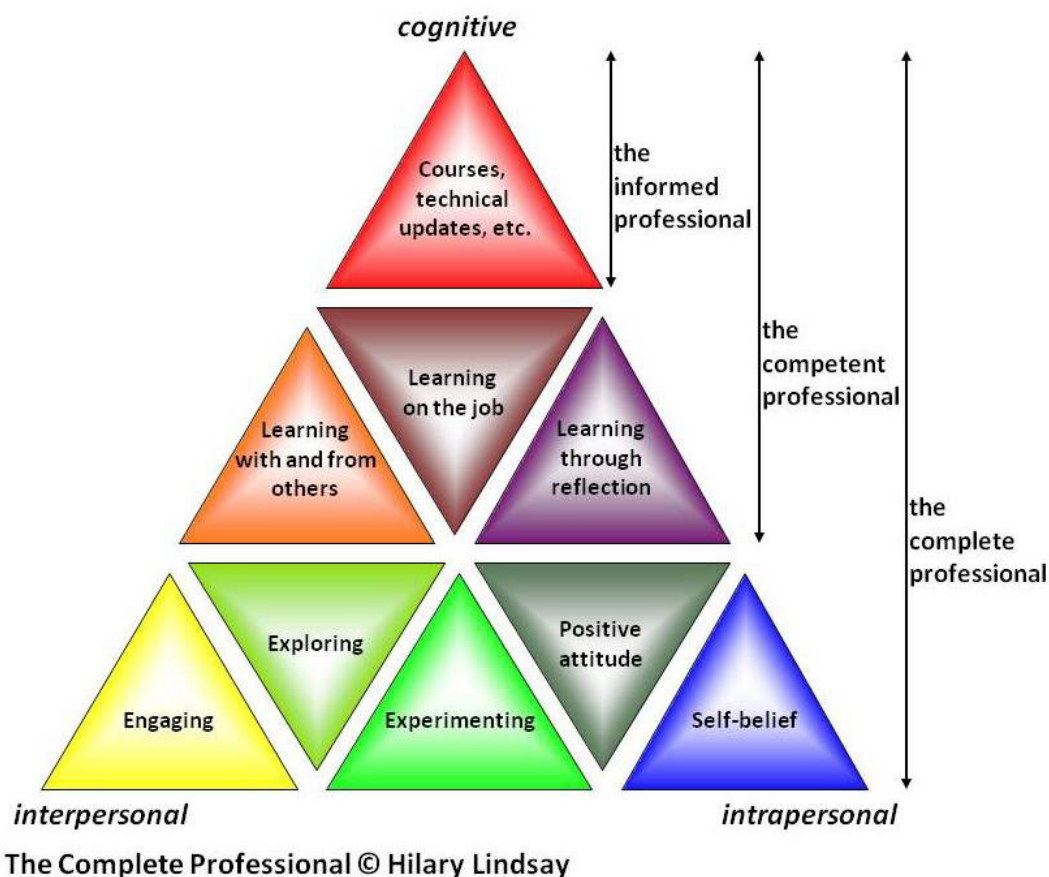


A TOOLKIT FOR THE COMPLETE PROFESSIONAL © Hilary Lindsay

The next three pages can help you, your team and your organisation have the futures you want. Simply assess your strengths in each area, review your overall results and identify the actions you now plan to take. You will see that some sections feature on more than one page so you can copy your ratings across.

An individual can use the toolkit to help them identify learning and development activities that will enable them to move forward with confidence. By doing so they can become complete professionals; professionals who are not only competent in their current roles but are also developing the habits and mindsets which will enable them to succeed in an ever-changing world.

The toolkit can also be used to underpin group discussions and workshops throughout an organisation. Specialist teams can review their collective strengths and identify areas of development; partners can use the framework to shape discussions at strategic conferences; employees earlier in their careers can identify the skills, attitudes and behaviours they need to develop for future success.

