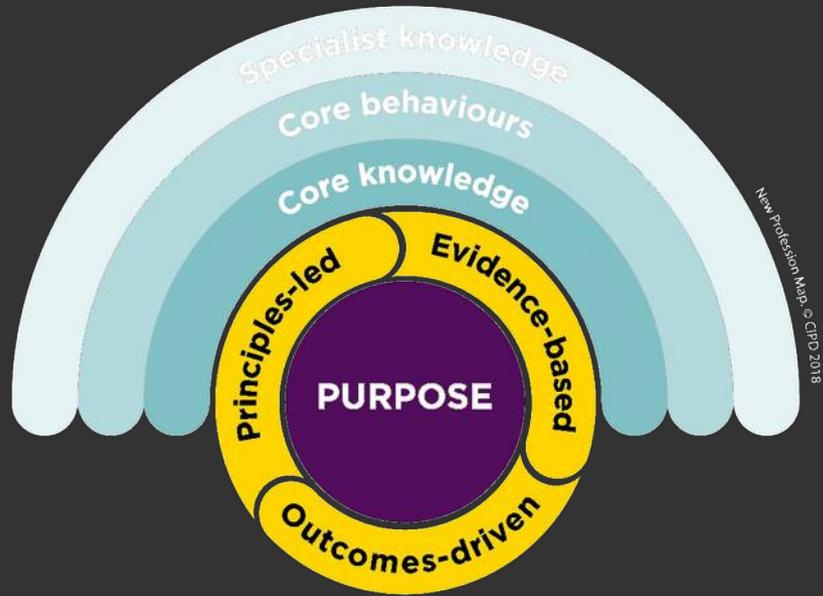
IBI tips

- ★ You're not being assessed on your choice of subject
- ★ You're being assessed on your approach

IBI tips

- ★ Choose any subject that you can connect to HR
- ★ Keep the subject as narrow as possible

IBI tips

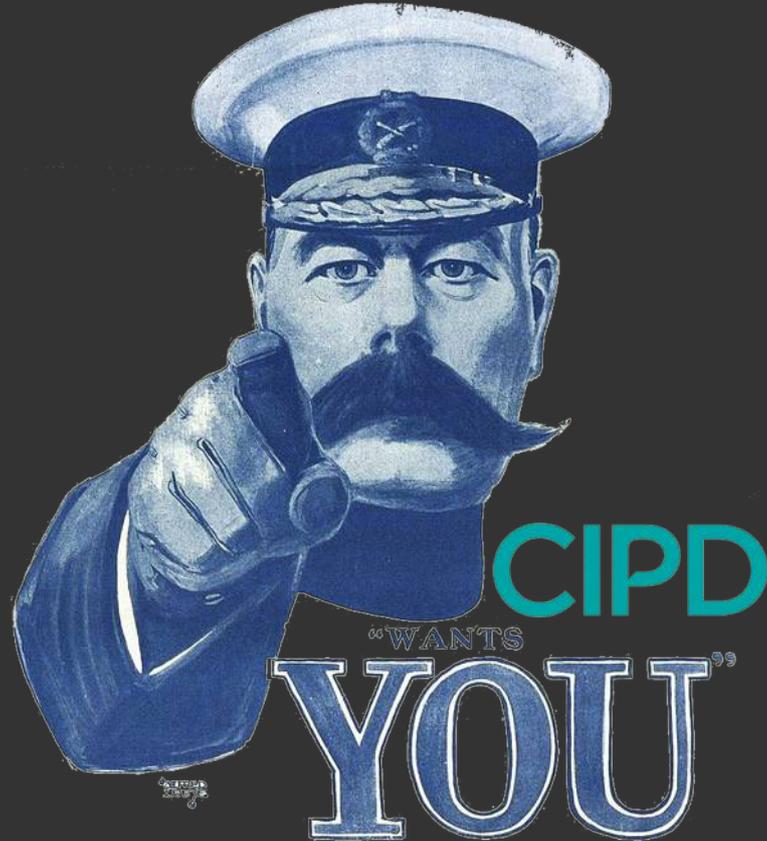


- ★ Identify a problem
- ★ Gather relevant data
- ★ Interpret that data
- ★ Compare to research
- ★ Balanced conclusions
- ★ Informed recommendations
 - Cost and impact



**Use the
resources**

STUDENTS



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Facebook interface showing a group titled "CIPD Level 7 Advanced Diploma - Students". The main image is a hand-drawn diagram with "HUMAN RESOURCES" in the center, surrounded by terms like "GROWTH", "TEAMWORK", "PARTNER", "Vision", "Benefits", "Skill", "Promotion", "Career", and "Lock".

CIPD website header with "CIPD" logo, "Log out" button, search icon, and menu icon. Below the header are social media share buttons for Facebook, Twitter, LinkedIn, Email, and Print. The main image shows three students in a meeting with the text "Student hub" overlaid.

LinkedIn interface showing the profile of Peter Freeth FRSA, Chartered MCIPD FITOL, FLP1 PABP, Owner. The group name is "CIPD Students (Mids)". The group description states: "This is a shared learning group for anyone currently studying a CIPD qualification at an approved CIPD learning centre." The group admin is Peter Freeth FRSA Chartered MCIPD FITOL FLP1 PABP, with a bio: "Creating knowledge in talent, leadership and culture. Probably the best executive coach you'll ever work with. Curious?"

