

CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

INSTITUTE OF PERSONNEL MANAGEMENT SRI LANKA (INC)

Founded in 1959 and
Incorporated by Act of Parliament No.24 of 1976



IPM
Sri Lanka

The Nation's Leader in HRM

The Association of Men and Women in Sri Lanka who are engaged in the human Resource Management. Affiliated to the Asia Pacific Federation of Human Resource Management and the World Federation of Personnel Management Associations

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The importance of continuing professional development to you and to the IPM.

The IPM's mission

The IPM is the Sri Lanka's only Incorporated Professional Institute in the field of people management and development, as such it carries the responsibility for safeguarding the reputation and standards of the industry. These standards are constantly under review to ensure that they meet the ever-changing needs of the profession, our members, and their clients.

In essence our mission is

- For those who aspire to be people managers, we open the gateway to the global HR market place. We shall be the knowledge centre for the local and regional HR professional. We are committed to the role of the catalyst and a partner in national human capital development and resolution of national HR issues. For the employees, IPM is an inspiring place to work.

We are committed to helping our members optimize their personal value, both to the organizations that employ them and to the people and communities for whom they work.

CPD at the IPM

Not surprisingly, the IPM is the primary source of information and advice about CPD. It is therefore essential that we continue to demonstrate that our membership is fully committed to attaining and maintaining the highest professional standards, both through CPD and lifelong learning.

Our commitment

As you would expect, we take our leadership responsibilities very seriously. Consequently, CPD is an integral part of the Institute's overall policy in that

- All members are expected to structure their own learning and keep a record of their CPD.

- All professionally qualified members must provide evidence of CPD when applying to upgrade their membership.
- CPD is required for all full members.

Your commitment

When you become a member of the IPM, you undertake to model excellence in the work place and keep your professional skills current. CPD supports you in this undertaking in that it involves routinely reflecting on your learning and experience. It enables you to review your current knowledge and skill levels and to draw conclusions that will both guide and focus your ongoing personnel development plan.

Remember

- The most important aspect of the CPD is the outcome, not the precise amount of input.
- The Institute will expect records to reflect a balanced mix of activities. These should include professional work-based activities, courses/ seminars/ conferences, and self directed/ informal learning.
- To facilitate the process of recording CPD, the Institute has developed necessary formats. If you prefer, you can adopt your own system but this should include an analysis of the learning and how it was applied.
- Through reflection and the process of completing a record, further CPD needs will be identified. You should incorporate these into your personal development plan.

Championing the key principles of CPD

The IPM actively champions the key principles of CPD nationally. They are promoted at all IPM conferences, events and exhibitions, as well as in all relevant publications.

The key principles are;

- Professional development in a continuous process that applies throughout a practitioner's working life.
- Individuals are responsible for controlling and managing their own development.

- Individuals should decide for themselves their learning needs and how to fulfil them.
- Learning targets should be clearly articulated and should reflect the needs of employers and clients, as well as the practitioner's individual goals.
- Learning is most effective when it is acknowledged as an integral part of all work activity rather than an additional burden.

We are always here to help you

CPD may be about personal goal setting and managing your own progress, but the IPM is always at hand to help members by providing support and resources whenever they are needed.

CPD is automatically included in the programmes of all of the Institute's conferences and on the agendas of all the exchange visits. Branch events, networking and

various other opportunities are also used to provide updates and to link up with participating members.

The IPM's support services include:

- The IPM library and information service. Just call.
- Free access to the IPM website at www.ipmlk.org.
- Examples of completed CPD records.
- Various personnel and training-related short courses.

Other useful independent sources include:

- Anyone who could act as a professional mentor.
- Someone within your organization, such as your line manager or someone within your personnel department.

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The key to optimizing your opportunities

What is CPD?

CPD is a conscious updating of professional knowledge and the improvement of personal competence throughout your working life. Conscious implies that CPD is a state of mind, more than a set of rules or a programme of study. CPD is commitment to being professional, keeping up to date and continuously seeking to improve. It is the key to optimising your career opportunities, both today and for the future.

A strategy for success

In essence, CPD is a strategy for success. It enables you to keep pace with the latest professional standards and practices, while also monitoring your own levels of knowledge and competence. It is about knowing where you are today, where you want to be in future, and making sure you get there.

You take control

With CPD, you take control of your own destiny. This means not having to put up with the status quo. You can put in place a personal and professional development plan that will ensure career-long growth and advancement.

You start by focusing on your learning needs and identifying areas where there is a scope for improvement and development. In practice, this will entail:

- Evaluating your current knowledge, skills and experience.
- Assessing your current capabilities and performance.
- Exploring how best to overcome your limitations and improve your performance.
- Identifying the best sources of information and guidance available to you.

A Continuous learning process

While CPD might begin with a personal assessment and evaluation, it is much more than that. It is a continuous learning process, one that will successfully guide you through every stage of your career, throughout your working life. CPD is about always seeking to increase your knowledge and improve your professionalism. It is about always being open to new ideas. It is about always being ready to learn new ways of becoming more efficient and more effective.

Learning from experience too

While much of your learning will come from study, reading and attending conferences and training courses, there are countless other sources available to you. Foremost of these is your own personal experience. CPD is about recognizing that almost any experience, whether good or bad, planned, or unplanned, can be an invaluable learning opportunity.

Developing your own potential

With CPD, you set your own course and manage your own development. This entails identifying a progression route that is suited to your circumstances. Once this is in place, you are in a position to commit to achieving excellence and to monitoring your performance.

Promoting the lifelong learning of others

As personal and training professionals, we are probably more aware than most, of the importance of CPD. As members of the IPM, we have a responsibility to promote CPD. It is an integral part of our remit to help create a multi-skilled and productive workforce.

This means we must help both employers and employees alike to embrace learning cultures that will enable them to contribute to competitiveness and profitability. But as important as it is to focus on the progress of developing other people, we must not neglect our own developmental needs, or the means available for addressing them.

Meeting the challenges of our time

We live in a 'risk society' marked by accelerating and profound changes in many dimensions of our professional and family lives. These are driven by powerful and often remote global forces. The defining characteristics of our time include;

- The growing importance of information and communication technology (ICT).
- The emergence of new agendas in politics. These are concerned with issues such as race

and gender equality, disability rights, age and the environment.

- Changes in employment and career patterns.
- Changes in loyalties and aspirations in the workforce.
- The relentless drive for profitability, often at great human cost.
- A global, competitive environment that is shaking the very roots of many traditional assumptions and beliefs.

Nowhere are these changes more acutely felt than among 'the people who work with people' which only serves to reinforce the importance of CPD to all of us who are involved in the personnel and training professions.

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A process by which everyone benefits

Taking charge of your career

CPD is a means of undertaking self managed and career-long professional development. It is also a process by which everyone benefits - you, your profession, your employer, your employees, your colleagues, your clients, even the economy as a whole. It begins when you first think about building on the skills you have today and decide how best to set about acquiring those you will need tomorrow.

CPD is a mind set, not just a method. Just thinking CPD increases your confidence and helps you navigate the many risks, uncertainties and ambiguities of contemporary working life. It is a key factor in enabling you to participate in shaping your environment. As such, it helps you take advantage of change, rather than risk becoming its victim.

A natural extension of your work.

CPD is not just another burden heaped onto an already overloaded schedule. It is a natural extension of your work. It brings greater awareness of what you do, why you do it, and how you do it. Whether your work is paid or voluntary, the success of CPD ultimately depends on an on-going willingness to learn and apply the lessons inherent in the experience you gain and in the various jobs you do.

Benefiting you in your work

Experience has demonstrated that merely reflecting on our relative strengths and weaknesses can have positive effects on our work. But all too often, day-to-day pressures and routines prevent us from focusing on our current performance or future potential.

