

SECTION 3

Activities and tools

Tips 34–101

34. Action learning sets

AN ACTION LEARNING set is made up of a group of individuals who meet together to discuss a real-life work problem or issue. The focus is on working together to resolve the issue and then reflecting on the outcome. The concept was developed in the 1940s by Reg Revans (Action Learning Associates, 2015) as a means for individuals to learn from each other and share best practice. Revan’s original method focused on learning achieved through applying existing knowledge and asking questions. This was updated by Marquardt in 2009 to include a reflective element (Jisc, 2014) as shown in Table 34.1.

Revans (1940s)	$L = P + Q$ Where L = learning; P = programming (knowledge already established) and Q = questioning to create insight into what people see, hear or feel.
Marquardt (2009)	$L = P + Q + R$ Where R = reflection.

Action learning sets are widely used by organizations such as the NHS as a means of utilizing individual expertise and enabling learning from experiences. The NHS Clinical Leaders Network defines action learning sets as:

... a method for individual and organisation development based on small groups of colleagues meeting over time to tackle real problems. Its roots are in adult learning and organisational development, ensuring that individuals can continue to be supported in their roles and learn from colleagues.

It is underpinned by a belief in individual potential: a way of learning from our actions and from what happens to us, and around us, by taking the time to question, understand and reflect, to gain insights and consider how to act in the future.

NHS Clinical Leaders Network, 2016

Action learning sets are designed to enable participants to solve work-related problems within a supportive and open environment. The groups are usually small, around four to ten at most. Action learning sets can be self-facilitating but in practice many groups find that using a facilitator, at least for the first few meetings, is an effective means of moving the work forward. The National Library for Health identified three approaches which can be undertaken by action learning sets, shown in Table 34.2.

Table 34.2 *Action learning approaches, adapted from March (2007)*

Session type	Approach
OPEN	Individual members bid to discuss issues of concern to them. The members agree at the start of each meeting which bids will be successful and therefore will be discussed. The focus is on using questioning from other members to help the individual understand the issue and to identify an action plan for handling it, rather than providing direct advice or sharing experiences.
PLANNED	Where the topic is agreed in advance. This model may be helpful where a learning set is supporting members who are all developing the same set of skills at the same time, and where members will benefit from brainstorming and sharing experiences of implementing new skills. Common focuses for discussion may include ‘what worked for me and what didn’t – and what would I do differently next time’.
COMBINED	Allowing both the structure of a planned approach with the opportunity for individuals to raise issues of current concern as well.

Whichever session type is appropriate, the purpose of an action learning set is, as defined by the name, to take action and then learn from the actions through a shared approach to problem solving. The basic procedure and principles for running a set are taken from Action Learning Sets (2014):

- Agree some ground rules about how you will work together.
- Share out the time, so that everyone gets a turn.
- Each member ‘presents’, i.e. briefly describes, a problem they would like to work on.

- The set helps that person to explore the problem.
- Open questions are usually most helpful.
- Avoid giving advice.
- Ensure that the presenter has an action plan.
- Spend time after each person's turn and at the end of the meeting to discuss what has been learned.

Participation in an action learning set is an effective means of real-life problem solving which enables individuals to develop a number of different skills, including active listening, questioning skills, empathy and reflection. It is essential that members are open-minded and willing to learn from each other. Individuals need to be prepared to share their failures as well as their successes and to reflect upon the whole experience. The value of participating is demonstrated by the example from practice shown here.

Example from practice: Alison Day – LKS manager (NHS)

My action learning set of six people provides a supportive environment to work through personal development or work-based issues, helping to increase understanding and develop solutions. We have a commitment to meet four times a year (but it would be beneficial if this was more frequent). Each time we meet we have the option of raising an issue we would like addressed. Each individual then takes it in turn to share their concern in more detail whilst the rest of the group listen and ask questions to encourage the individual to understand and resolve their issue. The session ends with a commitment to take action which is very powerful as you know you will be reporting back to your action learning set on progress next time you meet.

The set I am in at the moment is very structured, with a facilitator, which helps us all to stay on track and keep to the agreed rules of action learning sets – to ask questions and not give advice. The temptation to solve someone's issue for them is strong but the actions are more powerful if the individual finds their own solution.

Groups can be made of up of participants from the same organization or sector or from individuals belonging to different organizations or sectors depending on the issue under discussion. Active participation can assist the individual in developing their networking and influencing skills whilst at the same time solving problems or issues which they would have found difficult to resolve on their own. A successful set will demonstrate the characteristics displayed in Figure 34.1.

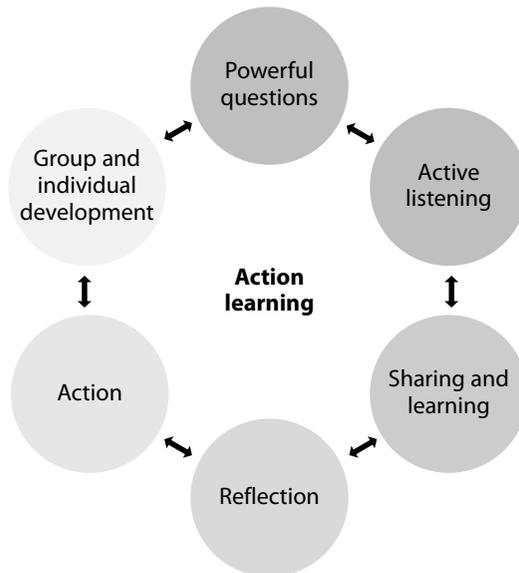


Figure 34.1 Characteristics of action learning sets (NHS Clinical Leaders Network, 2016)

👍 Best for

- Utilizing an individual’s experience to solve work-related problems within a supportive and open environment which enables them to learn from each other.

