



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?



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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



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

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"

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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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Make a study schedule

36 Months

10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9
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30 Months

10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
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24 Months

10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9
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Modules

I	<u>RTM</u>					LTD					ODD					<u>LMD</u>					<u>SBL</u>			<u>IBI</u>							<u>HRC</u>				<u>LMP</u>				
D	P	P	M	M	P	P	M	D	D	M	P	P	M	M	M	P	M																						

Make a study schedule

36 Months

10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9
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30 Months

10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
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24 Months

10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
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Modules

I	<u>RTM</u>					<u>LTD</u>					<u>ODD</u>					<u>LMD</u>					<u>SBL</u>					<u>IBI</u>					<u>HRC</u>					<u>LMP</u>				
D	P	P	M	M	P	P	M	D	D	M	P	P	M	M	M	P	M																							

Assignments NOT modules



Textbooks

-
- A dark, textured background featuring a collage of various items related to research and learning. Visible elements include book spines with titles like "The Pitman", "The Seven of a Kind", and "Incommerce"; a document titled "ME GIVE IT TO YOU ST..."; a yellow sticky note; a red octagonal sign with the word "ACTIVATE"; and a blue card with a lightbulb icon and the text "Buy Now". The overall aesthetic is academic and creative.
- ★ 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...

★ But my secret top tip is...

I didn't read any



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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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/

The certificate
has no grade!



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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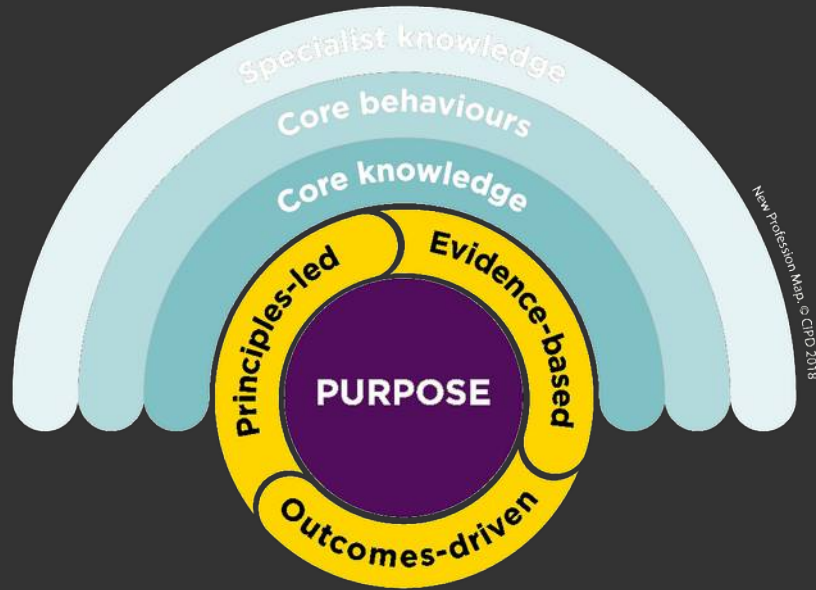
IBI tips

- ★ 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

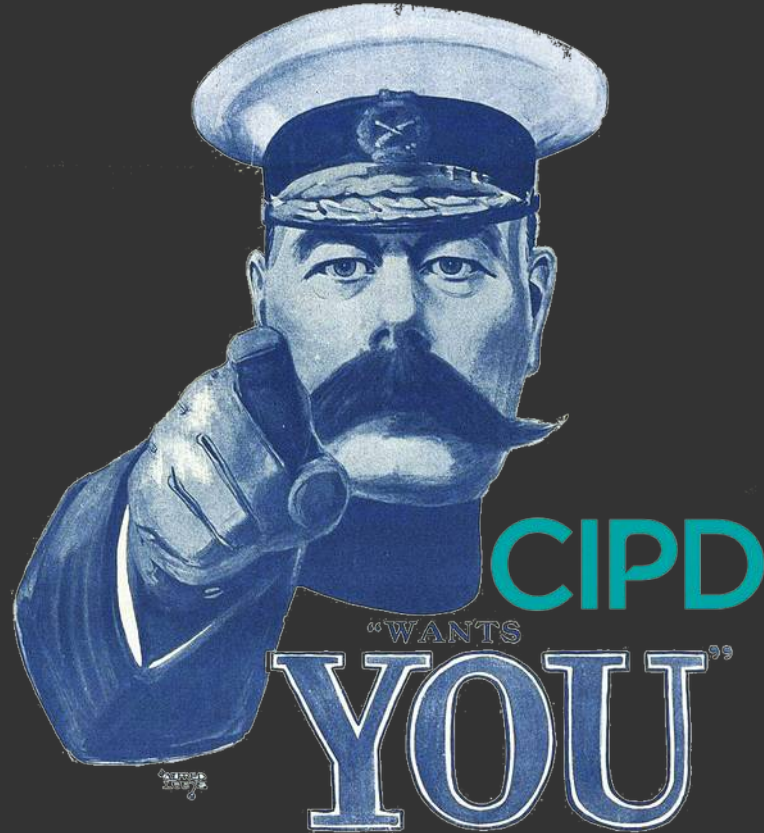


- ★ Identify a problem
- ★ Gather relevant data
- ★ Interpret that data
- ★ Compare to research
- ★ Balanced conclusions
- ★ Informed recommendations
 - Cost and impact