Incorporating CPD into your routine has an immediate impact on your work. Accessing your skills increases your self awareness. Evaluating your

levels of competence increases your confidence. Knowing precisely what areas require further development puts genuine progress and advancement within your grasp.

CPD encourages you to think deeply about your career and to plan your own development. This is done within a frame work for action, that will help you achieve greater effectiveness and job satisfaction. You will soon discover that the resulting benefits will far outweigh the effort involved.

Enhancing your career prospects.

To be successful, CPD requires a determination not to be satisfied with the status, quo or to allow yourself to get into a rut. It requires a desire to exploit every opportunity to increase your knowledge and skills. This will not only enable you to make a real difference in the workplace, it will also provide a springboard that will greatly enhance your career prospects.

To be fully effective a CPD programme should include a wide range of activities, although these need not to be expensive or overly time consuming. The records you keep as part of your programme will be a valuable tool for marketing yourself, whether you are seeking a promotion, applying for a new job, or seeking contract work or consultancy assignments.

Benefiting your clients and employers.

Many of us experience periods in our careers when our achievements within a company or organization seem short-lived. This can change dramatically with CPD. Consciously measuring and recording the value you bring to your organization and to your clients over time, you will be able to see for yourself and demonstrate to others the extent to which the business has benefited through your efforts. In essence, your CPD documentation will become an enduring record of personal achievement.

Benefiting your colleagues

When fully committed to CPD we are all likely to doing a number of things better and more effectively than we might otherwise have done. Equally important, such a commitment will prove invaluable in helping and supporting colleagues and others with their own CPD plans. You will be readily able to;

- Act as role model to influence attitudes to CPD.
- Identify tasks and activities that can be used as learning experiences.
- Help others to reflect on their own learning and performance.
- Act as a champion for CPD with the management

Benefiting your profession

It is true of us all, that certain competencies acquired years ago will have long since been overtaken by new and improved practices. At the IPM, we exist to foster professional excellence and to support our members

throughout their working lives. Not surprisingly, an essential part of this, is the Institute's commitment to CPD. It enables individuals to stay sharp and function effectively at the cutting edge of the profession.

CPD recognizes no barriers of age or rank. Professional maturity cannot mark the end of professional development, even for those who are at the very pinnacle of a career structure. Employers, clients and colleagues have a right to expect state-of-the-art competence at every age and stage of an individual's career.

Remember, your participation in CPD and your support of others engaged in the process is vital in upholding the status of the Institute and our profession. It ensures that quality and performance standards throughout any company or organization are always guaranteed to be of the highest quality.

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How to get started

The first step is the hardest.

Most of are familiar with the saying that even the longest journey begins with a single step. Whether our goal is to master a musical instrument, lose weight or gain computer skills, we know that getting started will require both effort and commitment.

This is no less true with CPD. Waiting to improve is not enough. Steps must be taken to conquer inertia or break bad habits. We must be prepared to assess and evaluate our current levels of knowledge and competence. We must put in place a plan that will not only help us identify and address our learning needs, but that will also enable us to monitor our progress and successfully integrate the benefits gained.

Time for some personal reflection

Before planning any journey, you must be certain of your starting point. In CPD terms, this means being aware of all that you have achieved thus far. It means taking stock of the competence and performance levels to bring to your present job and identifying the additional ones required, both now and in the foreseeable future. It also means understanding exactly why you are undertaking CPD and what you hope to gain from it.

Most of us are pushed into CPD by our current jobs. Career ambition or a desire to keep skills up to scratch, motivate others. Either way, the road to CPD should start with a period of personal reflection. Take time to ask yourself some key questions and write down the answers. The questions are:

- Q What have been my main career achievements over the past five years?
- Q What are the most significant lessons I have learnt?
- Q What are factors that most influence me to embark on CPD?

Identifying your goals and how to reach them

Having reflected on your starting point, you should now look at where you want to be in the future and how you propose to get there.

There are four key steps:

- Undertaking an audit of your current know-how and competence.
- Setting aims and objectives in terms of what you wish to achieve in relation to work-related targets, as well as broader lifestyle and personal goals.
- Identifying the knowledge and expertise required to achieve your targeted goals.
- Identifying the gaps between your current and targets positions. these gaps will form the basis of your development plan.

Here are some more key questions you should ask yourself.

- Q What new knowledge and skills do I need to face the challenges in my new job?
- Q Where do I want to be, personally and professionally, in next two to five years ?
- Q What new knowledge and skills will I need in order to reach my career goals ?

Establishing appropriate standards as benchmarks

Occupational standards are benchmarks of best practice and professional competence. Best practice in personnel and development is embodied in the IPM's own Professional Standards.

When starting out on CPD, it is vital to establish your personal standards benchmarks. These should be based on an assessment of your current competence levels and those you will require for the future. They should always aspire to best practice, for which the IPM's code provides a valuable point of reference, both in keeping up to date and broadening into new areas. Depending on the work you do, you may also want to look at standards that are not specific to personnel and development. Your employer, client or contract provider may also have standards to which you will need to aspire.

Obstacles and opportunities

Once you have established your current knowledge and skill levels and those you will need in the future, you may find it helpful to apply the principles of SWOT analysis. This will enable you to list your strengths and weaknesses, identify opportunities for improvement and career advancement, and note any potential obstacle to your progress.

Although CPD is very much a self managed process, this does not mean that you have to undertake it in isolation. It is always helpful to discuss your progress with your senior manager, a mentor or an advisor at your IPM head office. This can be particularly helpful if you are having difficulty in identifying suitable action plans, or need support in putting them into effect. Remember, becoming comfortable sharing your concerns or questions with others is the key to real learning. It will also help you to get started and stay motivated.

Planning to succeed

It is said that failing to plan, is planning to fail. Certainly, for CDP to be successful it is essential that you have a proper and appropriate plan in place and that you adhere to it, monitoring your progress at all times. Without question, the most effective plans are those that are written down and that set out specific goals in small and manageable stages.

It pays to be SMART

If this is the first time you have attempted to prepare such a plan, you may like to try a proven and easy-to-use method known by acronym, SMART. The letters will remind you of five goal-setting rules as follows:

- Short – use as few words as possible.
- Measurable – plan small steps with objectively discernible outcomes.

Attainable – stay within your physical and intellectual reach.

Realistic – recognize the constraints of available time and resources.

Timed – set target dates for every step in your plan

Staying on track: the “3”R’s

Although we have described CPD in terms of steps, the reality is that it is a circular process. Personal growth is both interactive and incremental. Consequently, personnel development plans should be 'living' documents. They should relate to life in the real world, where people and conditions constantly change.

Once you have written your development plan, you should revisit each part of the process from time to time. Just follow these simple guidelines.

Reflect on the overall process, not just when you first embark on CPD, but at regular intervals throughout your working life.

Review your progress regularly and take stock.

Revise your plan when developments or circumstance so dictate.

Learning as a skill

The emphasis CPD places, on self-directed learning will give you invaluable insight into the very process of learning. We all learn from experience, both consciously and unconsciously. In fact, learning is an inherent human attribute, and like other natural skills, it can be enhanced by positive effort, based on knowledge of the relevant principles. As you sharpen your learning effectiveness, you will soon discover that this will greatly assist your CPD. It will enable you to exploit the widest possible range of learning opportunities.

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The importance of keeping Records

Reflection is the real key to successful CPD. It is the way to change daydreams into highly – effective action plans. The very process of writing sharpens our ability to reflect, recognize patterns and discern trends. It enables us to remember what has gone before and capture lessons for the future. It also enables us to break down our goals into easy, manageable steps.

The following simple guidelines have been put together to help you. They explain the process and will make it easier for you to fulfil your own personal goals and comply with the qualification requirements of the IPM.