▶ More

- Action learning sets do not have to meet physically. Virtual action learning sets using LinkedIn have demonstrated considerable success (Hale, 2012).

⚠ To think about

- Action learning sets are not about individuals giving advice to each other. They are about listening to each other and providing an environment for members to actively work towards solving their own issues and problems.
- Even if the set does not meet physically, action learning sets do require individuals to commit to attending and to completing their agreed actions. It is important to make best use of the time allocated and this is where appointing a facilitator can prove invaluable to ensure that the set achieves its purpose.

References

- Action Learning Associates (2015) *Reg Revans: Action Learning pioneer*, www.actionlearningassociates.co.uk/action-learning/reg-revans. [Accessed 14 February 2016]
- Action Learning Sets (2014) *About Action Learning*, www.actionlearningsets.com/php/news.php?id=4. [Accessed 14 February 2016]
- Hale, R. (2012) Action Learning in the Cloud, *Training Journal*, September, 19–22.
- Jisc (2014) *Action Learning*, www.jisc.ac.uk/guides/change-management/action-learning. [Accessed 14 February 2016]
- March, L. J. (2007) *Skills for Success: the Health Library Staff Development Framework*, www.libraryservices.nhs.uk/document_uploads/Staff_Development/nlh_sdg_introducing_learning_sets_200808.pdf. [Accessed 14 February 2016]
- NHS Clinical Leaders Network (2016) *Action Learning*, www.cln.nhs.uk/aboutcln/action-learning.html. [Accessed 14 February 2016]

35. Apprentices, graduate trainees and work placements

THIS TIP IS not about the technicalities of setting up apprenticeships, graduate trainee schemes or placements. It focuses on the quality of the experience which participants in these schemes should expect during their time working within your team. If you are involved in setting up one of these schemes then you should be following the Tips laid out in Section 2 (p. 27) of this book to ensure that the relationship between the individual and the service/organization is beneficial to all interested parties. Additional information on apprentices, graduate trainee schemes and work placements are available by following the links in the Further Reading section below (p. 88).

Work experience

The principle behind apprenticeships, graduate trainee schemes and work placements is to provide real work experience for individuals, most of whom will either be studying for further qualifications or using the experience as a basis to apply for further study. Generally speaking, apprentices and graduate trainees will be paid an agreed salary during their time with your organization. Individuals on work placements might or might not receive payment. Either way, the onus is on the employer to ensure that the experience for individuals is meaningful and a valuable use of their time.

Advantages

Advantages to individuals of such schemes include the opportunity to develop practical skills, knowledge and behaviours through real-life

experience. From an employer's perspective they are contributing to ensuring that the future workforce is trained in the skills, knowledge and behaviours that will ensure that their organizations can meet future challenges and take advantage of opportunities that will enable them to grow and prosper. The example below shows how the experience of undertaking a graduate traineeship led to a successful start to a career in the profession.

Example from practice: Catherine McManamon – LKS professional (academic) and former graduate trainee

My graduate traineeship was based in one of Manchester Metropolitan University's site libraries. The trainee programme aimed to provide a broad introduction to the different aspects of HE library services as well as practical experience of supporting the staff and students of the university in a front line capacity, prior to embarking on a Master level LIS qualification.

Specifically, I gained varied customer service experience as the first point of contact for library users on the enquiry desk. The nature of the customer-facing responsibilities quickly developed my communication skills and my ability to work as part of a team. The first semester of the traineeship involved lots of new information, unfamiliar IT and library management systems and a busy library service. This meant that learning from and listening to the more experienced members of the team was essential.

The graduate traineeship also enabled me to begin to develop library support for teaching and research – facilitating user education and providing detailed support to students in their use of the library collections. This enhanced my own information literacy skills. Alongside this practical experience, I developed my professional awareness through the training sessions, presentations and library visits that were a central part of the traineeship.

Responsibilities and expectations

If you have responsibility for an individual on any of these schemes it is important that you are both clear about what is expected of that individual and what your responsibilities as a line manager are. In some cases you might be responsible for the person for the whole of their time as an apprentice, graduate trainee or placement student. In other cases you might only have responsibility for them for a proportion of their time with the organization. Either way, you and the individual on the scheme need to ensure that you each understand the expectations that the other has of your time working together. The induction process is particularly important for individuals undertaking these types of schemes in building the relationship between themselves, the team and the organization.

As a line manager you will need to understand what the individual is aiming to get from the experience. You will need to be clear about what skills, knowledge and behaviours they are aiming to develop. Linked into this is an understanding of what they hope the experience will lead to. This might be a specific job or qualification or it might be a more general experience. Understanding the motivation and expectations of the individual will lay the foundations of your relationship with them which will enable you to make the experience as productive as possible for both parties.