Use the
resources

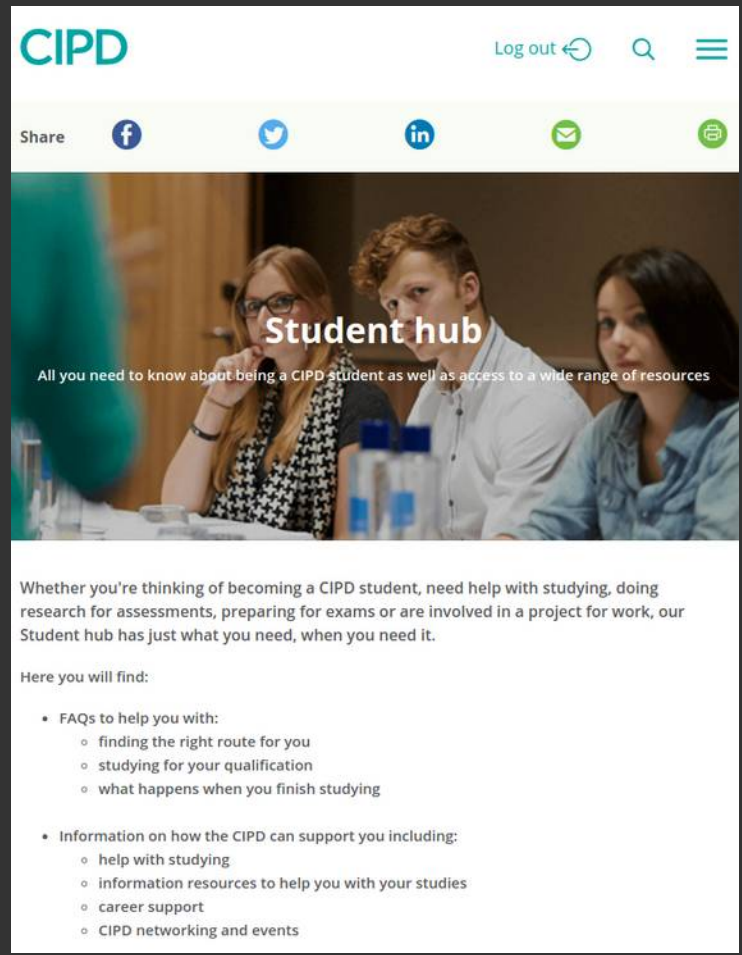
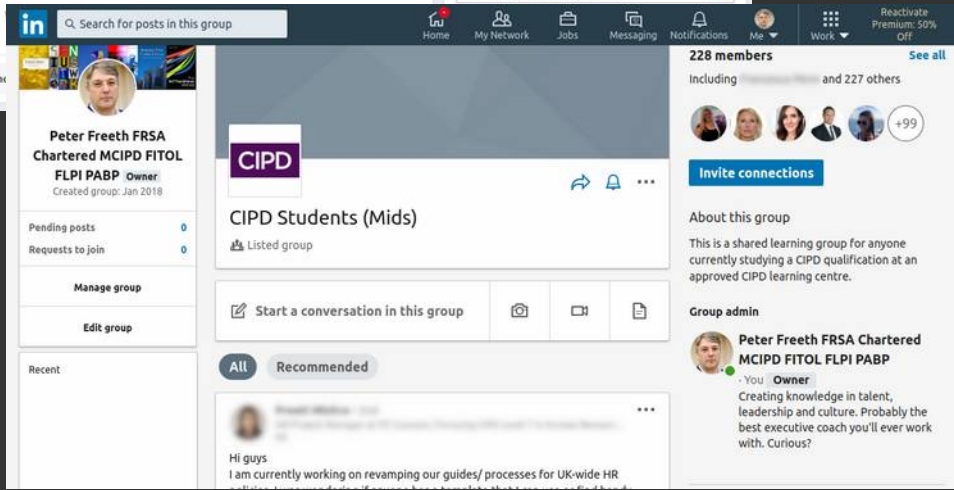
STUDENTS



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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

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

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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