The importance of keeping records.

In essence, successful CPD requires that you keep written records in two key areas.

Your record of achievements. This is a full record of the action and activities you have undertaken, together with their respective outcomes.

Your personal development plan. This looks ahead and sets out your objectives and the action and activities you plan to take achieve them.

You will soon discover that both of these documents will become extremely valuable in supporting and advancing your career.

The maintenance of personal CPD records is fundamental to our policy, however we also recognize that everyone is everyone is different. For this reason, individual approaches are actively encouraged. What matters is that your records demonstrate that you have thoroughly reflected on your accomplishments to date, carefully assessed your present situation, and coherently planned your future professional development.

To help you with the process, the IPM has produced suggested formats. This will not only help you with the mechanics of your planning and record keeping, it will also help to stimulate your thinking about the knowledge and skills you have acquired to date, and how you acquired them.

When asked to supply evidence of CPD, we would expect to see records for the last 12 months, plus an action plan for the next 24 months.

Four questions and six ingredients

Your personal development plan is the route map that will help you to get from where you are now, to where you want to be in the future. Before you start writing, you should ask yourself four questions:

- Where am I going?
- How am I going to get there?
- What will I need for the journey?
- How will I know when I have arrived?

Your answers to these questions should produce the six critical elements of an effective personal development plan.

A clear statement of where you want to be at the end of a specified period.

The specific knowledge and skills you will need to get there.

The actions you will have to take to acquire the knowledge and skills you will need.

The resources and support you will require to attain your goal.

The criteria by which you will determine whether or not you are still 'on course'.

The intermediate stages with dates for completion and/or review.

Deciding how to proceed

Before starting your CPD, you will need to decide the means of recording your plan and achievements that

will suit you best. Many members find it easier to maintain their records by computer. Others keep written records. Just remember, as important as record keeping is, it is only a means to an end. It is the process of reflecting, reviewing, planning and learning that matters, not the particular method or format you adopt.

Recording your achievements brings its own rewards

You will soon discover that a properly maintained record of achievements, has benefits that go beyond knowing and applying what you have learnt. It becomes a valuable and objective measure of your professional competence. As such, it can be immensely useful when preparing for staff appraisals, or tailoring your CV for a specific promotion or career move. Freelancers and self-employed consultants will also find it useful when tendering for new work.

Keeping evidence of your achievements

At certain points in your career, you will be asked for documentation to support your record of achievement. For example, the Institute will require additional evidence when you want to upgrade your membership. It is therefore important that your CPD process includes a conscious collecting of material that may be needed to underpin your personal development record.

Evidence can come from many sources.

There is considerable flexibility where sources of evidence of your achievements are concerned. They can include extracts from performance appraisal records, diplomas, copies of professional references and testimonials. Even copies or recording of presentations you have given, or computer software you have designed or adapted can be submitted. The golden rule always is that the source must be objective and verifiable.

Out of sight, out of mind

We are all too aware of how easy it is to put off self directed learning activities. Coupled with this is the temptation to file away written action plans. If you are to succeed in your endeavors, it is vital that your personal development plan is kept where you can see and refer to it everyday. Make sure that you schedule regular times to review the plan. Seek regular opportunities to discuss it with others who may be able to help you with others who may be able to help you with the process.

Select the means of learning that suits you best

When assessing and detailing your learning needs, be sure to take advantage of the widest possible range of learning opportunities. But also select those means that best suit your individual learning style. For example, if reading textbooks and professional journals is not your most effective way of learning, look for other ways of acquiring the same information. Whatever your preferred method, we recommend that you build it into your personal development plan.

We're always here to help you

Perhaps the most valuable advice we can give you about CPD, is not to allow yourself to become overwhelmed or discouraged by the process. Remember, we know exactly what is involved and we are always here to provide help and support, or just simple encouragement. You can call our special CPD helpline anytime during office hours. Or you can contact IPM head office. Alternatively, you can visit the IPM website at www.ipmlk.org, which will provide useful CPD information.

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Making the most of your learning

There is a simple analogy for CDP. Your personal development plan is the route map. Along the route there will be many valuable learning opportunities. These are the vehicles that will get you to where you want to be. For your journey to be successful, you must discover how to recognize and exploit these opportunities.

Learning is more than just study

The essence of CPD is using what you learn to improve what you do. Of course, there are countless ways to learn, although there is also a common misconception that personal development is 'training' than 'learning'.

Formal study programmes and courses away from your work are obviously valuable and important. But in a CPD context, they form only a small part of a much bigger range of sources of learning. These can be grouped into four main categories:

- Professional work-based activities
- Personal activities outside work
- Courses, seminars and conferences
- Self-directed and informal learning

Focus on the outcome

To borrow another analogy, there are those who believe that in life, it is the journey that really matters rather than the destination. The opposite is true of CPD. No matter what you do, it is only by focusing on its outcome that it becomes a valid CPD activity. So you should ask yourself these 'acid-test' questions: What will I actually learn? How will this improve my skills or knowledge?

Getting the balance right

It is important that your CPD plan reflects a balanced mix of activities. It is also important that these are carefully recorded. These may relate to your current job and will include training to meet specific needs and self-driven updating. But at different stages of your career

the emphasis may change. Those on a career break may find formal training impractical and may benefit more from networking or self-directed reading and learning. Those who are self-employed or who are not working for supportive organizations may find that much of their development comes from new, work-related projects, assignments or commissions.

A wide range of activities

Work based activities

While some work-based learning may be dependent on decisions or supportive action by your organization, there are likely to be many other opportunities that are within your own personal control. These may include:

Planning and running an in-house training event, particularly when this involves a new subject or training technique.

Advising on unusual or particularly difficult situations (e.g. redundancy, disciplinary or grievance cases). Each case that involves an issue you have not previously experienced is an opportunity to reach the topic. The eventual outcome will enable you to review the effectiveness of what you learned, based on the advice you gave or the action you took.

Implementing new systems or techniques (e.g. for personnel information, selection, monitoring, training effectiveness, occupational health services etc). By researching and learning about the principles and practices of what you propose to introduce you will add to your overall expertise.

Working in a multi-disciplinary project team. In addition to learning about new subject matter, such project work (which you may be able to initiate or volunteer for) will help develop team-work skills and improve your understanding of other functions or professions.

Writing reports and making presentations. As with project work, these activities involve research and preparation, which can be a valuable learning experience. Your personal writing and presentation skills will also be enhanced.

Coaching or mentoring a member of your staff or colleague. This will not only assist in their development, you will also benefit from the joint exploration of the subject matter and the development of your interpersonal skills.

Courses, seminars and conferences

This area covers recognized training and professional education activities. In the main, they are undertaken away from the work environment. They include:

Professional education courses leading to relevant recognized qualifications.

Degree courses, research and post qualification of studies.

Training courses and seminars, both in-house and external.

Attendance at IPM conferences.

Attendance at IPM meetings.

Personal activities outside work

CPD learning does not have to be directly connected to your job or career. Valuable knowledge and experience can be gained away from the working environment.

Typical activities and interests can include:

Duties such as school governor, JP, member of an industrial or social security tribunal, or prison visitor can provide valuable insights into public life.

Voluntary or charity work can be an enriching personal experience.

Organizing social or sports events, helping in the management of a club or society, can offer opportunities to develop organizational skills and learn more about topics such as finance, insurance.

Writing and lecturing in areas other than those related to your job can further develop your communication and presentation skills, as well as providing the interest that is intrinsic to the subject matter.

Self directed and informal learning

You will soon discover that there is considerable scope for self-directed and informal learning away from your work environment. Books, journals, newspapers, television and radio programmes provide a wealth of potentially valuable material. Other sources such as videos, audio tapes and CD-ROMs are also becoming increasingly available.