You will need to be clear about your expectations of the individual. This might be as basic as expecting them to be at work for a certain time to taking responsibility for specific areas of work. Many of these schemes will require the individual to undertake a project or have time off to attend further training or study. As the person responsible for them you will need to be aware of these requirements and ensure that they are able to meet them. Most work placements will be organized in partnership with the college or university that the individual is attending and there will usually be a named contact based at the home institution for the employer to liaise with.

Many of the schemes covered by this Tip will have a formal process for laying out these expectations. You will need a copy of this and should discuss it with the individual at the earliest opportunity. If this doesn't exist then it is a good idea to draw one up at the start of the relationship to clarify:

- how long the relationship will last
- working conditions including hours and place of work, holiday and absence procedures and any other contractual obligations such as health and safety requirements. You can refer them to HR for these if appropriate.
- the training they will receive and the specific outcomes expected from the training
- any qualifications they are working towards or any specific work or projects they are expected to undertake
- the names of any external contacts such as tutors or placement co-ordinators. You will also need to know if the individual will be visited by any of these people during their time with you and what the purpose of the visit will be.

Best for

-
- Providing participants with the opportunity to gain work experience and develop their individual skills, knowledge and behaviours, which will ultimately benefit themselves and the organization by contributing to the development of a skilled and flexible workforce.
-

► **More**

- Most schemes of this type will require the individual to complete a placement diary or learning log. If for some reason the individual concerned has not been asked to complete something of this type it is good practice to ask them to do so. This will enable you and the individual to map their progress and give a basis for discussing any issues as they arise.

▲ **To think about**

- These schemes should never be used as a source of cheap labour and it is important that managers are clear about the amount of time and energy it will take to run them. A badly run apprenticeship, graduate trainee scheme or placement will damage the reputation of the organization and could seriously undermine the confidence of the individual.

Further reading

CILIP (2016) *Graduate Training*, www.lisjobnet.com/graduate-training. [Accessed 3 April 2016]

Department for Business, Innovation and Skills (2015) *Employ an Apprentice*, <https://www.gov.uk/take-on-an-apprentice>. [Accessed 3 April 2016]

Prospects (2016) *Work Experience and Internships*, www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships. [Accessed 3 April 2016]

36. Awards

Recognition makes employees feel valued and appreciated, it contributes to higher employee morale, increases organizational productivity, and can aid in recruitment and retention. Recognition is a powerful motivator. It serves to reinforce the enthusiasm, commitment, and social conscience of employees and is a great vehicle for conveying the agency mission and goals.

University Library University of Illinois at Urbana-Champaign, 2012

EMPLOYEE RECOGNITION CAN result in increased motivation, improved performance and a more productive workforce; nominating members of your team for awards is one way to do this. Research shows that different rewards, both tangible and intangible, can influence an individual's behaviour (CIPD, 2015). There are many opportunities open to you as a manager to nominate individuals and teams from within your LKS for awards.

Awards may be local; for example, you could run an Employee of the Month scheme within your library to recognize the good work that individuals are doing on a day-to-day basis or introduce annual awards for

customer service or innovation, such as those offered by the University of Colombia (2015). You could use this as an opportunity to praise individuals for completing work on a specific project, or alternatively to recognize their skills or dedication to their job. Some organizations have annual awards ceremonies for all staff who work there (not limited to LKS staff), which may be organized around organizational values or objectives, e.g. Most Productive Team. Finally, you may be able to enter an individual or LKS team for awards presented by external associations or organizations.

In their Task Force which investigated staff recognition schemes with a view to implementing a local initiative, the University Library University of Illinois at Urbana-Champaign (2012) recommends that rewards offered should be:

- sincere
- meaningful
- adaptable
- relevant
- timely.

By nominating members of your team for awards, you are recognizing the good work that they do and demonstrating that you value their commitment and appreciate their contribution to the delivery of services, which can be great for motivation and productivity. If you nominate members of your team for awards within the organization, it will raise the profile of the individual or team and showcase the good work that they do. It can also serve to raise the profile of LKS generally, by sharing information about your work, which may not always be recognized throughout the wider organization.

LKS are filled with innovative individuals who are passionate about the services that they provide, but often our stakeholders do not have a full understanding of the scope and breadth of our activities. Celebrating and recognizing the achievements of your team members is a good way of building morale and creating a satisfied workforce who feel valued. Table 36.1 illustrates examples of awards.

Best for

- Employee awards enable you to recognize and reward the good work that your staff and teams are doing, either on a day-to-day basis or for innovative one-off projects.

Table 36.1 <i>Examples of awards</i>
Sally Hernando Award for Innovation in NHS Library and Knowledge Services (UK) www.libraryservices.nhs.uk/forlibrarystaff/lqaf/innovations.html
CILIP Libraries Change Lives Award (UK) www.cilip.org.uk/cilip/cilip-libraries-change-lives-award
Library Design Awards (UK) www.sla.org.uk/library-design-awards.php
School Librarian of the Year Award (UK) www.sla.org.uk/slya.php
I Love my Librarian Award (USA) www.ilovelibraries.org/lovelmylibrarian
Lancashire Teaching Hospitals NHS Foundation Trust Quality Awards (UK) www.lancsteachinghospitals.nhs.uk/latest-news/news-220415-quality-awards-celebrating-staff-achievements-1804
The University of British Columbia Library Staff Recognition Awards (USA) http://about.library.ubc.ca/work-with-us/why-work-with-us/library-staff-recognition-awards

► **More**

- Decide what the awards will be in advance and publicize them. You will need to dedicate some funding to implement an internal scheme, as awards should be attached to some form of reward.
- If you don't have the resources to set up an internal awards scheme keep an eye out for external awards to nominate your teams for.