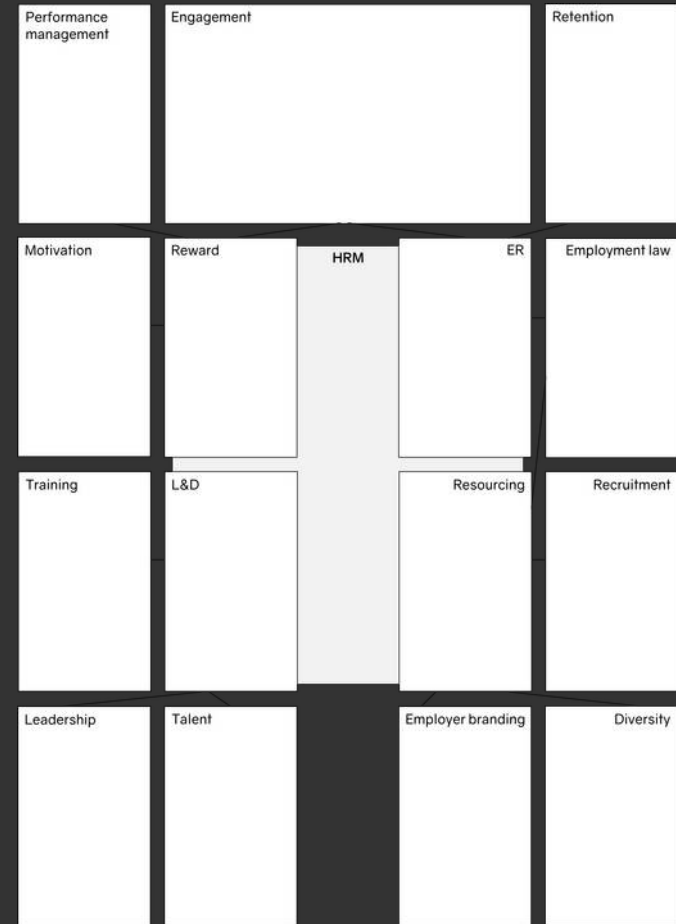
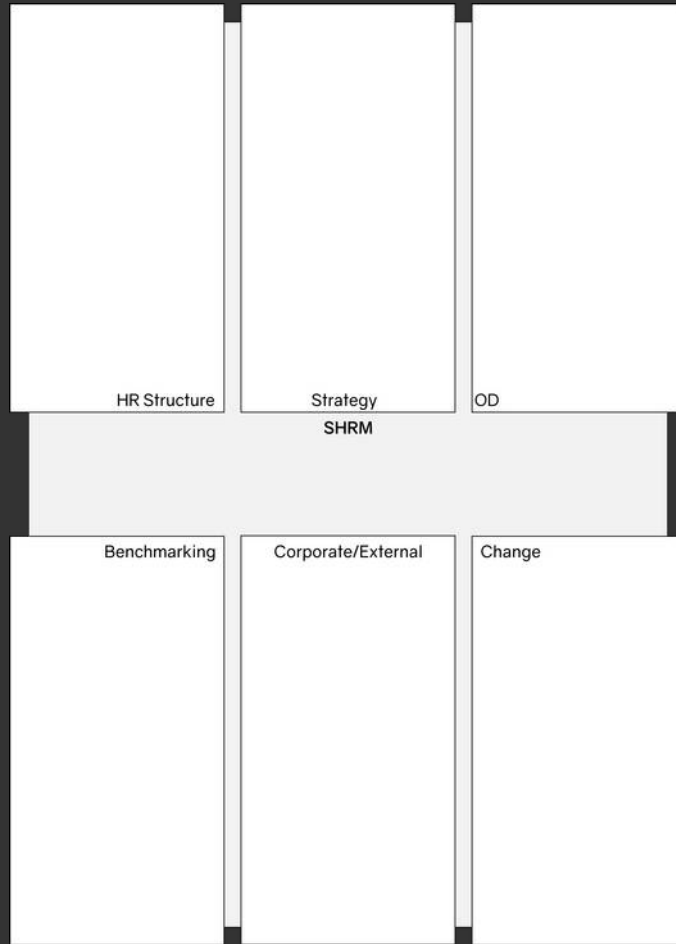
- ★ Make a list: Subject/Name/Year
- ★ Categorise your references
- ★ Rewrite, recite, repeat
- ★ Record on your phone and sing along
- ★ Print blank sheets and rewrite as often as you can
- ★ Multiple memories