Typical sources of self-directed learning include.

The IPM's own magazine *People Power*.

Language course, which although embarked on primarily for reasons of personal interest, are increasingly likely to have a career value.

Course about running your own business, should your career plan include this?

Various types of self-development courses, which may give you a deeper insight into your personality, strengths, weaknesses and potential.

Personal reading plans. The IPM library is a rich source of material in the people management and general managerial field.

Self-teaching audio tapes, videos and CD-ROM material.

Networking and discussions with other professionals and colleagues.



Guidelines for those who are applying for Associate Membership under 5 (b) or 5 (d) of the Bye - Laws.

Institute of Personnel Management Sri Lanka (Inc) Professional Standards Assessment

This route recognizes your existing experience, skills and competencies without comprising your busy work schedule.

To start with you'll need to prepare a portfolio. This demonstrates how your background and expertise match our Professional Standards.

We'll then assess this along with work-based evidence, personal statements and written reports which show your knowledge and operational skills. If successful you'll be awarded Associate membership. This is your first step towards becoming a full member.

Assessment criteria

Policy development

Can you demonstrate your involvement in developing all or part of a personnel or people development management policy?

Can you show accountability for adapting and interpreting policies for use at your company, group or national level?

Advice and guidance

Can you demonstrate how you use your professional judgement to advise, guide and influence others?

Understanding business and its environment

Can you show how you take into account the impact of internal and external factors on your business?

Developing human resource strategies

Have you worked at a strategic level, or been in a position to directly influence the strategic direction of your organisation?

Can you demonstrate a clear understanding of your organisation's objectives?

Can you provide evidence to illustrate how you've influenced personnel policy in support of your organisation's goals, whether as an employee or as a consultant?

Interpersonal skills

Can you show evidence of influencing senior management or key decision-makers?

What do I do next? A step by step guide

Step one : Contact IPM and set up a discussion with an adviser. This will help you decide if this is the right route for you and determine which fields you'll need to cover as part of your assessment.

Step two : Prior to your discussion, you'll need to assess yourself against our Professional Standards. Make notes of how and where you meet these and where you'll be able to provide evidence. These notes will form the basis of your discussion with your IPM adviser.

Step three : At your discussion you'll need to complete an application form for our membership. This will be sent, together with your CV, organizational charts, job descriptions and the adviser's notes, to our Membership Development Department. They will make the final decision on whether you are eligible to proceed.

Step four : Working with the support of your adviser, you must prepare a portfolio, that contains evidence on how you meet our Professional Standards.

Step five : Once your adviser is satisfied with your portfolio, an assigned assessor will have a final interview with you to review and discuss your evidence.

Step six : Once the Council and our Membership Development Department are satisfied that you have met our Professional Standards you'll be awarded Associate Membership.

A time and a place to suit you

The length of the assessment depends on you. It can be tailored to take into consideration the amount of evidence you may need to put together and the amount of time you have available. The assessment usually takes between three to six months to complete.

In addition to the general criteria listed above the applicant will be interviewed based on further criteria given in the annexure listed 5 (b) and 5 (b) of the By-Laws respectively.

INSTITUTE OF PERSONNEL MANAGEMENT SRI LANKA (INC)

Applicable to those who apply for Associate Membership under Bye-Law 5 (b)

PROFESSIONAL ASSESSMENT OF THOSE WITH HR DEGREES OR DIPLOMAS

ADVANCE PRACTITIONER STANDARD



Strategic Personnel and Development

Organisational Change and Transition

Personnel and Development Consulting

STRATEGIC PERSONNEL AND DEVELOPMENT

Performance indicators

Operational indicators

Practitioners must be able to:

1. Diagnose the strategic capability and degree of sophistication of the strategic personnel and development effort in a given organisation.
2. Establish whether, and why, personnel and development is seen as adding value; develop value adding strategies.
3. Identify and apply the key organizational roles and responsibilities needed to develop and sustain the strategic personnel and development effort.
4. Carry out a strategic appraisal of an organisation's strengths and weaknesses, paying particular attention to its human resources.
5. Conduct an environment analysis, including key external personnel and development factors, and identify issues that influence organizational policy.
6. Demonstrate the interpersonal skills needed to generate commitment among key stakeholders and business partners, for a changing strategic personnel and development agenda.
7. Develop personnel and development structures and processes that enhance that organisation's ability to respond to strategic issues/problems.
8. Adopt a 'multiple lens' perspective for orchestrating and evaluating strategic personnel and development.
9. Evaluate the case for and against, introducing so-called high-performance personnel and development practices in a given organization.
10. Benchmark the organisation's strategic personnel and development practices against a 'best practice example.
11. Formulate an approach to strategic personnel and development which:
 - Reflects a full understanding of business imperatives and internal and external contextual forces.
 - Meets the needs of key stakeholders.
12. Develop an appropriate personnel and development strategy to deal with mergers, acquisitions, strategic alliances and joint ventures.

Knowledge indicators

Practitioners must understand and be able to explain:

1. The connection to business strategy

1. The relationship between personnel and development activities and the strategic imperatives facing the organization.
2. The contribution that strategic personnel and development can make to achieve the organisation's strategic intent.

2. Personnel and development constructs and frameworks

1. The difference between deliberate and emergent approaches to strategic personnel and development and the strengths and limitations of the sequential/rational approach (i.e. strategy analysis, formulation and implementation).
2. The rationale behind differing approaches to strategic personnel and development, in a range of practical organizational case examples.
3. Arguments for and against differentiating strategic human resource management from strategic human resource development.
4. The relationship and interplay between personnel and development considerations at operational and strategic levels.
5. Contingency and normative models of strategic personnel and development.

ORGANIZATIONAL CHANGE AND TRANSITION

Performance indicators

Operational indicators

Practitioners must be able to:

1. Identify the relevance of the major models of planned change and the different levels of risk they carry, and relate them to different organizational situations.
2. Stimulate creativity in order to challenge and regenerate the knowledge base and attitudinal base of the organization in relation to change issues.
3. Identify and secure the commitment of the necessary internal and external resources, including internal and external expertise, process, process consultants.
4. Generate structures and cultures that ensure that:
 - Personnel and development practitioners creatively, constructively and constantly question and consider their role as reflective practitioners.
 - They value and use the essential ambiguity of the change process and are realistically skeptical about change technologies and approaches to change.
5. Develop champions of change, including line and other functional managers, who are sensitive to:
 - changing needs and the dynamics of the organization.
 - The organisation's environment in the context of:
 - Intra –and inter –organisational politics and power.
 - Its stage. of growth and strategic direction .
6. Help to build those processes, routines and systems that ensure transfer of information and understanding from individuals and small groups to the organization as a whole, to influence strategic decision and produce the foundations for new capabilities.
7. Develop holistic/total system consideration of the change issues and proposed remedies.
8. Maintain the momentum of change through executive action, strategic advice and consultancy, on processes and initiatives to help change any inhibiting and dominating mindsets and cultures in the organisation.
9. Develop strategies and techniques for the successful implementation of change, by helping a to develop and sustain across the organisation a framework for generating stakeholder commitment to transition and change while maintaining current operations where appropriate.
10. Identify personnel and development priorities in the change management process and their relationship to the priorities of other stakeholders.
11. Judge what will and will not work in the change management context, and ensure that the personnel and development roll in the change management process is clearly adding value, by helping to drive organizational improvements.

Knowledge Indicators

Practitioners must understand and be able to explain:

1. The relationships between strategic vision, leadership, power and control, and
 - the development of effective teamwork in the dynamics of change, transition and transformation.
 - the development of a climate of learning and willingness to change.
2. Different levels and types of the strategic change process:
 - from 'light touch' to radical, transactional to transformational, continuous to discontinuous.
 - and the ways each level and type of change is likely to have different effects on people and organizational performance.