▲ **To think about**

- If embarking on an awards programme, ensure that you have categories which can apply to people at all levels in the organization. They should be equitable, inclusive, tied to your organizational aims and include significant rewards to establish their value (University Library University of Illinois at Urbana-Champaign, 2012).

References

CIPD (2015) *Show Me the Money!: the behavioural science of reward*, www.cipd.co.uk/hr-resources/research/show-money-behavioural-science-reward.aspx. [Accessed 24 September 2016]

University Library University of Illinois at Urbana-Champaign (2012) *Library Awards and Recognition Task Force*, www.library.illinois.edu/committee/admin/supplement/2011-2012/Awards_and_Recognitions_Final_Report.pdf. [Accessed 28 December 2015]

37. Buddying

BUDDYING IS WHERE an experienced member of staff works with a new or inexperienced staff member to increase their confidence and expertise either generally or in a particular area. It is often used as part of the induction process as a means of giving a new member of staff a point of contact, other than their line manager, who can answer questions and provide one-to-one support. It tends to be a fairly informal relationship and lasts for as long as the person being buddied requires it.

Benefits of Buddying

Assigning a buddy to a new member of staff can really make a difference to the success of their induction. Having a buddy gives a new member of staff a friendly face they know they can seek support from in terms of explaining how things work and answering questions. This can help them to settle into their new role more quickly, and reduce the chance of them feeling isolated or unsupported.

Acting as a buddy also provides a good developmental opportunity for existing members of staff, giving them the chance to develop their communication skills and share their knowledge and experience.

University of Sheffield, 2014

Buddying offers development opportunities for both individuals in the relationship, not just the person who is being buddied. HR staff based at Manchester Metropolitan University (2015) have produced a guide on the skills, knowledge, expertise and behaviours that make a good buddy, from which the following list is taken.

Who Makes a Good Buddy?

A good buddy is someone who is prepared to be:

- A contact
- A friendly face
- An informal source of information on the team and department
- Someone who knows how things work across the organisation and is prepared to share that experience

Personal attributes of a good buddy include:

- The ability to listen
- Openness and commitment to being a buddy – it can be a learning experience for both parties

- Good time management and self management skills
- Relevant knowledge and experience to be able to provide the right level of support
- An honest and considerate approach to giving feedback and asking challenging questions including the ability to:
 - give constructive feedback
 - identify learning opportunities
 - use questions to encourage new starters to think for themselves
- A willingness to learn

Manchester Metropolitan University, 2015

Figure 37.1 outlines a basic buddying process. The emphasis is on the person who is being buddied but should include opportunities for the buddy themselves to reflect on their own learning and development in the role.

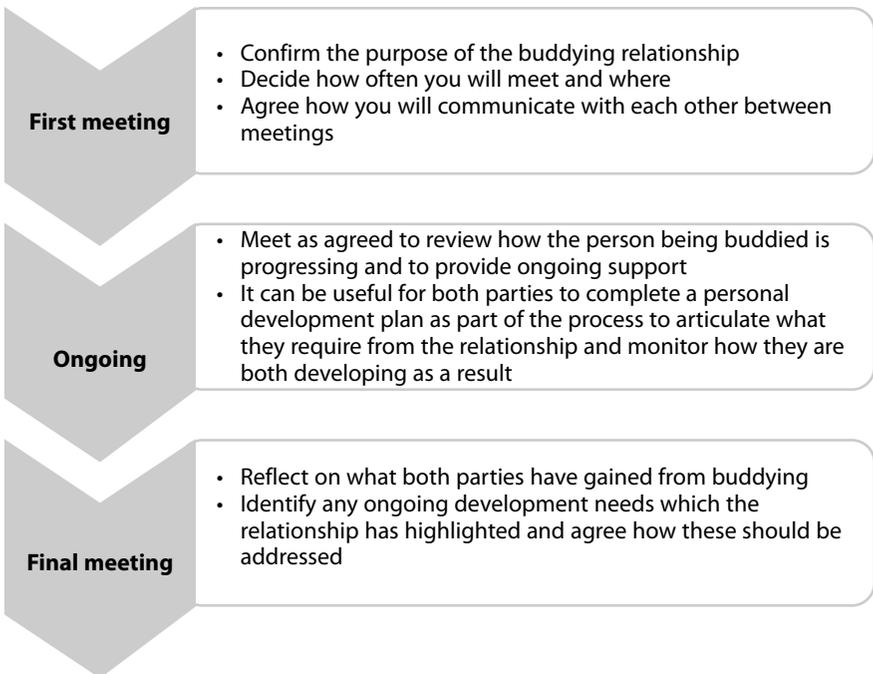


Figure 37.1 *The buddying process*

👍 Best for

- Providing informal peer support to enable a new or inexperienced member of staff to increase their confidence and expertise.