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<p>Revision with notes</p> <p>Key areas: <u>1.1</u> Reward, Employee Relations, Learning and Development and Rewarding</p> <p><u>1.2</u> 2004 - lack of balance, praise of <u>1.3</u> 2005</p> <p>Van de <u>1.4</u> et al. 2012 how individual employee concerns (e.g. informed consent)</p> <p><u>1.5</u> 2010</p> <p>Hunter 1990</p> <p>Assessing 2009 Performance management</p> <p>Dunning & Kruger 1999</p> <table border="1"> <tr> <td>Behavioral</td> <td>Structural</td> </tr> <tr> <td>McGregor 1960 XY</td> <td>McGregor 1960 XY</td> </tr> <tr> <td>Blake and <u>1.6</u> 1984 People v. Production</td> <td>Henry Mintzberg 1977</td> </tr> <tr> <td></td> <td>Tannenbaum and Schmidt 1973</td> </tr> <tr> <td></td> <td>Adair 1973 Action central</td> </tr> </table> <p>Bass 1979: Transactional + Transformational leadership</p> <p><u>1.7</u> 2000: A. Bachman, D. (1991), "Organizational Behavior", Leadership Manager</p> <p><u>1.8</u> 1971: Described 10 management roles in groups: leader, information, decision, coordinator</p> <p>Boyatzis T. and Levy M. (2003) Identifying Training Needs <u>1.9</u> 1993, London</p> <p><u>1.10</u> 1981</p> <p>Kidder, <u>1.11</u> (1975), Evaluating Training Programs</p> <p>Gass 2013 effectiveness of training</p> <p><u>1.12</u> 1987 - Motivation and Hygiene systems</p> <p>Pink 2010 Motivation + Money: Autonomy Purpose</p> <p>French & Kegan 1960 Power - Legitimate Reward Expert Referent Coercive Informational</p> <p>Levin 1993 leadership styles - Autocratic - Democratic - Laissez-Faire</p> <p><u>1.13</u> 1994 Harvard Business Review "Leading Change"</p> <p>Levin, 1994 change management model: analysis, change, focus</p> <p><u>1.14</u> and Wilson there is no single best way of managing and leading organizational change</p> <p><u>1.15</u> H. and Wares, J. (1981) Of Strategy, Culture and Change, Strategic Management Journal</p> <p><u>1.16</u> and <u>1.17</u> and <u>1.18</u> (1992) Participation, individual development, and organizational change</p>	Behavioral	Structural	McGregor 1960 XY	McGregor 1960 XY	Blake and <u>1.6</u> 1984 People v. Production	Henry Mintzberg 1977		Tannenbaum and Schmidt 1973		Adair 1973 Action central	<p>STEERPLE: Social Technological Economic Environmental Political Ethical</p> <p>Power - 3 strategies: Goal Leadership, Differentiation, and Flex</p> <p>Power, Michael E., "Competitive Advantage", 1980</p> <p>Tierney, J. et al. (2007) Talent Strategy: Management and Human Resources, London: <u>1.19</u> the systematic development, engagement, retention and deployment of both individuals and high potential</p> <p><u>1.20</u> R. J. & Seawson, R. A. (1995), strategy <u>1.21</u> "Shaping future strategy and enabling organizations to achieve their strategic objectives"</p> <p>Farmer 2010, Edgar Child, (2016) development of an organizational culture in relation to the people within it, <u>1.22</u> American/Bala system for "continuous improvement", "New value"</p> <p>Rosenfield and Jacobson (1960) The Population Effect - studies focused on the 20 workers who had been identified as <u>1.23</u></p> <p><u>1.24</u> is a displacement of local activities by networks of relationships whose reach is world-wide</p> <p><u>1.25</u> globalisation is not just a phenomenon, it's a philosophy, Tim Hargrave, Times 1993, for example, there are many forms of globalisation, without which world globalisation would not exist. They identify "seven pillars" of globalisation driven by forces such as "technological advancement", "Shifting strategy objectives" and "geographical opportunities" - plus others.</p> <p><u>1.26</u> and <u>1.27</u> 2003, analysis of an emerging pay</p> <p>Behavioral - structural, economic, political, process, and financial (Kaplan and Norton, 1996)</p> <p>STEERPLE: leadership</p> <p>Strategy</p> <p>Performance</p> <p>Financial</p> <p>Structural</p> <p>Functional</p> <p><u>1.28</u> - global framework for benchmarking people management</p> <p>Competitive</p> <p>The Sunday Times publishes an annual index of the best companies to work for</p> <p>Alan M. Saks, (2006) "Antecedents and consequences of employee engagement" - engagement leads to increased productivity and retention</p> <p><u>1.29</u> Working Life: Employee Involvement and Engagement (Dunst et al. 2006)</p> <p>Rubenstein et al. (2014) defined engagement as "an employee's involvement"</p>	<p><u>1.30</u> (2006) commitment to job, engagement with <u>1.31</u></p> <p>Kabat 1999 engagement to employees to commitment</p> <p>MacLennan Review 2010 - Engage for Success 2011</p> <p>MacLennan and Gable 2014 Employee engagement <u>1.32</u> Strategic Systems: Engaging Managers - Employee Voice - Integrity</p> <p><u>1.33</u> and <u>1.34</u> (2004) ethics engagement in business</p> <p>Larson, 1978 - definition of perfection</p> <p><u>1.35</u> annual "Working for the firm" awards - anything else changing workplace</p> <p>Gass - 2013 - always on, a worker never, work-life balance</p> <p>Goldman Sachs, Deutsche Bank, Barclays, Bank of America, publicly considering using European legislation from the UK to the European mainland</p> <p><u>1.36</u> Policy report 2017 Being the best - setting goals, driving change and skills change</p> <p><u>1.37</u> report, "Tapping into Talent" - Veterans, Baby Boomers, Gen X and Gen Y/Millennials</p> <p>Major & Warr 2010 Diversity increases financial results</p> <p><u>1.38</u> 1984 Cultural dimensions</p> <p><u>1.39</u> 1997</p> <p><u>1.40</u> 2011 - Organizational agility</p> <p><u>1.41</u> and <u>1.42</u> 2013 In search of better workplaces</p> <p>Steen 2017 flexible working</p> <p>Edwards 2007 - on F education</p> <p>Johnson, 1963 equity theory</p> <p>Thornhill & Saunders, 1994 - self-efficacy</p> <p><u>1.43</u> 1998 - Clayton merr</p> <p>Gass et al. 2013 male and female workers see progression as equally positive, but female workers perceive more negative</p> <p>McKinsey 2017 study 30% males through 10% females were through</p> <p><u>1.44</u> 2014 men 40% more likely to be promoted in management</p> <p>Brougham & Miller 2005, encouraging women into leadership positions</p> <p><u>1.45</u> 2017 Winning the fight for female talent</p> <p>Joyner 1997 The Sustainability Model - <u>1.46</u> - <u>1.47</u> - <u>1.48</u> - <u>1.49</u> - <u>1.50</u> - <u>1.51</u> - <u>1.52</u> - <u>1.53</u> - <u>1.54</u> - <u>1.55</u> - <u>1.56</u> - <u>1.57</u> - <u>1.58</u> - <u>1.59</u> - <u>1.60</u> - <u>1.61</u> - <u>1.62</u> - <u>1.63</u> - <u>1.64</u> - <u>1.65</u> - <u>1.66</u> - <u>1.67</u> - <u>1.68</u> - <u>1.69</u> - <u>1.70</u> - <u>1.71</u> - <u>1.72</u> - <u>1.73</u> - <u>1.74</u> - <u>1.75</u> - <u>1.76</u> - <u>1.77</u> - <u>1.78</u> - <u>1.79</u> - <u>1.80</u> - <u>1.81</u> - <u>1.82</u> - <u>1.83</u> - <u>1.84</u> - <u>1.85</u> - <u>1.86</u> - <u>1.87</u> - <u>1.88</u> - <u>1.89</u> - <u>1.90</u> - <u>1.91</u> - <u>1.92</u> - <u>1.93</u> - <u>1.94</u> - <u>1.95</u> - <u>1.96</u> - <u>1.97</u> - <u>1.98</u> - <u>1.99</u> - <u>2.00</u> - <u>2.01</u> - <u>2.02</u> - <u>2.03</u> - <u>2.04</u> - <u>2.05</u> - <u>2.06</u> - <u>2.07</u> - <u>2.08</u> - <u>2.09</u> - <u>2.10</u> - <u>2.11</u> - <u>2.12</u> - <u>2.13</u> - <u>2.14</u> - <u>2.15</u> - <u>2.16</u> - <u>2.17</u> - <u>2.18</u> - <u>2.19</u> - <u>2.20</u> - <u>2.21</u> - <u>2.22</u> - <u>2.23</u> - <u>2.24</u> - <u>2.25</u> - <u>2.26</u> - <u>2.27</u> - <u>2.28</u> - <u>2.29</u> - <u>2.30</u> - <u>2.31</u> - <u>2.32</u> - <u>2.33</u> - <u>2.34</u> - <u>2.35</u> - <u>2.36</u> - <u>2.37</u> - <u>2.38</u> - <u>2.39</u> - <u>2.40</u> - <u>2.41</u> - <u>2.42</u> - <u>2.43</u> - <u>2.44</u> - <u>2.45</u> - <u>2.46</u> - <u>2.47</u> - <u>2.48</u> - <u>2.49</u> - <u>2.50</u> - <u>2.51</u> - <u>2.52</u> - <u>2.53</u> - <u>2.54</u> - <u>2.55</u> - <u>2.56</u> - <u>2.57</u> - <u>2.58</u> - <u>2.59</u> - <u>2.60</u> - <u>2.61</u> - <u>2.62</u> - <u>2.63</u> - <u>2.64</u> - <u>2.65</u> - <u>2.66</u> - <u>2.67</u> - <u>2.68</u> - <u>2.69</u> - <u>2.70</u> - <u>2.71</u> - <u>2.72</u> - <u>2.73</u> - <u>2.74</u> - <u>2.75</u> - <u>2.76</u> - <u>2.77</u> - <u>2.78</u> - <u>2.79</u> - <u>2.80</u> - <u>2.81</u> - <u>2.82</u> - <u>2.83</u> - <u>2.84</u> - <u>2.85</u> - <u>2.86</u> - <u>2.87</u> - <u>2.88</u> - <u>2.89</u> - <u>2.90</u> - <u>2.91</u> - <u>2.92</u> - <u>2.93</u> - <u>2.94</u> - <u>2.95</u> - <u>2.96</u> - <u>2.97</u> - <u>2.98</u> - <u>2.99</u> - <u>3.00</u> - <u>3.01</u> - <u>3.02</u> - <u>3.03</u> - <u>3.04</u> - <u>3.05</u> - <u>3.06</u> - <u>3.07</u> - <u>3.08</u> - 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<u>9.57</u> - <u>9.58</u> - <u>9.59</u> - <u>9.60</u> - <u>9.61</u> - <u>9.62</u> - <u>9.63</u> - <u>9.64</u> - <u>9.65</u> - <u>9.66</u> - <u>9.67</u> - <u>9.68</u> - <u>9.69</u> - <u>9.70</u> - <u>9.71</u> - <u>9.72</u> - <u>9.73</u> - <u>9.74</u> - <u>9.75</u> - <u>9.76</u> - <u>9.77</u> - <u>9.78</u> - <u>9.79</u> - <u>9.80</u> - <u>9.81</u> - <u>9.82</u> - <u>9.83</u> - <u>9.84</u> - <u>9.85</u> - <u>9.86</u> - <u>9.87</u> - <u>9.88</u> - <u>9.89</u> - <u>9.90</u> - <u>9.91</u> - <u>9.92</u> - <u>9.93</u> - <u>9.94</u> - <u>9.95</u> - <u>9.96</u> - <u>9.97</u> - <u>9.98</u> - <u>9.99</u> - <u>10.00</u> - <u>10.01</u> - <u>10.02</u> - <u>10.03</u> - <u>10.04</u> - <u>10.05</u> - <u>10.06</u> - <u>10.07</u> - <u>10.08</u> - <u>10.09</u> - <u>10.10</u> - <u>10.11</u> - <u>10.12</u> - <u>10.13</u> - <u>10.14</u> - <u>10.15</u> - <u>10.16</u> - <u>10.17</u> - <u>10.18</u> - <u>10.19</u> - <u>10.20</u> - <u>10.21</u> - <u>10.22</u> - <u>10.23</u> - <u>10.24</u> - <u>10.25</u> - <u>10.26</u> - 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Behavioral	Structural											
McGregor 1960 XY	McGregor 1960 XY											
Blake and <u>1.6</u> 1984 People v. Production	Henry Mintzberg 1977											
	Tannenbaum and Schmidt 1973											
	Adair 1973 Action central											