3. The implications of globalization, mergers, take-overs, acquisitions and strategic alliances in the development of organizations as dynamics in the change and transformation processes.
4. The ways the organization can understand, identify and use different triggers of change and transformation, both internal and external.
5. The strategic and value-adding role of personnel and development in managing the psychological, emotional, spiritual and sociological processes involved in the different stages of the change process.
6. The role of personnel and development in the development of a realistically sceptical approach to transformational interventions such as organization development, business process re-engineering and total quality management and:
 - how to distinguish between change technologies that are fads and fashions and those that add real value and can endure
 - the relationships between technology-driven processes of change and the human dimension.
7. The relationship between individual and collective learning at a strategic level and:
 - the development of the organizational knowledge bases as a key aspect of organizational survival and advance
 - the contributions of the personnel and development professional to the development of this process.
8. Evaluation of success, failure and risk in the change process, recognizing the implications of success or failure for future change processes in the organization.
9. The ethical issues for the personnel and development professional in the management of change, transitions and transformations.

PERSONNEL DEVELOPMENT AND CONSULTING

Performance indicators

Operational indicators

Practitioners must be able to:

1. Diagnose and assess the advice or services the business, organization or individual needs, for performance improvement in the contexts of IPM standards and codes of conducts - taking account of the added – value benefits for the client, value for money and the client's economic health.
2. Benchmark the client against other organisations' best practices, and where appropriate against other countries or international organizations.
3. Produce a marketing and sales plan for their personnel and development consultancy, having identified where the consultant can add value from their advice or services, and how other consultants use, market and manage projects.
4. Write proposals for the advice or service/s to be provided, setting out the
range, any limitations and expected outcomes.
legal aspects, professional liabilities and any special conditions.
charges and payment terms, warranties and procedures for resolving difficulties and terms for engagement/disengagement.
5. Identify the primary and any secondary clients, advice on the risks and resolution and ambiguity or conflict between them and clarify any differences in their expectations or requirements, particularly where it could affect the outcome of the assignment.
6. Select and use appropriate diagnostic tools and gather, record and interpret information and data, from a scoping study or otherwise.
7. Influence those not yet in favour of a course of action, using written material, presentations, group and individual meetings as appropriate.
8. Offer alternative intervention processes – not single solution consultancy – and select and apply the most appropriate in the circumstances.
9. Justify the nature, range and appropriateness of required advice or services against all reasonable alternatives, and specify and schedule the necessary resources, including human and technological resources.
10. Review the processes and:
during the assignment, regularly confirm that the selected intervention is still appropriate and take any necessary action
at the end, evaluate the outcomes and the process for oneself and client, highlighting the value of the outcomes and any remaining areas for improvement.
11. Identify and resolve ethical conflicts between the organization and professional codes (e.g. CPD and other external codes) so the client gains insight into the issues in the organizations and with customers, and can begin to resolve ethical ambiguities and dilemmas for themselves.
12. Use political and interpersonal skills to increase the likelihood that the client will accept and implement the consultancy recommendations.

Knowledge indicators

Practitioners must understand and be able to explain:

1. The political, economic, sociological and cultural factors that can affect and organisation's performance in the market place and why a personnel and development consultant needs to take this factors into account.
2. The roles and different accountabilities of in-house and external consultants and the different types of consultants, including experts-diagnoser/prescriber and process consultant.
3. The different types of consultancy organizations and an assessment of their strengths and limitations.

4. The contractual aspects of consultancy services and the legal aspects and ethical issues, legal, moral, personal and professional, (including the IPM Code of Professional Conduct), that the consultant may encounter and have to take account of in different circumstances.
5. The importance and ethical issues in a consultant's work and the ways a consultant may assist a client to identify and deal with ethical problems and ambiguities within their organization.
6. The framework for stages of intervention and the necessary conditions for success at each stage, namely:

Market niche research and planning.

Selling.

Ethics of advertising and publicity.

Initial contact.

Engagement.

Commencement.

Content stage review.

Disengagement.

7. Data gathering and diagnostic methods appropriate to the range of advice and services on offer and:

Their relative strengths and weaknesses.

Single and multiple methods.

8. The concept of intervention, the contingencies of effectiveness and approach and:

Intervention processes and techniques, and why they are or are not appropriate in different circumstances

Why and how to change from one role other process to another.

Institute of Personnel Management of Sri Lanka (Inc)

Management Report

Applicable to those applying for Associate Membership but who do not possess the stipulated qualification in Bye - Law 5 (b) but possess not less than 10 years experience at senior level under 5 (d)

Purpose

We consider that the development of a management report is the element of assessment that comes closest to demonstrating professional competence.

Performance Indicators

Operational Indicators

Practitioners must be able to;

- 1 Identify a suitable project for their management report, in terms of its feasibility and relevance to an organization, as well as to key issues in personnel and development.
- 2 Plan and design a project that demonstrates an awareness of strategic issues and has the potential to make a contribution to improvements in organizational performance.
- 3 Demonstrate a satisfactory knowledge of existing literature of contemporary personnel and development practice, and of policy issues in the subject area chosen for the management report.
- 4 Access and interpret data from primary and secondary sources in compiling material for their management report.
- 5 Make appropriate and correct use of techniques, such as interviews, questionnaires, participant observations and documentary analysis, in gathering data for their management report.
- 6 Analyse the data that have been collected for their management report, by the use of qualitative and quantitative methods appropriate.
- 7 Draw realistic and appropriate conclusions from their management report.
- 8 Present their management report in a clear, logical and systematic manner in order to persuade key decision-makers of its merits.
- 9 Prepare a plan for implementing the recommendations made in their management report within a reasonable time-frame.
- 10 Undertake a critical review of their management report and identify ways in which their project could have been undertaken more effectively.

Knowledge indicators

Practitioners must understand and be able to explain:

- 1 The rationale for their choice of project aims and management report.
- 2 The contribution that personnel and development can make to performance at an organizational, professional and societal level.
- 3 The nature and importance of a number of major issues in the existing personnel and development literature and contemporary personnel and development practice.
- 4 The range of primary and secondary sources from which information can be gathered for a management report.
- 5 The advantages and disadvantages of different research methods and their relevance to different situations.
- 6 The use and value of different analytical tools for interpreting data.

- 7 The structure and content of a management report.
- 8 The principal techniques of communication and persuasion that are used when writing and presenting a management report.

Indicative Content

1 Project management

1. Planning and designing a project that has relevance to the organization and is likely to add value to the organization and the individual.
2. Understanding the importances of having clear objectives, terms of reference and if appropriate, hypotheses.
3. The principles of time management, ordering of priorities and project development.
4. Awareness of blockages and barriers and how to overcome these.

2 The substance of the project

1. Drawing on appropriate Professional Development Scheme Standards, having a systematic understanding of the literature that is central to the investigation, and of examples of human resource practice in other organizations.
2. Understanding the importance of vertical and horizontal integration (internal and external fit), and of the role and influence of human resources within organizations.

3 Collecting data

1. Knowledge of sources of material and evidence, both internal and external to the organization, and of published sources; understanding of different methods of data collection.
2. Collection (e.g. interviews, questionnaires, participant observation and documentary analysis) and of the circumstances in which they might be used.
3. A rationale for choice of method and a comparison with other methods.

4 Presenting and analyzing data

1. Clear and logical presentation of data in line with terms of reference, with diagrams, and charts as appropriate.
2. Systemic analysis of data collected, explanation of any patterns, and indication of how to deal with conflicting evidence.
3. Skills of report writing.