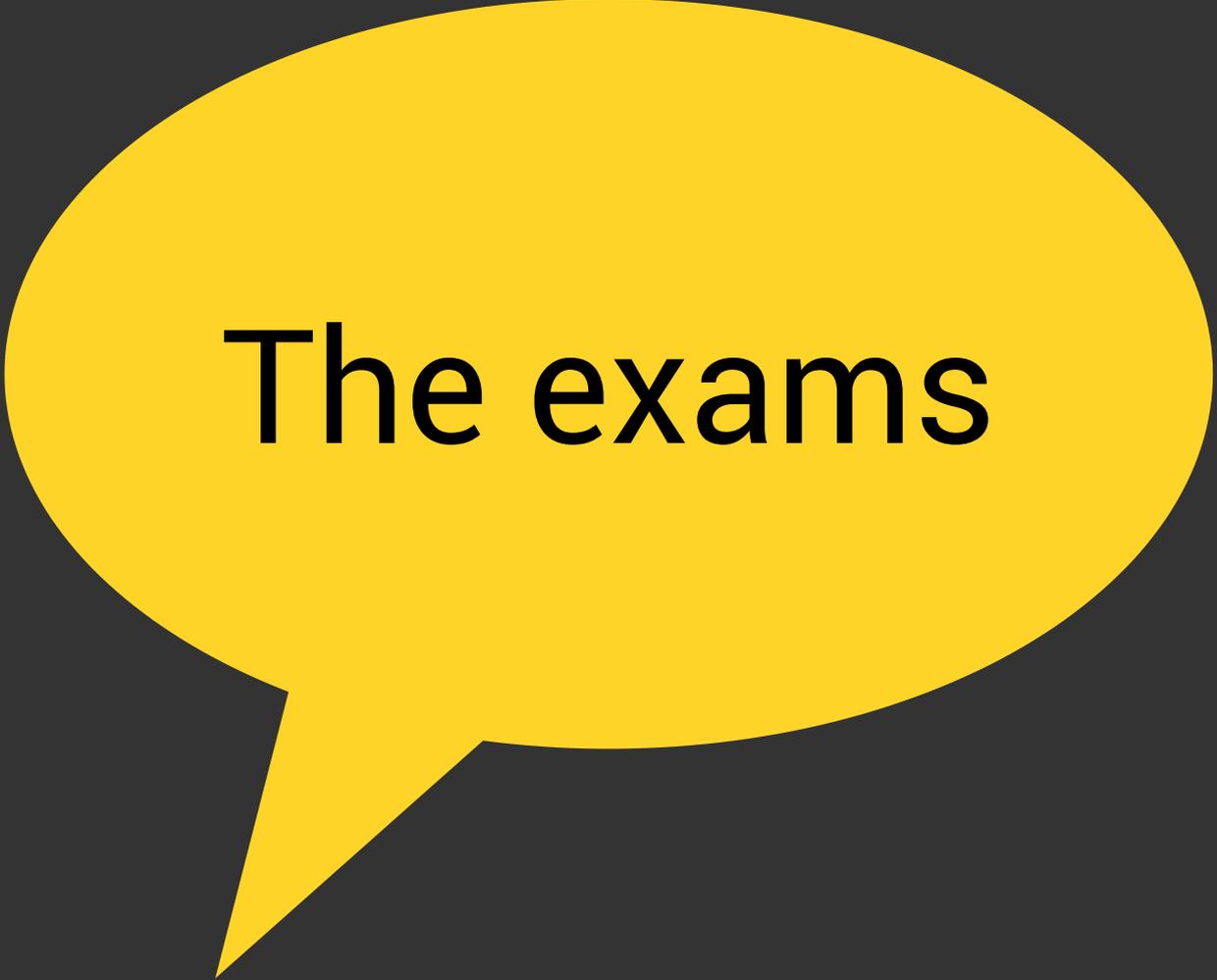
Text on the CIPD website: "Whether you're thinking of becoming a CIPD student, need help with studying, doing research for assessments, preparing for exams or are involved in a project for work, our Student hub has just what you need, when you need it." Below this, it says "Here you will find:" followed by two bullet points:

- FAQs to help you with:
 - finding the right route for you
 - studying for your qualification
 - what happens when you finish studying
- Information on how the CIPD can support you including:
 - help with studying
 - information resources to help you with your studies
 - career support
 - CIPD networking and events

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The exams

The exams are easy!

(If you prepare)

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Exam prep webinar

- ★ The CIPD wants you to pass!
- ★ The webinars are run by examiners
- ★ They will basically tell you how to pass the exam
- ★ Sign up even if you can't attend

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Past papers

7LMP – Leading, Managing and Developing People
EXAMINER'S REPORT
May 2018

CIPD
*Championing better
work and working lives*

Chartered Institute of Personnel and Development

Advanced Level Qualification

**Leading, Managing and Developing
People**
May 2018

Date: Thursday 24 May 2018 Time: 09:50 – 13:00 hrs

Time allowed – Three hours and ten minutes
(Including ten minutes' reading time)

Instructions

- Answer all of Section A.
- Answer **five** questions in Section B (**one** per subsection).
- Read each question carefully before answering.
- Write clearly and legibly.