CIPD

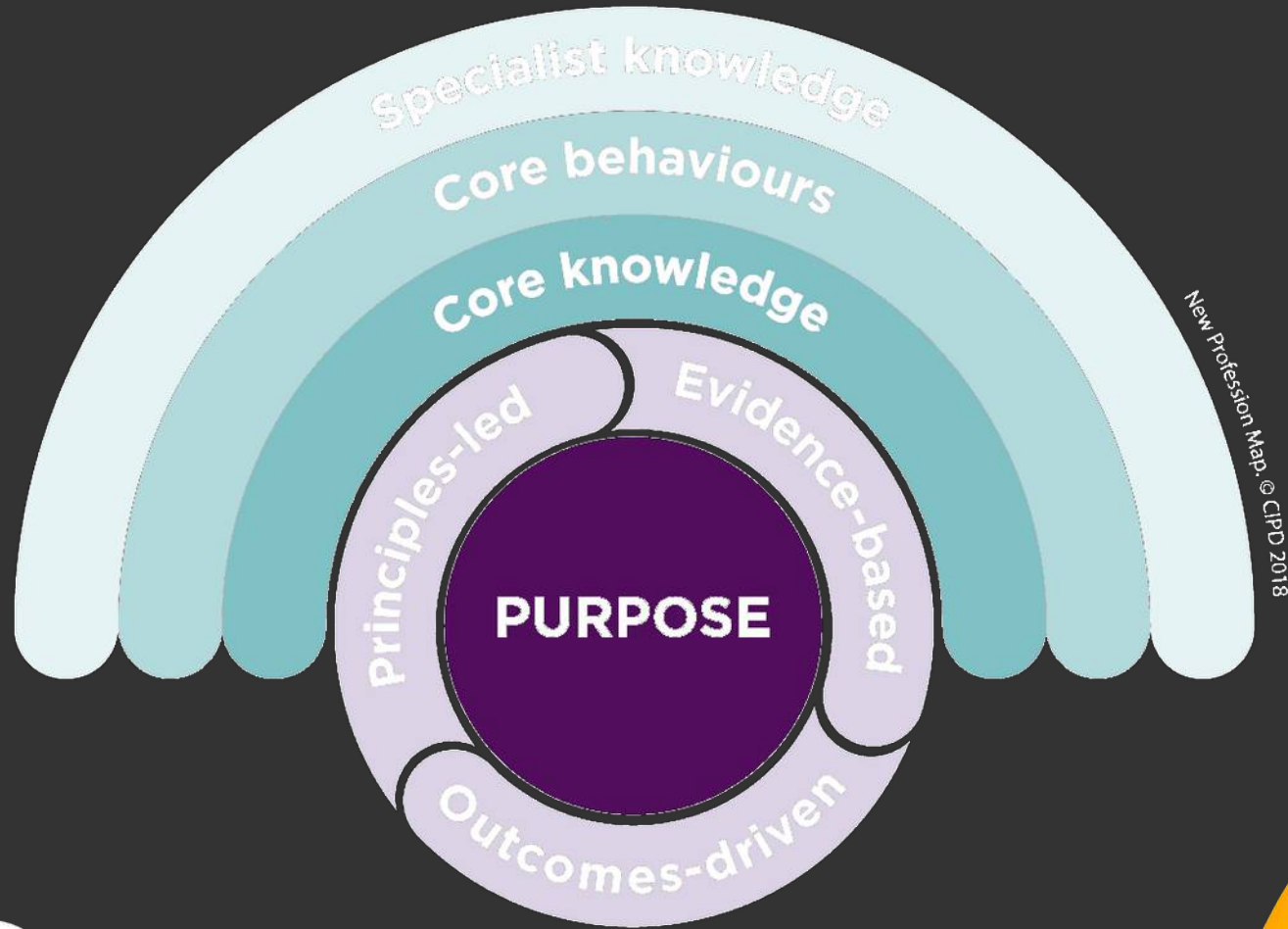
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References and statistics