5 Conclusions and recommendations

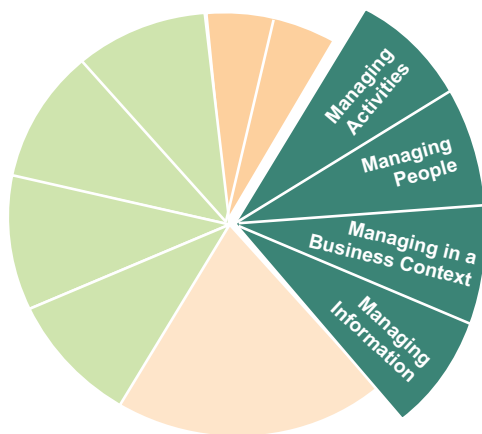
1. Drawing of sensible conclusions from data collected and presented, realistic and timely recommendations, including costing where appropriate for implementation of findings, and awareness of potential sources of resistance to recommendations.
2. Consideration of professional and ethical issues.

INSTITUTE OF PERSONNEL MANAGEMENT SRI LANKA (INC)

PROFESSIONAL ASSESSMENT-KEY AREAS TO CHECK FROM THOSE WITHOUT HR DIPLOMAS OR DEGREES

Applicable to those who applying for Associate Membership under Bye-Law 5 (d)

CORE MANAGEMENT STANDARDS



Managing Activities

Managing People

Managing Information

Managing in a Business Context

MANAGING ACTIVITIES

Performance indicators

Operational indicators

Practitioners must be able to:

1. Prepare an organizational chart and identify the way in which the organization could be improved to make it work more efficiently and effectively.
2. Work effectively in a group or team in a variety of roles.
3. Priorities plan and delegate a variety of tasks.
4. Prepare and deliver a convincing proposal/argument in a variety of situations.
5. Contribute to the design and gain acceptance of a programme of change.
6. Design and gain acceptance of a planned programme for improvement of service to internal/external customers.
7. Advise a specified group of staff of the importance of health and safety in the workplace, outlining minimum organizational and legislative requirements.

Knowledge indicators

Practitioners must understand and be able to explain:

1. The fragmented nature of managerial work.
2. The principal functions in an organization and how they interact.
3. The ways in which managers interact with and respond to others in the in the organization, particularly senior management, peers and subordinates.
4. The importance and methods of achievement, of good service to customers.
5. The requirements and implications of quality and continuous improvement.
6. The elements that lead to successful introduction of change.
7. The need for a safe and healthy workplace environment.

Indicative content

The nature of managerial work

1. Fragmentation, variety, brevity and diversity; reasons for the prevalence of this style of working.
2. Prioritization, allocation of work and delegation; techniques to improve the way in which work is organized; planning, organizing, co-ordinating, controlling, directing, setting targets and objectives, implementing, monitoring, evaluating.
3. Working for other people, responding to objectives, meeting deadlines, report writing, written/oral presentation and influencing techniques.
4. Working effectively in a group or a team as a member or leader; the nature of meetings, working parties and committees; chairing a meeting; team-building, formation, operation and dysfunction.
5. Communications: purposes, processes and barriers.

MANAGING PEOPLE

Performance indicators

Operational indicators

Practitioners must be able to:

1. Examine their own learning processes analytically in order to apply relevant techniques intended to increase the ability to acquire, retain and apply information, skills and competencies related to personal and organizational effectiveness.
2. Function interpersonally with an enhanced level of self-awareness and with greater sensitivity to the behaviour of others.
3. Take account of the 'psychological contract' between organizations and employees, in order to sustain and promote employability within the organization as well as access the emergent labour market generally.
4. Actively stimulate and encourage opportunities for the exercise of positive leadership within the organization.
5. Effectively use influence and persuasion skills in the furtherance of corporate goals.
6. Advise on the merits, difficulties and appropriate implementation mechanisms associated with the installation of new and different forms of work pattern and job design aimed at enhancing performance and commitment.
7. Contribute to the implementation of effective performance management processes.
8. Plan and implement recruitment/selection systems for identified positions.
9. Contribute to action programmes aimed at resolving problems of poor performance, whether collective or individual.
10. Identify training needs and development activities in order to maximize the potential and corporate contribution of others.

Knowledge indicators

Practitioners must understand and be able to explain:

1. The principal ways in which human beings differ, the causes of these differences, and the ways in which such differences may be beneficial for both individual and organizational performance.
2. The full range of the linkages between attitudes and behaviour, including a recognition of the appropriate initiatives to be exercised in circumstances where the two do not coincide.
3. The learning process for both individuals and organizations.
4. The causes, symptoms, prevention and treatment of (work-related) stress in organizations.
5. The evolving nature of the 'psychological contract' between organizations and their employees.
6. The scenarios in which it may become appropriate for organizations to initiate new types of employment and work patterns, and the mechanisms for organizing and implementing such innovations systematically.
7. Ethical considerations governing the management and leadership of people.
8. Methods and techniques for coping with power and conflict in an organizational setting.
9. The acquisition, practice and development of leadership skills for the furtherance of corporate/organizational purposes and the difference between 'management' and 'leadership'.
10. Practical frameworks for the exercise of influence and persuasion skills (especially for those lacking any significant degree of hierarchical authority).
11. The major theories of motivation and their application through job design, reward/recognition systems, and performance management.
12. Systematic techniques for dealing with problems of poor performance.
13. The elements of the recruitment and selection process, with special reference to the production of job description and/or accountability profiles.
14. The basic ingredients essential to the effective design and operation of performance review and appraisal systems.

MANAGING INFORMATION

Performance indicators

Operational indicators

Practitioners must be able to:

1. Construct data models for analysis and design of simple information systems.
2. Structure data for use in applications of software.
3. Process data, generate reports, communicate and network using application software.
4. Decide on requirements for statistical information and interpret that information for management.
5. Search for and collect data from primary and secondary sources, using application software and choose appropriate means of presentation.
6. Interpret basic trading accounts and balance sheets.
7. Decide on financial performance standards, cost standards and cash budgets.
8. Calculate expenditure on work programmes.
9. Monitor and control income and expending against budgets.

Knowledge indicators

Practitioners must understand and be able to explain:

- 1 The strategic role of information systems (IS), information technology (IT) and communications.
- 2 Organizational decision processes.
- 3 The basic communication processes.
- 4 Systems concepts.
- 5 Elementary database concepts.
- 6 The range and nature of organizational information systems.
- 7 Systems design methodology.
- 8 The financial statements and the flow of money in a business.
- 9 Basic statistical concepts.
- 10 The implications for management of data protection legislation.
- 11 Contingency planning for disaster recovery.

Indicative content

Systems

- 1 Systems concepts: definition of a system, structure and process, holism, emergent properties.
- 2 Systems attributes: boundary, environment, open, closed, lag, positive and negative feedback; the control model.
- 3 Data analysis – entities, attributes and relationships; systems and data flow diagrams; database models – file management systems, hierarchical, network and relational databases.
- 4 The organization from an information perspective e.g. types of organizational information system; informational requirements of different organizational functions and activities.
- 5 Methodologies for systems analysis and design, e.g. Structured Systems Analysis and Design Method (SSADM).
- 6 Current software applications for data processing, report generation, modeling and communications.

MANAGING IN A BUSINESS CONTEXT

Performance indicators

Operational indicators

Practitioners must be able to:

1. Assess current economic and market changes and their impact on organizations.
2. Undertake SWOT and PESTLE analyses and advise on the opportunities and treats arising from this.
3. Provide examples of how organizations are affected by political institutions and processes and how organizations can influence the policy-making process.
4. Advise management on the possible effects of government policies, legislation and European directives on organizations and their activities.
5. Report on projected demographic and social changes and their relevance for organizations.
6. Identify current technological developments and consider their significance for organizational stakeholders.
7. Identify and comment on indicative international factors affecting organizations.
8. Evaluate the ethical issues facing organizations in dealing with stakeholders.