Information

- Questions may be answered in any order.
- Equal marks are allocated to each section of the paper.
- Within Section B equal marks are allocated to each question.
- If a question includes reference to 'your organisation', this may be interpreted as covering any organisation with which you are familiar.
- The case study is not based on an actual organisation. Any similarities to known organisations are coincidental.

Registered charity no. 1079797

★ Exam questions are recycled

★ Practice writing your answers

★ Review against the examiner's report

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Time yourself



- ★ Time yourself – exam conditions
- ★ You don't know how fast you can hand write
- ★ You don't know how much you can write in the exam
- ★ Pace yourself in the exam
- ★ Work out how long to spend on each answer

Case studies

- ★ You'll receive your case studies ahead of the exam
- ★ They contain all the clues you need for the exam
- ★ You won't know the questions
- ★ Research your facts & stats
- ★ Look up recent case law

References and statistics

- ★ An easy way to gain extra points
- ★ Remember as many as you can
- ★ Not easy when they're meaningless...

References and statistics



- ★ Make a list: Subject/Name/Year
- ★ Categorise your references
- ★ Rewrite, recite, repeat
- ★ Record on your phone and sing along
- ★ Print blank sheets and rewrite as often as you can
- ★ Multiple memories

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Revision with notes

Key areas of HR, Reward, Employee, Relations, Learning and Development and Resourcing

Van de Ven 2004 - linked to notes, part of Business

Van de Ven et al 2012 how do initial employee contracts fit, informed consent

McGregor 1960

Holmes 1990

Assessing 2009 Performance management

Dunning & Kruger 1999

Behavioral	Structural
McGregor 1960 XY	<u>McClelland</u> 1997 Situational Contingency Theory
Blake and <u>McGregor</u> 1964 People + Production	Hewey-Banfield 1977
	Townsend and Schmidt 1973
	Idar 1973 Action control

Rees 1979 - Transformational + Transactional leadership

McClelland, A. Bachman, D (1991), "Organizational Behavior", Leadership Manager

McClelland 1979 Identical 30 management roles in Europe, USA, India, Australia, Denmark, Thailand and Greece

Boykitt T and Leary M (2003) Identifying Training Needs 2003, London

McClelland 1981

Kidpatrick, McClelland (1977), Evaluating Training Programs

Guo 2013 effectiveness of coaching

McClelland 1987 - Motivation and Hygiene systems

Plot 2010 Motivation + Money Autonomy Purpose

Forsyth & Ross 1965 Power - Legitimate Reward Expert Referent Coercive Informational

Levin 1970 leadership styles - Autocratic - Democratic - Laissez-Faire

McClelland 1976 Harvard Business Review "Leading Change"

Levin, 1976 change management model, analysis, change, focus

McClelland and Wilson discuss no single best way of managing and leading organizational change

McClelland H. and Wares, J (1981) *Of Strategy, Culture, and Leadership* (Strategic Management) serial

McClelland, McClelland, and McClelland (1970) Participation, individual development, and organizational design

STEEPLE Social Technological Economic Environmental Political Legal Ethical

Power - 3 strategies Goal Leadership Differentiation and Flow

Power, Michael E., "Competitive Advantage", 1980

Tierney, J. et al (2007) Talent Strategy, Management and Measurement, London 2007, the systematic development, engagement, retention and deployment of those individuals with high potential

McClelland, R. J. & Sitton, R. A. (1995), strategy 1995 "Shaping future strategy and building organizational culture" of drawings of organizational design

Flaherty 2013, Edgar Collin (2016) development of an organizational culture to align to the people within it, 2016 Structure/Behav & System / Co-creating mechanisms / New roles

Rosenthal and Jacobson (1968) The Pygmalion Effect - teachers' forecast on the 20 students who had been identified as 1968

McClelland is a displacement of local activities by networks of relationships which reach its world wide, 1997, globalisation to assist 'cross' phenomenon. For McClelland Times 1997, the example there are many forms of capital, not only financial, which could generate returns, would not care. They identify 'seven pillars' of capital drawn by forces such as 'sociocultural development', 'strategic management', and 'spontaneous equal opportunities' - plus others.

McClelland & McClelland 2003, analysis of an organisational plan

Behavioral - economics, politics, process, and finance (Kaplan and Norton, 1996)

STEEPLE benchmarking

Strategy

Performance

External

Internal

Functional

McClelland - global framework for benchmarking people management

Competitive

The Sunday Times publishes an annual index of the best companies to work for

Alan M. McClelland (2006) "Assessments and competencies of employee engagement" - engagement links to internal productivity and retention.