- Developing an existing team member by enabling them to share their skills, knowledge, expertise and behaviours with a new or inexperienced member of staff.
-

► More

- There are some similarities to coaching and mentoring in that the skills required are similar. The main difference is that buddying is more informal. If you are thinking of using a buddy system then you might find it useful to read the Tips in this book (p. 100, p. 160 and p. 163) on coaching and mentoring.
 - Whilst most buddying relationships occur within the same team or department there are occasions when selecting a buddy for an individual from outside these parameters can be beneficial. Examples of this could include individuals from small LKS buddying up for extra CILIP qualification support or where individuals need to develop skills that are unique to their role. In these cases LKS staff working in other organizations or sectors could be approached. Understanding the development benefits to potential buddies is particularly important in such instances.
-

▲ To think about

- It is important to remember that this is a working relationship between equals. Buddying is not about being a counsellor for emotional issues or providing a confidant for an individual (Manchester Metropolitan University, 2015).
-

References

- Manchester Metropolitan University (2015) *The Role of a Buddy/Mentor for New Starters*, https://www2.mmu.ac.uk/media/mmuacuk/content/documents/human-resources/a-z/guidance-procedures-and-handbooks/Buddy-Mentor_to_New_Starters.pdf. [Accessed 16 February 2016]
- University of Sheffield (2014) *Buddying for New Starters*, www.sheffield.ac.uk/polopoly_fs/1.296199!/file/Buddying_for_induction.pdf. [Accessed 16 February 2016]

38. CILIP qualifications

CILIP (THE CHARTERED Institute of Library and Information Professionals) offers three levels of professional registration (see Table 38.1) which are available to all Members.

Table 38.1 <i>Three levels of CILIP professional registration</i>	
Certification	<p>Who is it for? 'Those who are at the beginning of their professional career or who want to gain some recognition for the knowledge and skills they have developed working in a library, information or knowledge role' (CILIP, 2014a).</p> <p>Members need to demonstrate they have:</p> <ol style="list-style-type: none"> 1. Identified areas for improvement in their personal performance and undertaken activities to develop skills and enhance knowledge. 2. Considered the organizational context of their service and examined their role within the organization. 3. Enhanced their knowledge of information services in order to understand the wider professional context within which they work.
Chartership	<p>Who is it for? 'Those working in the information professions who wish to be recognized for their skills, knowledge, and application of these in the form of reflective practice' (CILIP, 2014b).</p> <p>Members need to demonstrate that they have:</p> <ol style="list-style-type: none"> 1. Identified areas for improvement in their personal performance, undertaken activities to develop skills, applied these in practice, and reflected on the process and outcomes. 2. Examined the organizational context of their service, evaluated service performance, shown the ability to implement or recommend improvement, and reflected on actual or desired outcomes. 3. Enhanced their knowledge of the wider professional context and reflected on areas of current interest.
Fellowship	<p>Who is it for? 'The highest level of professional registration and if you're a Chartered member, hold a senior position in your organization, or have made a significant contribution to the information professions, it is appropriate for you' (CILIP, 2014c).</p> <p>Members need to demonstrate that they have:</p> <ol style="list-style-type: none"> 1. Identified areas for improvement in their personal performance, undertaken activities to develop skills, applied these in practice, and reflected on the process and outcomes. 2. Examined the organizational context of their work and evidenced substantial achievement in professional practice. 3. Established their commitment to, and enhanced their knowledge of, the information profession in order to have made a significant contribution to all or part of the profession.

The process

The process of working towards professional registration will assist an individual in developing many skills which will have direct application in and benefit to the workplace. The process encourages critical reflection and evaluation. The selection and organization of the supporting evidence is a means for individuals to demonstrate their professional judgement. From an employer's point of view, supporting candidates working towards any of the levels of professional registration is valuable, as your organization will benefit from:

- the opportunity professional registration offers for career progression
- staff demonstrating their commitment to continuing professional

development and a structure to encourage improvement and development of skills

- the fact that your staff will help you to stay on top of industry developments through access to a network of committed individuals across the information professions
- the opportunity to benchmark against other organisations
- your commitment to staff improvement and a structure to encourage improvement and development of skills
- improved business performance through involvement in professional registration
- innovative thinking, practice, influence and improved reliance

Adapted from CILIP, 2015

As part of the process, candidates are required to complete two Professional Knowledge and Skills Base (PKSB) self-assessments (see Figure 38.1 below). Candidates undertake an initial assessment at the start of the process and a reassessment towards the end to see if their original learning aims have been met. If the candidate is happy to share their initial assessment with you this can be an effective way of incorporating the process into an individual's day job as it will identify development needs which you can work with them to fulfil. Additionally, it could flag up skills and knowledge which an individual possesses but which you were not aware of, as these are not directly connected to their current role.

Monitoring progress

Incorporating discussion on a candidate's progress into your regular one-to-ones is a useful way of monitoring progress and will assist the candidate in managing the process. It will demonstrate to the candidate that you are interested in them as an individual and that their continuing professional development is important to you, the team and the organization. It is important to be clear with the candidate that you are supporting them as their line manager. It is generally considered not appropriate for an individual's line manager to be their official mentor for professional registration. The application process is shown in Figure 38.1 overleaf.