Knowledge indicators

Practitioners must understand and be able to explain:

1. The nature of strategy and the main elements within the strategic process.
2. The differences between strategic search, choice and implementation.
3. The ways in which strategy is determined.
4. Types of strategy adopted by organizations and the importance of strategic review, monitoring and benchmarking.
5. How the external environment impacts on private, public and voluntary organizations.
6. The concept of PESTLE and SWOT and the dynamics of the political, economic, social, technological, legal and environmental contexts on organizations.
7. The main features of the market economy, its structure and processes and their implications for organizations.
8. Interaction between political and economic systems, including the European dimension.
9. The changing social structure and its implications for organizations and their stakeholders.
10. The nature, sources and administration of law , especially contract, consumer, competition and employment law.
11. New technologies, their applications and implications and implications for organization stakeholders.
12. Globalization and competing theories of economic change .
13. The relevance of business ethics and social responsibility for organizations and managerial decision-taking.

Indicative content

Strategic framework

1. The nature and roll of strategy and planning within organizations; rational, incremental and reactive approaches to managing ; the concepts of strategy analysis and strategic search, choice and implementation; SWOT and PESLE analyses; mission statements, corporate plans and business plan; the actors in strategy determination and implementation ; constraints upon managing strategically; uncertainly ,risk and human judgement.
2. Converting strategy into practice; links between corporate, and functional strategic; business plans and operational and programmed budgets; integration of strategy and policies; cascading process; monitoring and evaluating strategy; the concept of the learning organization.
3. Organizational stakeholders (including owners, workers customers, suppliers and communities) and stakeholders theory; the implications of stake holding for corporate decision-making and strategy.

Guidance Notes – HOW TO FILL UP YOUR CPD FORM

SAMPLE

Use the attached blank form for your actual data

Continuing Professional Development Record

NAME MEMBERSHIP NUMBER

COVERING THE PERIOD FROM TO

Key Dates	What did I do	Why	What did you learn from this?	How/have will you use this? Any further action?
January to April	I managed a project Implemented a new Information Database, Coordinating the work of technical and functional specialists. The project was successfully completed on the scheduled date.	I have not previously taken the lead role on such a project, but recognized that I needed that experience to demonstrate my ability in that area. The opportunity arose; I asked to be considered for the role and was selected.	The importance of working to an agreed timed Project Plan with clear allocation of Task Responsibility. An appreciation of the importance of different roles and varying styles within a project team.	I used the skills that I developed to improve my completion within time scales of tasks in my current role. I also utilized project planning techniques to help me take fuller account of the range of factors involved when setting realistic team targets. I will be regularly reviewing progress against these targets
September to December	I undertook a ten week evening course in conversational French.	I shall be taking a holiday in France with my family this year.	I learned enough French to be able to get by on holiday and also found that I had considerable aptitude for the language, which was something of a bonus.	Apart from enjoying our holiday, I would now like to study French in more depth. My company deals with a number of French clients, and I would like to become sufficiently fluent to get involved in that aspect of the business.
October 15	I read a feature article in People Power about the development and Operation of the institute's CPD policy	The need for me to do something about my CPD has been identified in my last appraisal, and notice the contents of this issue of PP.	I discovered that I am actually already undertaking CPD activity. But not making the best use of it because I am not putting enough thought in to my Development Plan for the future. I also found out that the process for membership upgrading has changed, enabling me to combine a one-year development record and one-year development plan now with a commitment to provide the same in each of the next two years.	I have already put together a development plan for the coming year, and using this and my existing development record (ensuring that I have shown I am applying the learning). I shall apply next month for upgrading to full membership. I have to make it a regular part of my work to update my development record and plan, and I will introduce the process into the objectives of all staff in my department at their next review.

The CPD Guide Lines are adopted treating CPD (London) standards as specimens and issued to its Member.

Continuing Professional Development Record

NAME MEMBERSHIP NUMBER

COVERING THE PERIOD FROM TO

Planned outcome

Where do I want to be by the end of this period? What do I want to be doing? (this may be evolutionary or 'more of the same')

You might want to

- Be in employment / self employment / retired / on a career break / working full-time / doing a job share
- Have been promoted to.....
- Have upgraded your membership to.....
- Have changed employment status to..
- Be living in.....

What do I want / need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Be specific – clearly describe what you are planning to learn?	Take account of your preferred style.	The costs in time and money.	What will you have learned (learning outcomes)? This is the measure to show that you have achieved your objectives. This could be a qualification, e.g. IPM professional qualification; volume or quality of work required, e.g. against key result areas, performance indicators; the implementation of new legislation; being able to put new skills into practice, e.g. using negotiation skills in order to win a contract; improved management effectiveness, e.g. in appraisal techniques.	The date by which you plan to review your progress – be realistic!
Check – is this realistic, but challenging?	Detail the specific actions you are planning. Plan a mix of activities (work based, formal and self directed learning and activities outside work)	Whose support do you need to turn this plan into reality – a colleague, manager, mentor, employer, friend, IPM Advisor etc. Support is often essential in making informed decisions and to provide you with ongoing motivation to keep you targets.		The date by which you intend to have achieved this part of your development plan. Again, be realistic - small success achieved quickly will provide motivation towards longer term goals.

- **Application Form**
- **CPD Record**
- **CPD Plan**

Please return your application to:

**Hony. Secretary,
Institute of Personnel Management Sri Lanka (Inc).,
HR House,
43, Vijaya Kumaranatunga Mawatha,
Colombo – 5.**

Note: Please mark '**Membership Development**' on top left hand corner of the envelope.

APPLICATION FOR MEMBERSHIP / UPGRADING

FOR OFFICE USE ONLY:

DATE APPLICATION RECEIVED :

DATE OF THE MEMBERSHIP INTERVIEW :

DATE OF COUNCIL MEETING :

CATEGORY OF MEMBERSHIP APPROVED :

MEMBERSHIP NO :

DATE OF CERTIFICATE ISSUED :

PLEDGE

I, the undersigned, hereby make application for admission to/ change of grade in the Institute of Personnel Management Sri Lanka (Inc). I understand that the grade to which I may be selected shall be that deemed by the Council to be appropriate and if elected, I agree to abide by the Constitution / By-Laws and the Code of Ethics of the Institute as long as I remain a member of the Institute. I confirm that the information regarding my experience and HR related activities given below are correct to the best of my knowledge.

DATE :

SIGNATURE :

PLEASE FILL THE FORM IN BLOCK LETTERS

PERSONAL DETAILS

SURNAME DR/MS/MR :

OTHER NAMES :

DATE OF BIRTH : AGE :

PRIVATE ADDRESS :

TEL NUMBER/S : MOBILE :

E MAIL ADDRESS :

OFFICIAL ADDRESS :

.....

.....

TEL NUMBER / S : MOBILE NO :

E MAIL ADDRESS :

1. GENERAL EDUCATION
SCHOOL – COLLEGE – UNIVERSTIY – POST GRADUATE

TITLE OF THE EXAMINATION PASSED	MEDIUM	INSTITUTE / COLLEGE	YEAR

**2. TRAINING IN PERSONNEL MANAGEMENT OR SPECIALISED
 FUNCTION OF HR MANAGEMENT**

QUALIFICATION	ORGANISATION / INS.	PERIOD

QUALIFICATION	ORGANISATION / INS.	PERIOD

1. OTHER TRAINING & QUALIFICATIONS

QUALIFICATION	INSTITUTE / ORGA.	PERIOD

4. IF YOU ARE ALREADY A MEMBER OF THIS INSTITUTE PLEASE STATE GRADE AND THE YEAR OF ENROLLMENT

.....