McClelland Working Life Employee Attitudes and Engagement (Dunn et al 2006)

Robinson et al (2004) defined engagement as 'how, why, and for whom/when/where'

McClelland 2006 commitment to involvement with 2007

John 1999 engagement the emphasis is on internal

MacLure Review 2010 - Engage for Success 2011

MacLure and Clark 2014 Employee engagement 2014 Strategic Systems - Engaging Managers - Employee Voice - Insights

McClelland & McClelland (2006) align engagement to business

Lawton, 1978 - Definition of profession

McClelland (2004) Work on the firm" research - anything about changing workplaces

Guo 2013 - always on, a worker never works full time

Goldman Sachs 2006, Bank, Barclays and 2006 publicly considering using the European framework from the UK to the European mainland

McClelland Policy paper 2017 Being the best - setting goals through better and skills challenge

McClelland report, "Tapping into Talent" - Victoria, Betty Brimmer, Ken Xue and Gen Y/Millennials

Major & Wier 2018 Diversity increases financial results

McClelland 1984 Cultural dimensions

McClelland 1997

McClelland & McClelland 2013 in search of better workplaces

Scott 2017 flexible working

Edwards 2017 - on F solution

Idar, 1973 equity theory

Thomhill & Saunders, 1998 - self autonomy

McClelland, 1998 - Capital man

Guo et al 2013 male and female workers who participated in equality projects, but female workers positive more negative

McKinsey 2017 study 30% under through 30% female across all levels

McClelland 2014 man 40% more likely to be promoted as management

Borghese & Miller 2019, encouraging women into leadership positions

McClelland 2017 Winning the fight for female talent

Joseph 1989 The Stability Model - 2012, Temperament, Acquisitive vs. spiritiveness

Kaplan and Norton 1996 Balanced Scorecard - Learning, Customer, Financial, Process

Taylor 2011 Rewarding & Talent Management

Taylor Review of Modern Working Practices

Gold 2010 Leadership & Management Development

Rees & Farnish 2013 Leading, Managing & Developing People

McClelland - list of research shows engagement relates to leadership styles and business, but 1997 organizational leadership performance beyond engagement on lead to business

McClelland on 2013 Leadership Review and the concept of work engagement

Baltes in 2013 Analysis of Leadership theory and competency frameworks. Genes for Leadership Studies

McClelland 1977 work-related capital

McClelland Human Capital spending

Knowledge, skills and abilities 2011 - Expertise, innovation

Human resource development 2002 - Apprenticeship, graduate, trainee, executive training

Employee welfare/wellbeing - CSR, engagement, ethics, HR, E&P, innovation

Employee equity - Diversity, quality, rights, welfare

Clark and McClelland (2018) - employees focus on employability to give job freedom, employee focus on making it their own

Dunn et al 2014 - employee negative skills but give them better presented

Brown and Hesketh 2004 - difference between development wanted by employees and employer

Institute of Employment Studies - people spending longer at work + relationships

McClelland and McClelland (1991) leader vs objectives, conflicts, values, provides support, autonomy

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McClelland Part Papers

Incentive pay disparity - effect on motivation	Guo 2013 psychological contract model for the high employment context Murnighan 1983 equity theory
Effectiveness of <u>McClelland</u> - <u>McClelland</u> strategy 10%	Lack of world apart of learning Parsons on factual or personal knowledge <u>McClelland</u> Hollnagel Gardner <u>McClelland</u> 2017 - Learning delivery in similar systems is critical for new system integration <u>McClelland</u> 2010 MGRS
Facilitate working for managers + it is better to handle management	Parsons on decision making but this is opposed to employee autonomy Renown working & facilities Guo 2013 - female vs male
Why are people cynical towards change + how to increase cynicism to change	Cynicism = quality Change essential, essential in gas Parsons conclusion <u>McClelland</u> & <u>McClelland</u> 1992
Employee Value Proposition	Chen et al 1998, Dunne 2013
Workforce building + define + acquisition vs process	Dunn, 2011
Designing training to be professional	Service Profile sheet, <u>McClelland</u> 1997
<u>McClelland</u> <u>McClelland</u> - redesign workplace to improve productivity + management principles to adapt	Paper on employee motivation
Executive + business motivation	<u>McClelland</u> 2014

Engagement - how to increase + business case to incentivise into	Service <u>2011</u> Major & Wier, MacLure, de Ven & Wier 2018 Service Profile sheet, <u>McClelland</u> 1997 Murnighan 1983 equity theory Murnighan 1983 equity theory
Train and change prices of value leaders	<u>McClelland</u> 2016 DISCIPLI: Discrimination, Integrity, Stability, Confidence, Leadership OCCAN <u>McClelland</u> et al, 2014 Leadership as a concept OCCAN et al - a model group
Links & Plot 1981 better approach leadership - consequences of the role of leader	Leadership Styles in Contemporary Middle Companies - strategy Task-Governance: growth Handbook - man Lorenz - superior + inferior
Empowerment leadership What makes a successful leader?	Leadership doesn't guarantee business success Confidence bias Dunn & Chalmers 2004 article

McClelland Case Study

Industry - Labor 2016, falling schools, New application in 40, Local authority link cuts 2020

Head for process review, for single, non-linear

OFSTED critical long-term solution

General criticism - high missing rates, no evidence for improved results, pressure, sponsorship bias, non-ignores

Main findings: academics satisfaction

Governments leadership 3.8%, students motivation up 14.2%

e.g. Middlesbrough responding by 2000 ps - reducing staff numbers to reduce cost

e.g. Doves of Norwich proved for improvement through accountable leadership

McClelland report 2018 1000 teachers link, see 2018 ps

McClelland leading schools do not 'lose' - 2018

McClelland admits focused on assessment not motivation

["I'm hard on approach-high quality professional development"]

McClelland National leader Ofsted report shows some schools have better test scores than the year ago, and Ofsted are finding strengths in 40 ps in 2016, study 1000 teachers 40% of the workforce led their jobs for reasons other than assessment. Schools are only filling half of a vacancy with no return being the original experience and expertise.