Example from practice: Carol Brooks – LKS manager (public)

Over the years I have seen a number of para-professionals work towards Certification and have seen amazing results in both their levels of confidence about their work, their professionalism and their ability to move into higher level roles. Without a doubt, the process of focusing on their own development and

reflecting on results has benefitted them as individuals and the service delivery they manage or provide.

Similarly qualified librarians have gained in confidence and determination to move forwards in their career through focusing on Chartership. It never ceases to impact on the service or the individual when reflective practice becomes a norm in considering what they are doing and how the results have benefitted the service users.

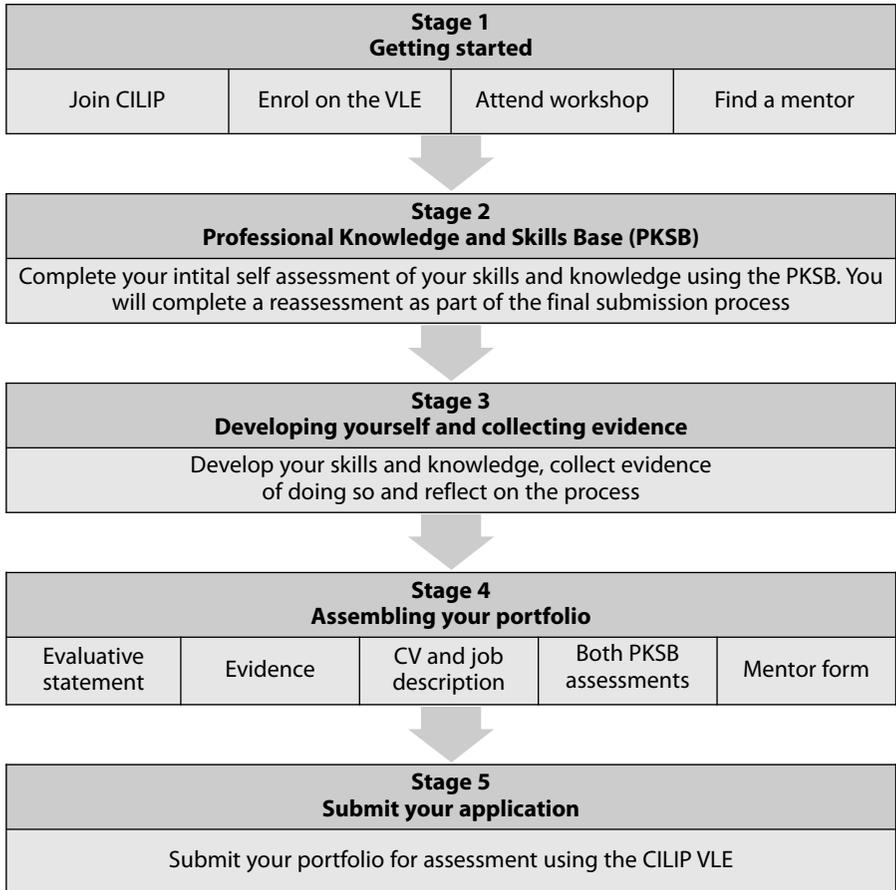


Figure 38.1 The application process for professional registration with CILIP

👍 Best for

- Developing and applying an individual’s skills and knowledge whilst demonstrating that they are committed to personal development and to their professional growth.

► More

- The support of the line manager is extremely helpful to an individual during the professional registration process, as well as that of the team and the organization. However, this is not the only course of support available to candidates. In addition to their mentor, candidates can also look for support within their regional member network, their Candidate Support Officer and the CILIP member services team.
 - There is other support available through the CILIP VLE including sample portfolios, a list of useful publications and discussion forums. Additionally, there are a number of professional registration blogs which individuals can follow or contribute to. Twitter can be a useful source of support and help, via the hashtags #certification, #chartership or #fellowship.
-

▲ To think about

- CILIP does not set any deadlines from when candidates register to when they submit. Deciding how long an individual needs to complete their submission is part of the process and will often depend upon the stage they are in their career. The downside of this is that it can be easy for the process to become drawn out and for the candidate to lose motivation. If this becomes an issue encourage the individual not to lose heart. Persuade them to talk to their mentor and their candidate support officer who can help get them back on track.
-

References

- CILIP (2014a) *Certification: a guide for Members*, www.cilip.org.uk/sites/default/files/documents/Certification%20Handbook%2070314.pdf. [Accessed 19 September 2015]
- CILIP (2014b) *Chartership: a guide for Members*, www.cilip.org.uk/sites/default/files/documents/Chartership%20Handbook%2070314.pdf. [Accessed 25 October 2015]
- CILIP (2014c) *Fellowship: a guide for Members*, www.CILIP.org.uk/sites/default/files/documents/Fellowship%20Handbook%2070314.pdf. [Accessed 30 October 2015]
- CILIP (2015) *Information for Employers*, www.CILIP.org.uk/CILIP/jobs-careers/professional-registration/information-employers. [Accessed 19 September 2015]

Further reading

- CILIP (2013) *Your Professional Knowledge and Skills Base: identify gaps and maximise opportunities along your career path*, CILIP, London.