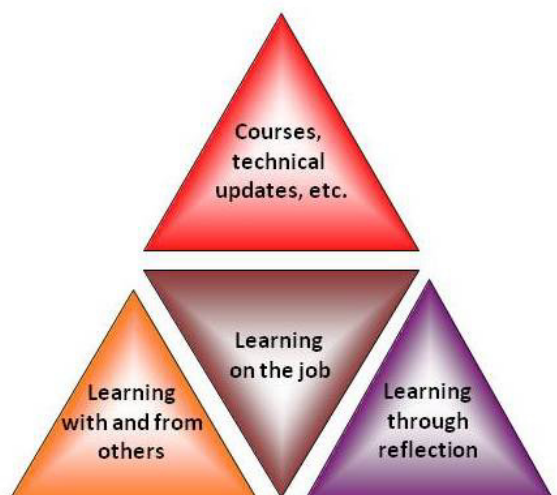
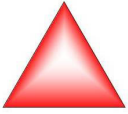
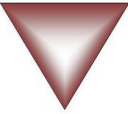
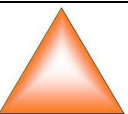



The Complete Professional framework shown above resulted from research Dr Hilary Lindsay carried out with ICAEW Chartered Accountants. IFAC, the global accountancy body, was requiring professional bodies to introduce CPD schemes and promote lifelong learning. Hilary saw that the shape of careers was changing, that accountants were facing new challenges and that as a result learning would be even more important in the future. Using three dimensions of learning – cognitive, intrapersonal and interpersonal – she has developed a new contemporary model of learning which shows what CPD and lifelong learning mean in practice today. You can read more about the research behind the framework at patternsoflearning.org.uk

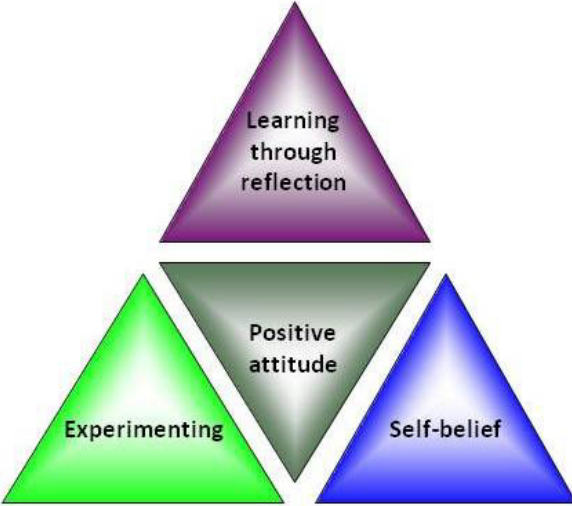
Overleaf you will find three patterns of learning, all sub-sets of the model. ‘Learning as a professional’ helps you think about your competence in your current role(s). Hilary chose to call the other two patterns ‘Learning to change yourself’ and ‘Learning to change your world’ after she read Aldous Huxley’s comment that he wanted to change the world but found that the only thing he could be sure of changing was himself. She believes that by ‘changing yourself’ you are as well placed as possible to ‘change your world’.

For more information about any aspect of this please contact Hilary@patternsoflearning.org.uk

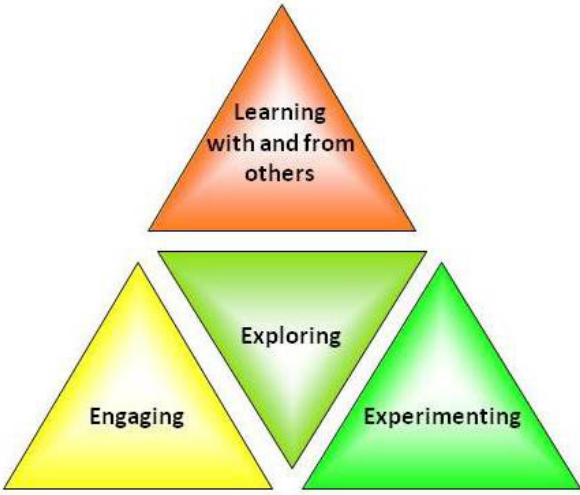
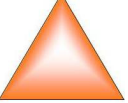