A Department of Education spokesman said: "We continue to invest significant sums in teacher recruitment and [L]in up to 2020 being successful in teacher vacancies to ensure the best and brightest into the profession."

National Standards of Excellence for Head Teachers

Quality and knowledge

People and staff

System and process

The self-improving school system

Balanced Scorecard Kaplan & Norton 1996

Rees 1979 - Transformational + Transactional leadership

Clark, C. & Parns, S. (1985), Leadership Four part program, Management today, March 1986 - From experience of students to empowerment of staff - a personal view

McClelland, R. (2011) The Influence of Leadership Style on Teacher Job Satisfaction

McClelland & McClelland 2004 Engagement + business

Murnighan is for the wrong job, Engage man to do role on own, the working 15 for creating 1407

Murnighan David Plot 2010 Money Autonomy Purpose

McClelland Able Will - Equity

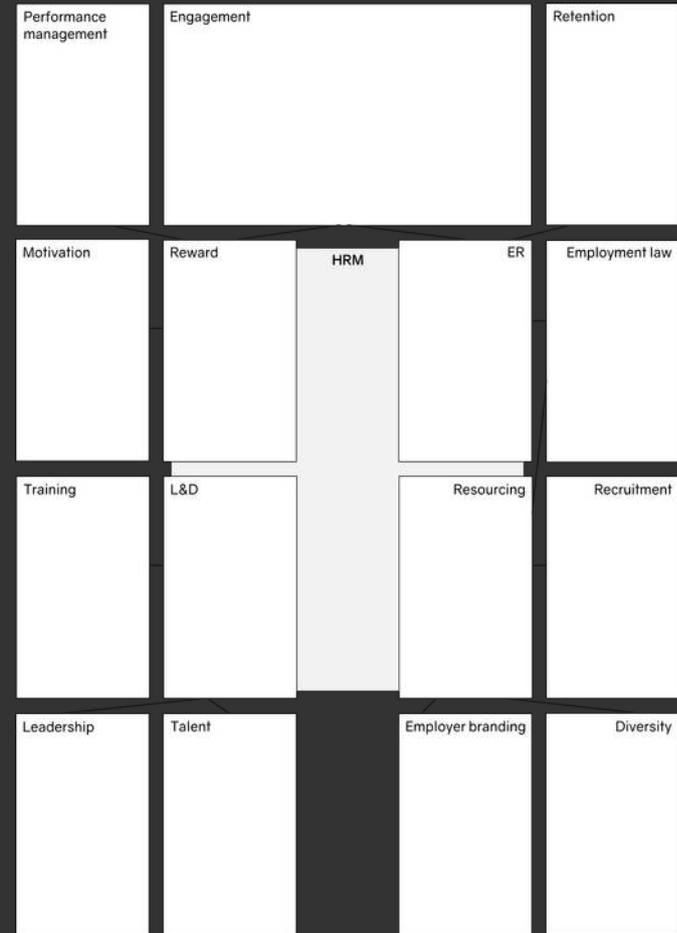
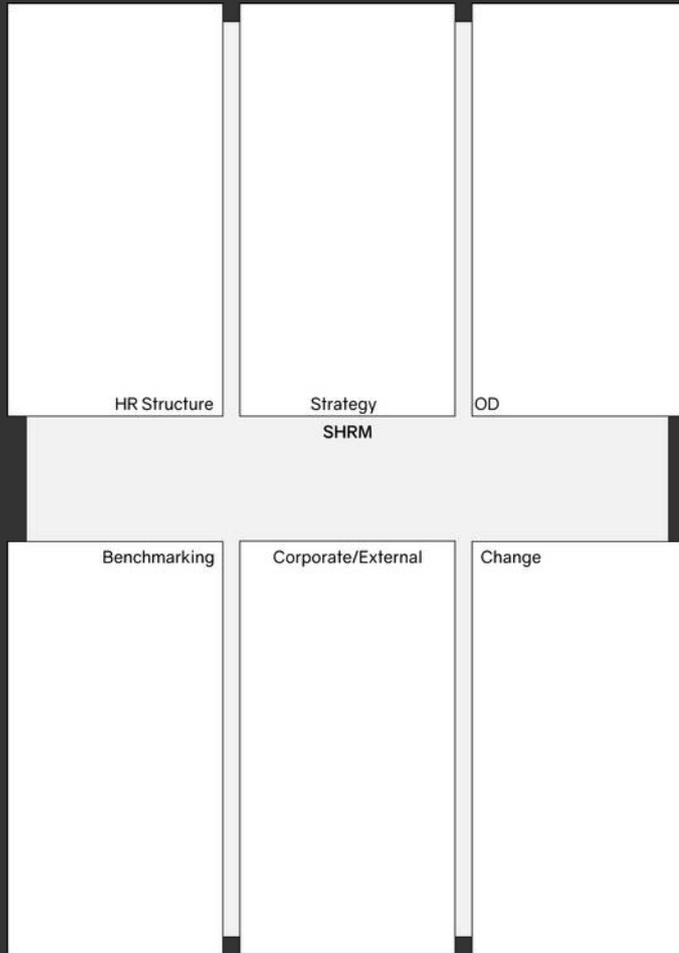
Revisions -