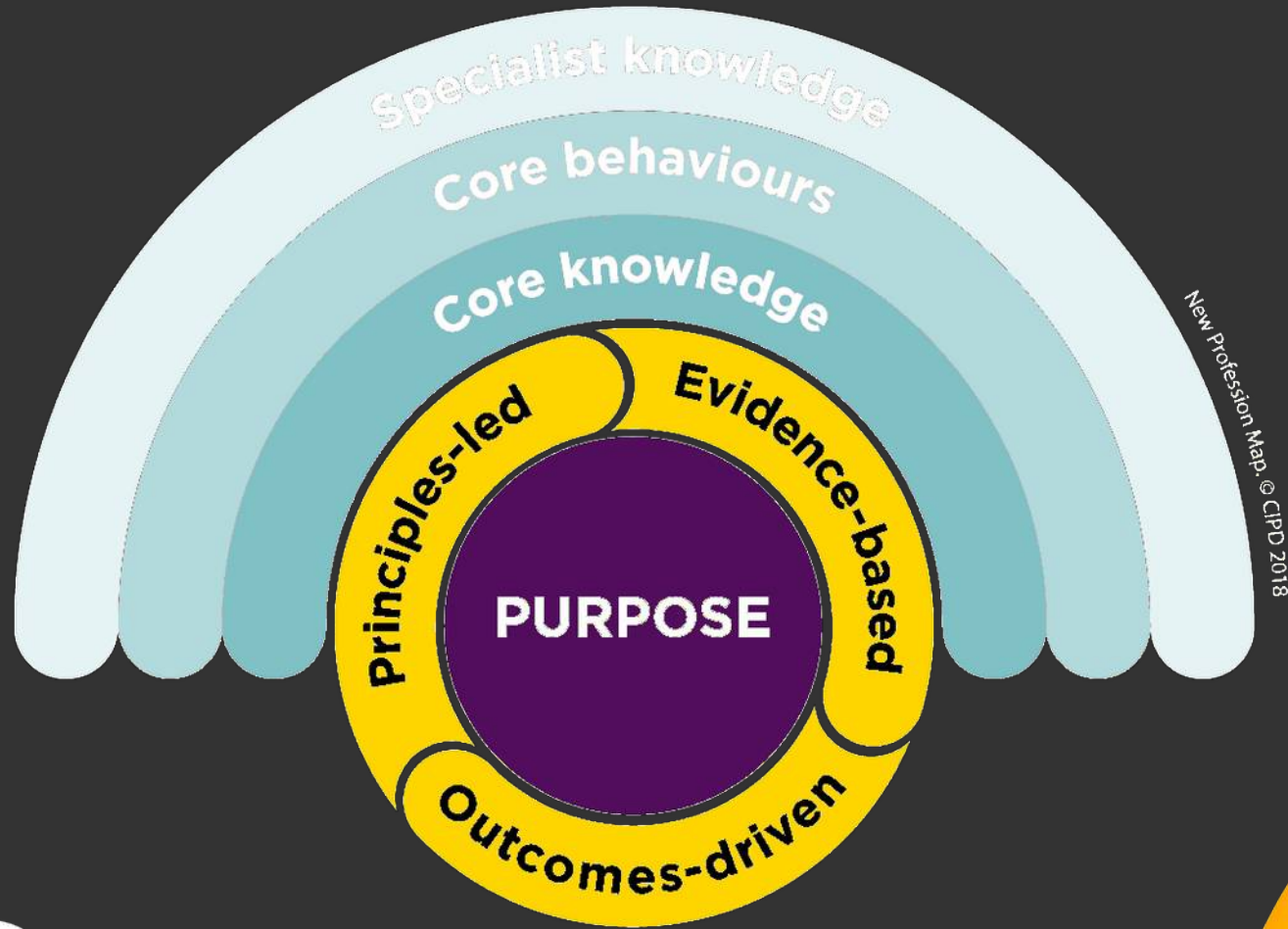
- ★ Keep reviewing up to the moment you enter the exam
- ★ Use your 10 minutes reading time to write them on your note paper
- ★ Use them as often as you can
- ★ They will jog your memory
- ★ Are they even checked?