CILIP (2015) *How to Access the VLE*,

www.CILIP.org.uk/CILIP/membership/benefits/virtual-learning-environment-vle/how-access-vle. [Accessed 19 September 2015]

Fisher, B., Ruddock, B., Young, G. and Brooks, C. (2013) *The CILIP Mentoring Award*, <https://pteg.wordpress.com/category/cilip-mentoring-award>. [Accessed 24 June 2016]

Acknowledgement

Many thanks to Matthew Wheeler, Development Officer (Member Support), CILIP – www.cilip.org.uk/cilip/about/cilip-people/staff/member-services/matthew-wheeler – for checking the information provided in this Tip.

39. CILIP qualifications – revalidation

REVALIDATION IS THE means by which holders of any of the three levels of CILIP professional registration can demonstrate that they have continued to learn and develop since obtaining their professional registration.

The process is simple (see Figure 39.1). Members need to log a minimum of 20 hours of CPD (continuous professional development) on the CILIP VLE and put together a 250-word reflective statement which demonstrates how they have developed their:

- personal performance
- organizational performance
- knowledge of the wider LIS profession.

How to Revalidate

To revalidate, access your space in the CILIP Portfolio section of the VLE and start logging any CPD activities that you've undertaken in the last year.

You should think broadly when considering what activities to include in your revalidation. Reading a professional publication, talking about professional issues with a colleague or engaging on social media are just as valid as attending a formal training course or a conference.

Once you've completed a minimum of 20 hours of CPD, submit this with a 250 word reflective statement focusing on how you've developed your knowledge over the year. All CILIP Members already complete more than 20 hours of CPD in a year. By revalidating, you will get professional recognition for doing so!

There is no charge for revalidation.

Figure 39.1 *How to revalidate (CILIP, 2014)*

Regularly revalidating professional qualifications enables individuals to develop a number of good habits, which line managers and organizations should encourage. Maintaining an ongoing record of CPD on a routine basis is good practice. It is useful in assisting individuals in preparing for annual appraisals or job applications and in identifying gaps in skills and knowledge.

Revalidation encourages a broad approach to CPD, as it is not just about attending training courses or conferences, which can be expensive and involve time away from the workplace. The Tips in this Activities and Tools section of this book provide a wide range of CPD suggestions that an individual can undertake which cost very little but offer benefits to them as an individual, their team and the wider organization.

Finally, revalidation is important from a professional perspective, as it demonstrates the importance of ongoing development. It brings the LKS profession into line with many other professions which require those practising in their field to demonstrate regular evidence of CPD throughout their career.

Example from practice:

Tracey Pratchett (2016) – LKS manager (NHS, FE and public)

I completed my first revalidation at a group session in September 2015. It was one of those things that was on my to-do list, but always slipped to the bottom of the pile. Making a commitment to attend a session meant that I was able to complete revalidation in a couple of hours, and it was great having support on hand. I've also encouraged members of my team to revalidate in this way.

I found that the process was very quick and easy, but also gave me the opportunity to reflect on what I had achieved over the past year, where I was now and what development needs I have for the future. Having changed roles 6 months earlier, this was invaluable. I have also used this information to support conference submissions, underpin appraisal discussions with my line manager and to update my CV. I now put an hour aside every month or two to keep my log updated with a view to making the next time even easier.

👍 Best for

- Actively demonstrating an ongoing commitment to developing and applying skills and knowledge whilst maintaining a commitment to personal development and professional growth.
-

► More

- CILIP recognize this achievement by maintaining a Register of Practitioners,

which displays an individual's professional details alongside the date that they initially achieved their qualification, and also the last date they revalidated. This information is publicly available to employers, potential future employers and colleagues. Individuals are able to control the information displayed in the Register by editing their profile on the CILIP website.

- There is a user called 'Example Portfolio Content' on the portfolio system which has a small number of examples of revalidation submissions. Additionally individuals can make their submissions available to their friends on the portfolio system for further examples.
-

References

- CILIP (2014) *Revalidation*, www.cilip.org.uk/CILIP/jobs-careers/professional-registration/revalidation. [Accessed 8 November 2015]
- Pratchett, T. (2016) *Revalidation in Action*, www.lihnn.nhs.uk/images/Documents/LIHNN/LIHNNK-Up/LIHNNK_UP_50_v8_lo-res.pdf. [Accessed 19 June 2016]

Further reading

- CILIP (2013) *Your Professional Knowledge and Skills Base: identify gaps and maximise opportunities along your career path*, CILIP, London.
- CILIP (2013) *Revalidating Using the CILIP Virtual Learning Environment*, www.cilip.org.uk/sites/default/files/documents/How%20to%20revalidate%20using%20the%20cilip%20VLE.pdf. [Accessed 8 November 2015]
- CILIP (2015) *How to Access the VLE*, www.cilip.org.uk/cilip/membership/benefits/virtual-learning-environment-vle/how-access-vle. [Accessed 8 November 2015]

Acknowledgement

Many thanks to Matthew Wheeler, Development Officer (Member Support) CILIP – www.CILIP.org.uk/CILIP/about/CILIP-people/staff/member-services/matthew-wheeler – for checking the information provided in this Tip.