Joseph 87 Stability

McClelland 2010 Competency

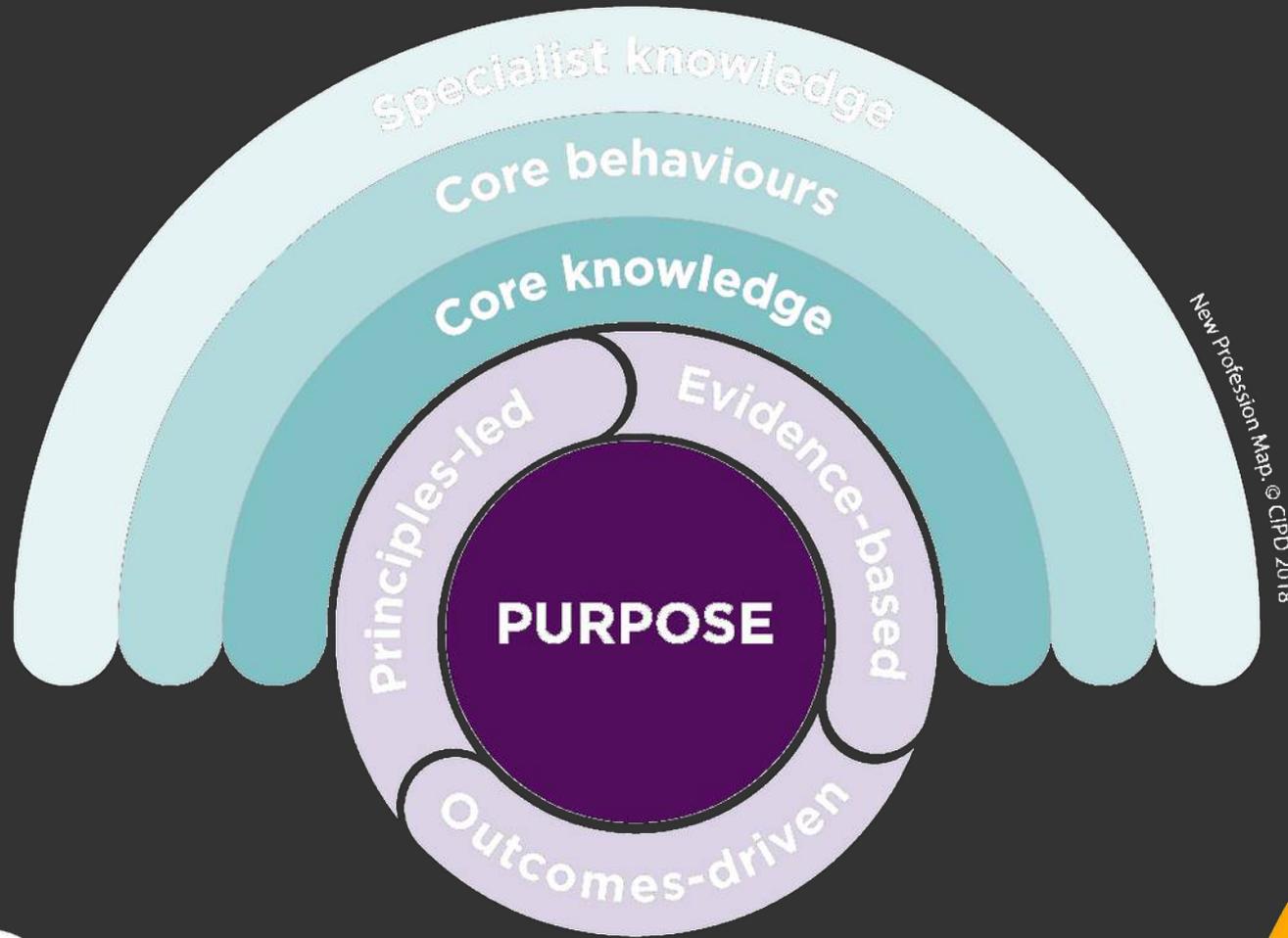
Goldring 1993 OCCAN





References and statistics

- ★ Keep reviewing up to the moment you enter the exam
- ★ Use your 10 minutes reading time to write them on your note paper
- ★ Use them as often as you can
- ★ They will jog your memory
- ★ Are they even checked?