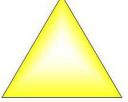

LEARNING AS A PROFESSIONAL

	<p>Assess each aspect of your learning by choosing the code that best describes it:</p> <p><i>Strongest / I was already doing this</i> 5</p> <p><i>Very strong / I am now doing what needs to be done</i> 4</p> <p><i>Strong / I know what to do about this</i> 3</p> <p><i>Not so strong / I have thought about this but do not know what to do about it</i> 2</p> <p><i>Not strong / I have not yet thought much about this</i> 1</p>
 Courses, technical updates, etc.	 Learning on the job
<ul style="list-style-type: none"> • Attending courses, conferences and webinars that meet your technical and personal development needs <input type="checkbox"/> • Reading relevant technical material, magazines, newspapers and journals <input type="checkbox"/> • Accessing online resources and using the internet as a source of information <input type="checkbox"/> • Having the knowledge and skills you need in your role(s) <input type="checkbox"/> • Researching new and relevant topics <input type="checkbox"/> • Complying with CPD and other regulatory requirements <input type="checkbox"/> 	<ul style="list-style-type: none"> • Meeting the requirements of your current role(s) <input type="checkbox"/> • Treating everything you do as a learning opportunity <input type="checkbox"/> • Asking others to show you how to do certain activities and tasks <input type="checkbox"/> • Watching and listening to others while they carry out their work <input type="checkbox"/> • Performing tasks efficiently and effectively <input type="checkbox"/> • Being dependable – doing what you say you will do <input type="checkbox"/>
 Learning with and from others <i>(see also Learning to Change Your World)</i>	 Learning through reflection <i>(see also Learning to Change Yourself)</i>
<ul style="list-style-type: none"> • Interacting with experts <input type="checkbox"/> • Participating in workshops with peers <input type="checkbox"/> • Being involved in subject interest groups within your organisation <input type="checkbox"/> • Being involved in profession-wide subject interest groups <input type="checkbox"/> • Developing your skills outside the workplace <input type="checkbox"/> • Seeking feedback on your performance <input type="checkbox"/> 	<ul style="list-style-type: none"> • Reflecting overall on your performance <input type="checkbox"/> • Reflecting before, during and after any significant activity <input type="checkbox"/> • Identifying your strengths and things you could do better <input type="checkbox"/> • Questioning yourself <input type="checkbox"/> • Anticipating changes you need to make <input type="checkbox"/> • Considering possible new ways of learning <input type="checkbox"/>