7. RECOMMENDATION:

REFREES : One should be a CORPORATE MEMBER OF THE INSTITUTE and the other a SENIOR MANAGER IN YOUR ORGANISATION who could give information about your present work. You may contact the IPM Secretariat to verify details of IPM Corporate Members. CORPORATE MEMBERS are those who are certifying the applications are FELLOWS, MEMBERS & ASSOCIATE MEMBERS. Such persons should supply the **MEMBERSHIPNO & CATEGORY**.

1. NAME

1. NAME

2. ADDRESS

2. ADDRESS

3. TELEPHONE

3. TELEPHONE

8. ENCLOSED WITH THE APPLICATION:

1. Certified copies of all ACADEMIC & PROFESSIONAL QUALIFICATIONS
2. Copies of the CERTIFICATES awarded by the IPM SL
3. Copies of the SERVICE RECORDS & SERVICE CERTIFICATES from previous employers
4. CERTIFIED copy of the ORGANISATIONAL STRUCTURE INDICATING THE POSITION
5. CERTIFIED copy of the LIST OF DUTIES & RESPONSIBILITIES & ROLES performed by the applicant
6. CPD Record and CPD Plan as appropriate for MIPM and FIPM
7. Letter of recommendation from immediate superior

FOR OFFICE USE ONLY

TO: COUNCIL OF MANAGEMENT OF THE IPM SL

DR / MS / MR :

WAS INTERVIEWED BY THE UNDERSIGNED ON HE /SHE

IS RECOMMENDED FOR ADMISSION TO THE GRADE OF:

1. STUDENT	
2. AFFILIATE	
3. ASSOCIATE	
4. MEMBER	
5. FELLOW	

INTERVIEW PANEL:

NAME	SIGNATURE
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

APPROVED AT THE COUNCIL MEETING HELD ON :

PRESIDENT'S SIGNATURE :

DATE :

HONY. SECRETARY'S SIGNATURE :

DATE :

Date of application:

To be filled by those
 applying for Fellow
 or Member Grades.

Continuing Professional Development Record for the past 12 Months – (Vide Page 11 od 44)

NAME MEMBERSHIP NUMBER

COVERING THE PERIOD FROM TO

Reflecting back over the past

The upgrade panel will assess your CPD as part of your upgrading.

They will wish to see evidence that you are actively committed to CPD and have reflected upon what you have learned and how this has helped you to develop your capabilities.

They are particularly interested to hear how you have applied what you have learned and how you and others have benefited.

The format and structure of this record sheet is for your guidance only. You may wish to develop and submit your own personalized format but be sure to focus on the information requested on the record sheet.

Key Dates	What did I do	Why	What did you learn from this?	How/have will you use this? Any further action?

Key Dates		What did I do		Why		What did you learn from this?		How/have will you use this? Any further action?	

Date of application:

Continuing Professional Development Plan for the forthcoming two years – (Vide Page 11 of 44)

Looking forward and planning for the future.

In assessing your membership upgrade application, the upgrade panel will wish to see evidence that you are actively committed to CPD and are planning future learning and development activities.

The more specific you can be, the better able we will be to assess your plan. You should also outline the resources and support you think you will need and the criteria you will use to measure your progress.

The format and structure of this planning sheet is for your guidance only. You may wish to develop and submit your own personalized format but be sure to focus on the information requested on the planning sheet.

What do I want / need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion

What do I want / need to learn?		What will I do to achieve this?		What resources or support will I need?		What will my success criteria be?		Target dates for review and completion	



IPM
Sri Lanka

**INSTITUTE OF PERSONNEL
MANAGEMENT
SRI LANKA (INC)**

The Nation's Leader in HRM

CODE OF ETHICS AND PROFESSIONAL CONDUCT

All Members of the Institute of Personnel Management (Inc) of Sri Lanka shall pledge that he/she shall:

- a) Adhere to the aims and objects of the Institute of Personnel Management of Sri Lanka and be bound by its by-laws and the Constitution.
- b) Maintain the highest standards of personal and professional conduct as stipulated.

1. PROFESSIONAL INTEGRITY

- a) Shall conduct himself / herself as a person of highest integrity and observe the Bye – Laws, Code of Ethics and Professional Conduct in a manner that will enhance the reputation of the Institute and the members.
- b) Shall not commit any act that is detrimental and/or would in any manner jeopardize the good name of the Institute.
- c) Shall observe all principles of good corporate governance in all dealings, actions ect at all times.

2. PROFESSIONAL HONESTY

- a) Shall at all times be honest in all professional dealings with Employers and Employees.
- b) Shall not willingly, willfully and surreptitiously give/release/disseminate wrong, false or illegal information.
- c) Shall not disclose any information of confidential nature and shall not use any confidential information for any personal gain.

3. PROFESSIONAL COMPETENCE

- a) Take keen interest in the establishment of healthy personnel practices and development of the profession.
- b) to Use the highest professional standards in all activities, undertaken and performed and to maintain same standards in dealing with the Employers, Employees and all other relevant parties.
- c) to ensure that his/her subordinates follow and adhere to the expected professional standards.
- d) to cooperate in optimizing the effectiveness of the profession by exchanging freely, information and experience with other members.

4. PROFESSIONAL CONFIDENTIALITY

- a) Not disclose any information of confidential nature that maybe acquired in the course of professional work without obtaining the permission of the Person concerned.
- b) Not use confidential information for personal gain or advantage.
- c) Not disclose or permit or assist such disclose of confidential information concerning Employers, Employees and business etc without the express consent of those concerned.

5. PERSONAL DEVELOPMENT

- a) To strive for personal growth in the field of Human Resources Management.
- b) To conduct him/herself as a responsible member of the Management of the Human Resources committed to the achievement of the organizational goals.

- c) Maximize the effectiveness of the profession by exchanging freely the knowledge, information and experience with the members.
- d) Encourage, assist and promote the Human Resources activities, research, studies, data collection and analysis and any other activity undertaken by fellow HR professionals.
- e) Promote knowledge and practice in HR in order to better serve the Employers and Employees.
- f) Shall keep abreast of new developments and update the knowledge in the field to the extent possible.

6. RELATION TO OTHER MEMBERS/INSTITUTES

- a) Shall not by professional conduct or practice harm or injure the reputation and interests of other members and institutes.
- b) to Uphold the reputation, interests of Professionals and Professional Institutes.

7. ACQUIRING AND MAINTAINING OF PROFESSIONAL WORK.

- a) Members shall obtain and develop professional work in an ethical and acceptable manner.
- b) Members shall ensure that no other member shall seek and promote professional work in an unprofessional and unethical manner.

8. RESPONSIBILITY TO THE INSTITUTE

- a) Not take or acquiesce in such action which may bring the Institute and/or the Profession and/or the Professionals into disrepute.
- b) Uphold the goals and objects of the Institute and be bound by the bye-laws and the Constitution of the Institute.
- c) Not act in any manner which would bring the Institute into disrepute or make derogatory statements of the Institute.
- d) Not hold him/herself as representing the Institute unless prior written approval has been obtained.
- e) Not utilize the funds or property belonging to the Institute without prior written approval of it's governing body.

9. CONFLICT OF INTERSET

- a) A member shall make his utmost endeavor to ensure that the provisions of this Code and the interests of the Institute and its Members and of the Profession are upheld at all times.
- b) A member holding a strong personal interest shall disclose such interest, if it is in conflict with the interests of the Profession and of the Institute.

10. OTHER RELEVANT PRACTICE

- a) A member shall observe the provisions of this Code and the Constitution and other provisions that are relevant to the practice of Human Resource Management.
- b) A member shall have due regard for and comply with the Laws of the Country.