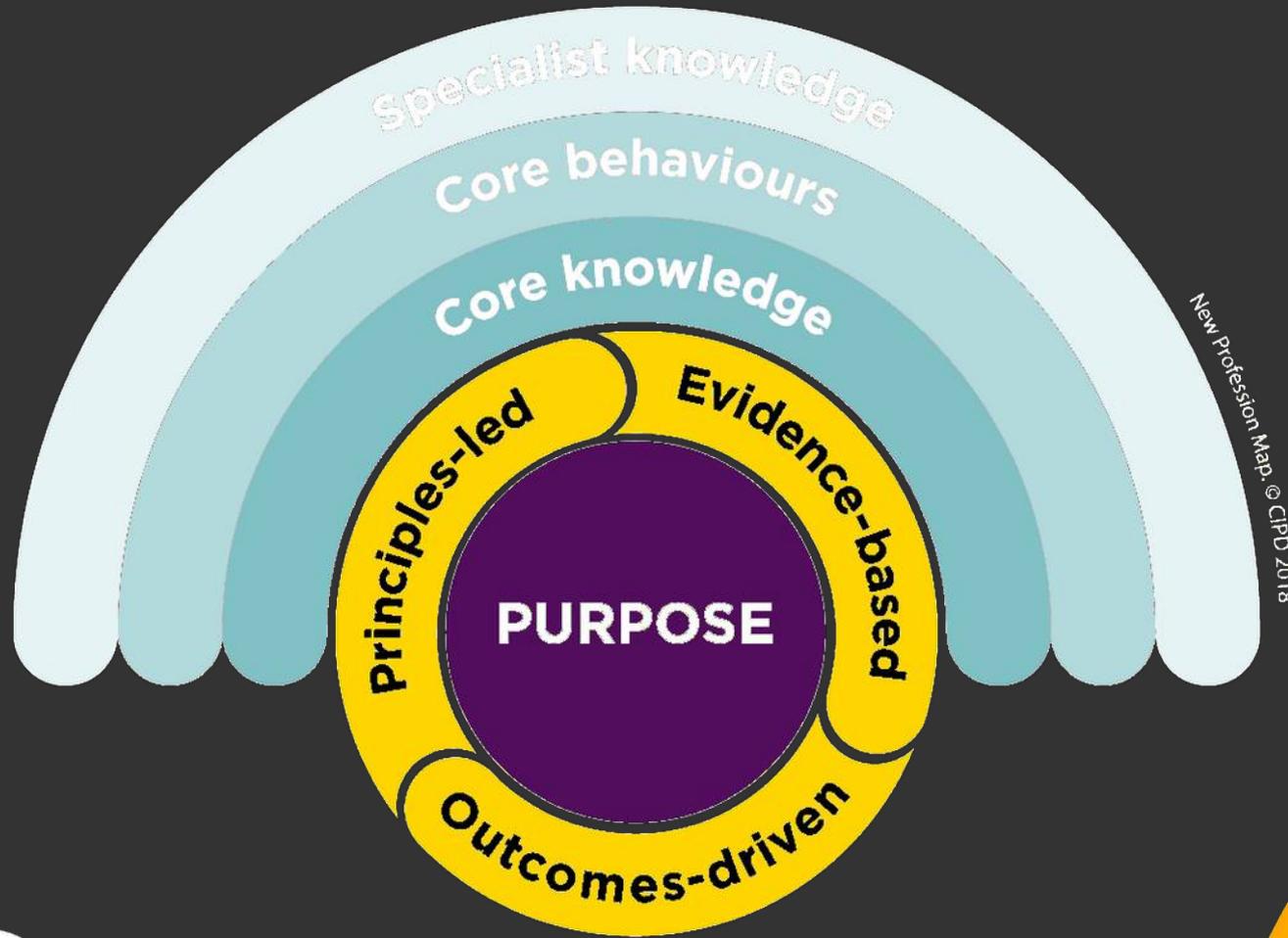


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New Profession Map. © CIPD 2018

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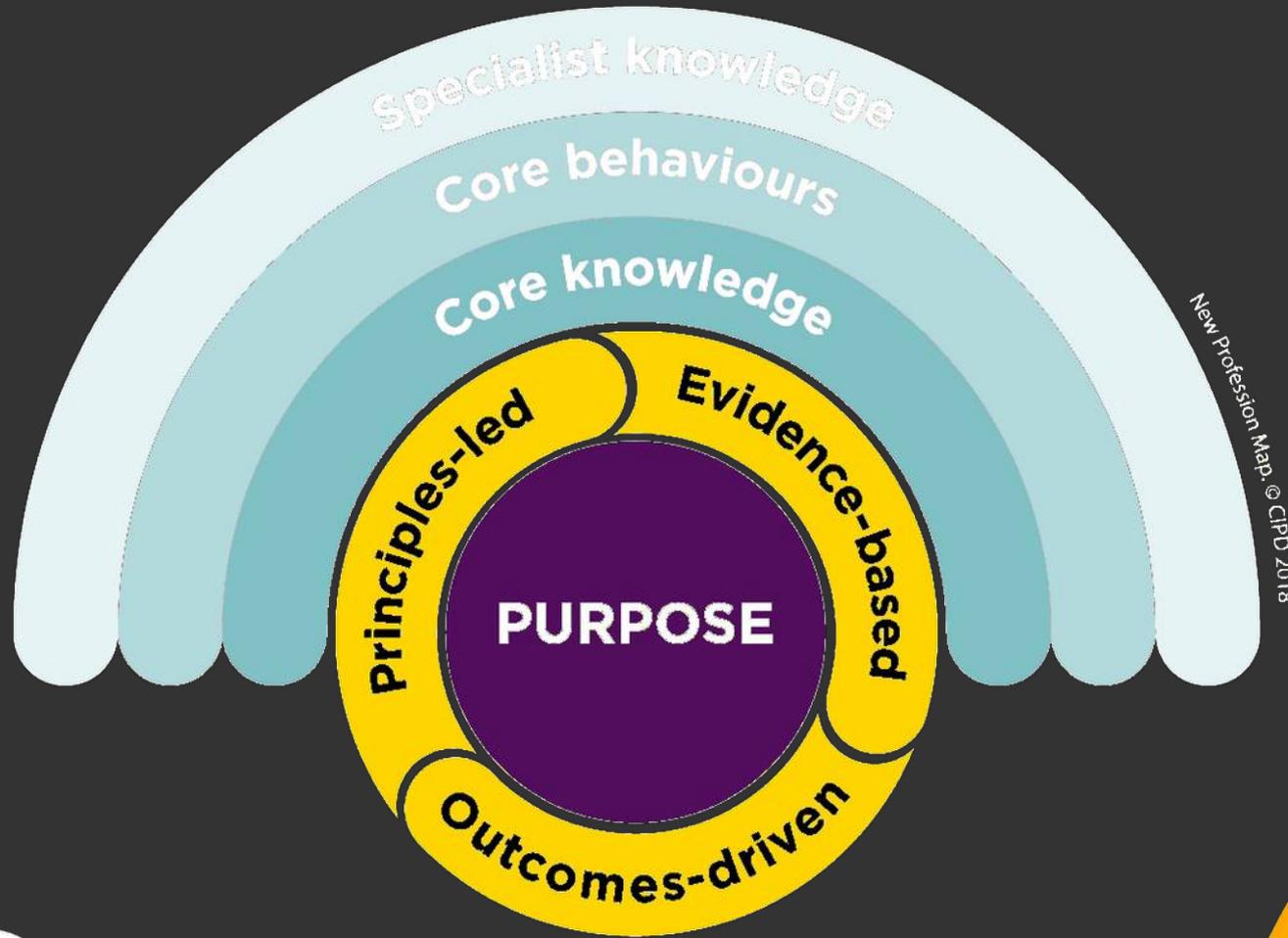
Your career