CIPD

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CIPD

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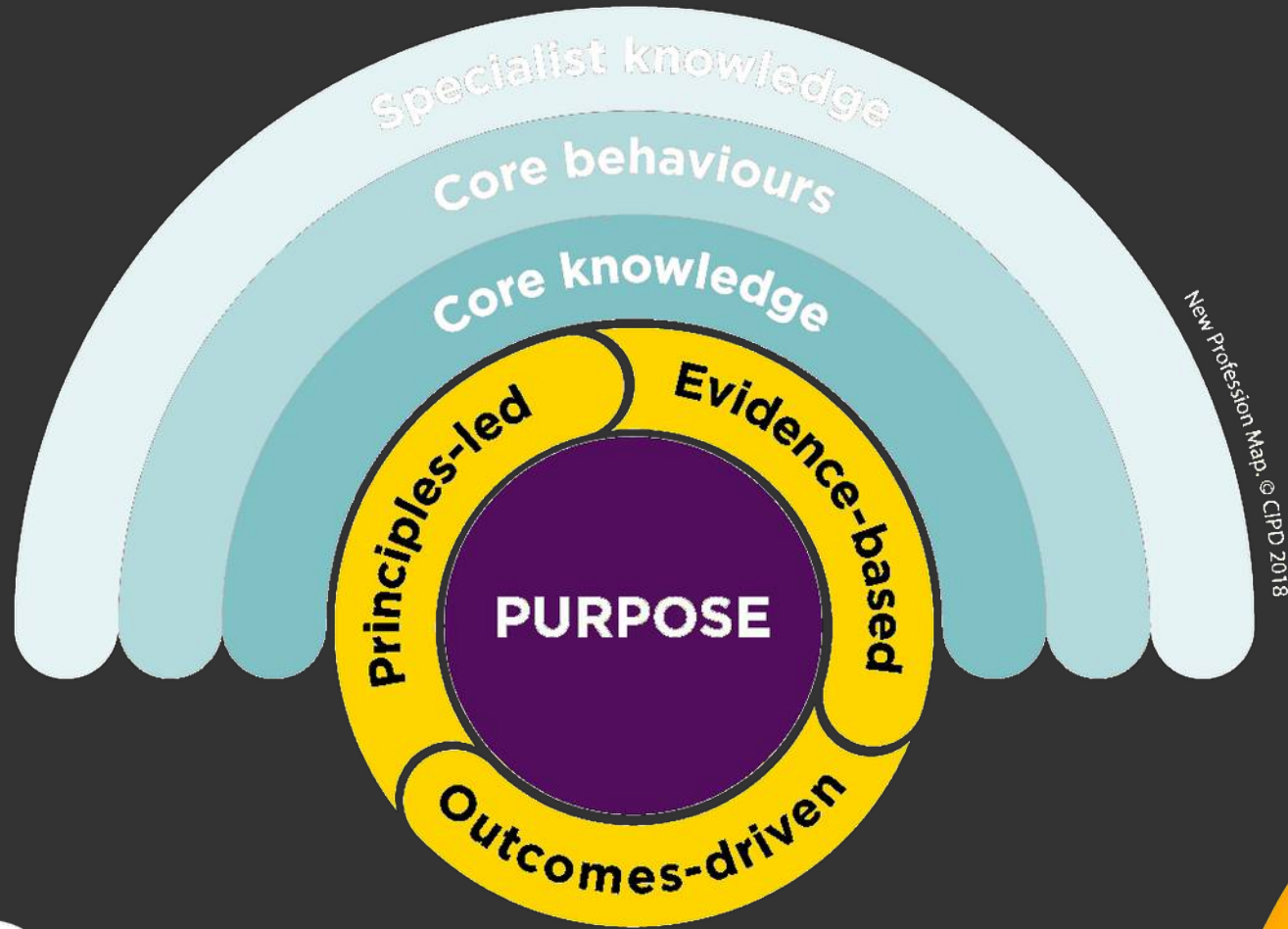
Your career

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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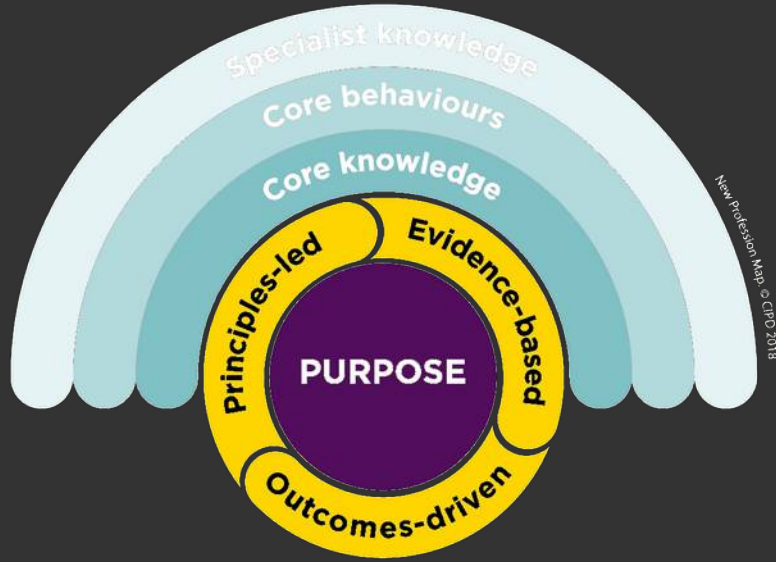
The experience trap

- ★ 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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People Management
Awards 2019

FINALIST

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Peter Freeth

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