LEARNING TO CHANGE YOURSELF

	<p>Assess each aspect of your learning by choosing the code that best describes it:</p> <p><i>Strongest / I was already doing this</i> 5</p> <p><i>Very strong / I am now doing what needs to be done</i> 4</p> <p><i>Strong / I know what to do about this</i> 3</p> <p><i>Not so strong / I have thought about this but do not know what to do about it</i> 2</p> <p><i>Not strong / I have not yet thought much about this</i> 1</p>
<div style="display: flex; align-items: center;"> <div> <p>Learning through reflection <i>(see also Learning as a Professional)</i></p> </div> </div>	<div style="display: flex; align-items: center;"> <div> <p>Positive attitude</p> </div> </div>
<ul style="list-style-type: none"> • Reflecting overall on your performance <input type="checkbox"/> • Reflecting before, during and after any significant activity <input type="checkbox"/> • Identifying your strengths and things you could do better <input type="checkbox"/> • Questioning yourself <input type="checkbox"/> • Anticipating changes you need to make <input type="checkbox"/> • Considering possible new ways of learning <input type="checkbox"/> 	<ul style="list-style-type: none"> • Looking ahead with an open mind <input type="checkbox"/> • Being proactive as a habit <input type="checkbox"/> • Planning how to achieve your goals <input type="checkbox"/> • Overcoming obstacles and finding the strength to keep going <input type="checkbox"/> • Staying flexible and managing your emotional reactions <input type="checkbox"/> • Considering how your attitude might be holding you back <input type="checkbox"/>
<div style="display: flex; align-items: center;"> <div> <p>Experimenting <i>(see also Learning to Change Your World)</i></p> </div> </div>	<div style="display: flex; align-items: center;"> <div> <p>Self-belief</p> </div> </div>
<ul style="list-style-type: none"> • Becoming curious about new opportunities <input type="checkbox"/> • Finding ways you can grow as a person <input type="checkbox"/> • Being willing to try different behaviours <input type="checkbox"/> • Seeking new knowledge, skills and experience <input type="checkbox"/> • Piloting a new idea or approach to see whether it works <input type="checkbox"/> • Trying something new that you find challenging <input type="checkbox"/> 	<ul style="list-style-type: none"> • Acting in line with your values and principles and doing what's right for you <input type="checkbox"/> • Having confidence in yourself and what you do <input type="checkbox"/> • Keeping your confidence and competence in balance <input type="checkbox"/> • Working up to your ability <input type="checkbox"/> • Taking responsibility for your decisions and actions <input type="checkbox"/> • Being aware of how your emotions influence your response to situations and people <input type="checkbox"/>

LEARNING TO CHANGE YOUR WORLD

	<p>Assess each aspect of your learning by choosing the code that best describes it:</p> <p><i>Strongest / I was already doing this</i> 5</p> <p><i>Very strong / I am now doing what needs to be done</i> 4</p> <p><i>Strong / I know what to do about this</i> 3</p> <p><i>Not so strong / I have thought about this but do not know what to do about it</i> 2</p> <p><i>Not strong / I have not yet thought much about this</i> 1</p>
 <p>Learning with and from others <i>(see also Learning as a Professional)</i></p>	 <p>Exploring</p>
<ul style="list-style-type: none"> • Interacting with experts <input type="checkbox"/> • Participating in workshops with peers <input type="checkbox"/> • Being involved in subject interest groups within your organisation <input type="checkbox"/> • Being involved in profession-wide subject interest groups <input type="checkbox"/> • Developing your skills outside the workplace <input type="checkbox"/> • Seeking feedback on your performance <input type="checkbox"/> 	<ul style="list-style-type: none"> • Finding out what is happening out there to see if it might be relevant <input type="checkbox"/> • Searching for information about choices you need to make <input type="checkbox"/> • Making contact with others with interests in common <input type="checkbox"/> • Considering how other people might be thinking and feeling <input type="checkbox"/> • Exploring options before making a choice <input type="checkbox"/> • Remaining aware of different ways of doing things <input type="checkbox"/>
 <p>Engaging</p>	 <p>Experimenting <i>(see also Learning to Change Yourself)</i></p>
<ul style="list-style-type: none"> • Interacting with others and with the environment to seek to influence your future <input type="checkbox"/> • Communicating effectively in all contexts <input type="checkbox"/> • Developing effective relationships across your areas of interest <input type="checkbox"/> • Being able to handle conflict and reach win:win solutions <input type="checkbox"/> • Working with others to make a difference <input type="checkbox"/> • Taking charge of your future <input type="checkbox"/> 	<ul style="list-style-type: none"> • Becoming curious about new opportunities <input type="checkbox"/> • Finding ways you can grow as a person <input type="checkbox"/> • Being willing to try different behaviours <input type="checkbox"/> • Seeking new knowledge, skills and experience <input type="checkbox"/> • Piloting a new idea or approach to see whether it works <input type="checkbox"/> • Trying something new that you find challenging <input type="checkbox"/>