40. Coaching

COACHING AND MENTORING have similarities and the terms are often used interchangeably. They employ similar techniques, sometimes blurring the boundaries between the two approaches (Webster, 2014; Brewerton, 2002). Coaching derives from the sporting community and the coach is particularly concerned with improving performance and finding solutions. Coaches do

not need to work in the same field as the person being coached, but rather bring a skill set which they use to help the individual to achieve their goals. A mentor is usually a more experienced professional working in the same field who will share their knowledge and skills with the individual being mentored.

Coaches use their skills in listening, questioning, challenging and being supportive, to focus on solving a specific problem or achieving a clear outcome, often within a short timeframe. This differs from a mentoring relationship, which is usually longer-term and more likely to be concerned with the learning elements of the relationship rather than performance. Hadikin (2004) states that there is no universal definition of coaching, that it is 'simply helping others to realise their potential' (Hadikin, 2004, 1).

Coaching is not necessarily career-focused and can be applied to all aspects of an individual's life. In the context of this book, we will emphasize the way that coaching provides a structured framework for an individual to work with a skilled professional to improve their performance and solve problems at work. Within this model of coaching, Whitmore (2009) indicates that the coach uses their expertise (without necessarily having knowledge of the coachee's specialism) to explore perceptions, unlock learning and draw new or unknown conclusions. CIPD (2009) states that coaching focuses on the individual and is not always work-related, so can be used to explore self-perception and personal responses to situations.

The GROW Model

Coaches often use frameworks to structure their sessions and Whitmore's (2009) GROW Model (Figure 40.1) is a simple yet common approach. This model is useful for keeping coaching sessions on track and ensuring that the individual being coached leaves with a tangible action plan that they can implement.

Employing an external coach for an individual or group may not be an option for your LKS, but some organizations have in-house coaching schemes to provide individuals with support. Rock and Donde (2008) highlight that whilst coaching is expensive for organizations, coaching can provide a tangible return on investment, resulting in staff who are motivated, good performers and able to lead and have reduced stress.

Coaching provides a space to explore challenging issues in a supportive environment with a skilled professional and can be an extremely valuable experience. It is not easy and will be challenging, and so will only work with someone who is committed to the process and prepared to explore uncomfortable self-perceptions and to act on their insights.

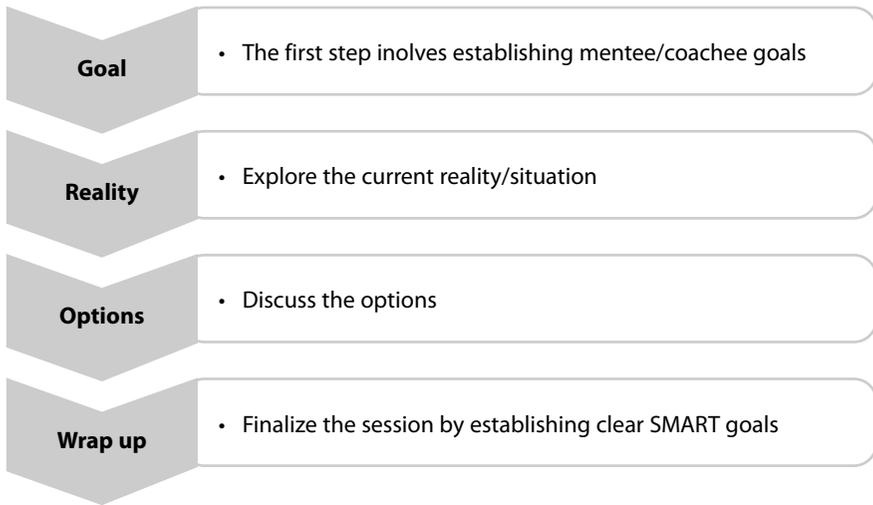


Figure 40.1 *The GROW Model (Whitmore, 2009)*

Best for

- Working with a professional to explore problems in depth and to improve performance in the workplace.

► More

- Coaching is similar to mentoring, so it is worth exploring both options to ensure that the most appropriate approach is selected (Tips 62, p. 160 and 63, p. 163).

⚠ To think about

- Coaching will only work for individuals who are committed to the process and are prepared to implement change. This approach cannot be imposed on an individual who is not engaged.
- Employing an external coach may not be a viable approach for your team, as it can be costly. Explore in-house organizational coaching opportunities and opportunities linked to professional bodies, which may be more affordable.

References

- Brewerton, A. (2002) Mentoring, *Liber Quarterly*, **12** (4), 361–80.
- CIPD (2009) *Mentoring – CIPD factsheet*,
www.shef.ac.uk/polopoly_fs/1.110468!/file/cipd_mentoring_factsheet.pdf.
 [Accessed 6 April 2015]

- Hadikin, R. (2004) *Effective Coaching in Healthcare*, Elsevier Science, London.
- Rock, D. and Donde, R. (2008) Driving Organizational Change with Internal Coaching Programs: part one, *Industrial and Commercial Training*, **40** (1), 10–18.
- Webster, M. (2014) *The Difference Between Coaching and Mentoring*, www.leadershipthoughts.com/difference-between-coaching-and-mentoring. [Accessed 6 April 2015]
- Whitmore, J. (2009) *Coaching for Performance: growing people, performance and purpose*, 4th edn, Nicholas Brealey Publishing, London.