So what?

- ★ Your qualification will not open doors
- ★ It will put you on a level playing field
- ★ **Apply your knowledge**
- ★ **Demonstrate your value**

So what?

- ★ If “we can’t do that here” then why bother doing the qualification?
- ★ Make a difference
- ★ Measure your impact
- ★ Write about your experiences
- ★ Talk in terms of impact, not activity



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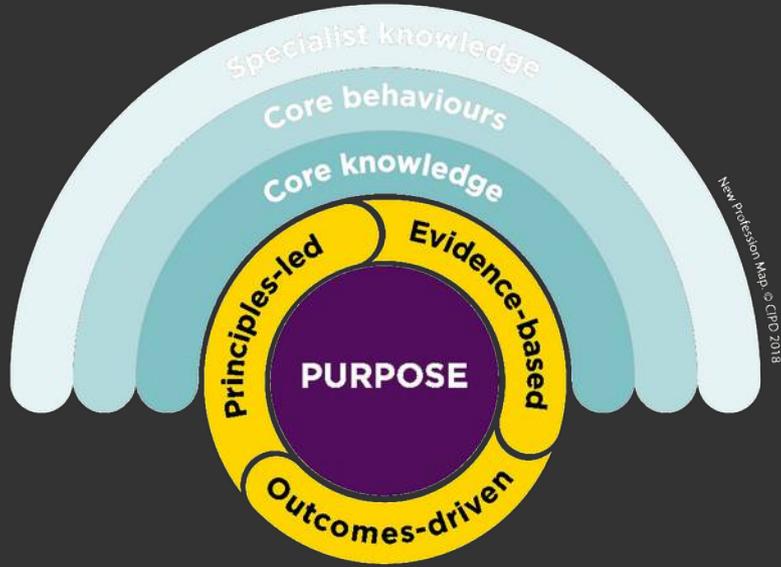
The experience trap

- ★ At the start of your career, qualifications are more important
- ★ Later, experience becomes more important
- ★ How do you get the experience?

The experience trap

- ★ Experience is a lazy way to predict performance
- ★ Time served is not knowledge gained
- ★ Don't be led into the experience trap
- ★ **Focus on impact**

Impact



★ I implemented a new HRIS

★ I saved £x

★ I managed attendance records

★ I increased retention and productivity by x%

★ Push recruiters to use the new profession map

Network

- ★ Contribute to online forums
- ★ Attend branch events
- ★ Network with other HR professionals
- ★ Define your identity
- ★ Focus on your target role

Network

★ "Ah, well, at the moment I'm a HR administrator but what I really want to do is move more into OD or maybe L&D because..."

★ Zzzzzzz

★ If you don't want to do it, don't talk about it

Network

★ "I am building my network to move into an OD role. Who can you introduce me to?"

★ Where are you going?

★ Who will help you to get there?

★ Ask them to help you

Get involved

- ★ Join your branch committee
- ★ Be a student rep
- ★ Go to HR events
- ★ Use the CIPD career hub
- ★ Enter the PM awards (26/3)
- ★ Network
- ★ Upgrade

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It's *your* career

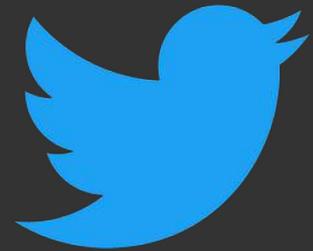
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