



# Members' Skills Framework

## Individual Assessment Booklet

Name .....

**Identifying  
Training and Development for  
Members of Torbay Council**

**CONFIDENTIAL**



**Foreword**  
**by Chairman of the Members' Development Group and**  
**Mayor of Torbay**

**Welcome to the Members' Skills Framework**

What skills make a successful councillor? Members are required to undertake a diverse range of responsibilities from dealing with casework to strategic decision-making. Our duties are complex and often challenging and these are growing.

To meet these demands, members have worked together with consultants, MBAssociates, to identify the skills and knowledge required to deliver our various roles effectively. The results have produced this framework. It is not intended to be exhaustive or prescriptive, but to provide a useful and flexible tool for new and existing members to identify areas where you need support.

We hope that you will find it useful and that your learning is enjoyable.

A handwritten signature in black ink, appearing to read "Julien Parrott".

Councillor Julien Parrott  
Chairman of Members' Development Group

A handwritten signature in black ink, appearing to read "N. D. Bye".

Mayor Nick Bye  
Mayor of Torbay



**Contents**

**Page**

**Introduction**

What is the Members’ Skills Framework? ..... 1

How to use it? ..... 1

What happens next? ..... 1

**The Skills Framework**

**Part 1 – All members:**

Pre-election – As a candidate ..... 2

Firm foundations ..... 4

Members core skills ..... 7

Making a difference..... 12

Community leadership ..... 15

**Part 2 – Specific roles:**

Scrutiny member ..... 18

Cabinet member ..... 20

Chairman/woman of committees and other bodies ..... 23

Member of a statutory committee..... 25

The Mayor..... 28

**Learning Styles**

Learning styles questionnaire ..... 32



## Introduction

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### What is the Members' Skills Framework?

You will already have a wide variety of skills that have been gained from a range of backgrounds. In order to harness these skills it is important to identify what skills are required to make a successful councillor. This practical framework is a basis to identify the skills and knowledge that you need to fulfil your various roles. It will provide a useful prompt for new and existing members to identify any areas where you may need support.

Also included is a learning styles questionnaire, which is designed to highlight your preferred learning style and will help identify the best support to suit that style.

### How to use it?

Part 1 of the framework takes you through the various stages of your career as a councillor starting with firm foundations through to community leadership. Part 2 continues to describe the various special responsibilities that you may undertake. The skills and knowledge that are identified in Part 1 apply throughout the framework and are not repeated. Therefore it is **important use the whole framework rather than referring to just one section.**

1. Read across each table to gain an understanding of:
  - **What we do – Role description:** this outlines the different roles and individual responsibilities;
  - **What we need to know – Knowledge required:** this explains what you need to know to be able to carry out the role;
  - **How we do it – Role skills:** this sets out the skills required to carry out the role; and
  - **Good examples in practice – The effective member is able to:** this gives you an example of how an effective member would carry out this role.
2. Now complete the **My Score** column, by working through each role and giving yourself a score on how you rate yourself out of 6, e.g. 1 being low and 6 being high.
3. Once you have completed the skills framework, work through the questions in the learning styles questionnaire – spend no more than 10 minutes completing this.

### What happens next?

Once you have completed this workbook, you will attend a one-to-one session with a coach to discuss any support needs that you may have identified. Depending on the results, the coach may be able to provide you with support during the one-to-one session. Your coach will also produce a personal development plan which will help you plan what you want to achieve and how to get there. This in turn will inform the Members' Development Programmes.

Any support that is identified for you can be provided through a number methods and you can use which ones are most useful to you and meet your learning needs. These include information briefings, training, workshops, on-line learning, workbooks, coaching and mentoring, learning from observation and sharing learning with others.

Part 1 – All members

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>Pre-election – As a Candidate</b>				
<p><b>1. Be prepared to take on the role</b></p>	<ul style="list-style-type: none"> <li>• understanding of what a councillor does</li> <li>• understanding of the ethical framework within which councillors are required to work</li> <li>• understanding of the commitment required</li> </ul>	<ul style="list-style-type: none"> <li>• information gathering</li> <li>• networking</li> </ul>	<ul style="list-style-type: none"> <li>• seek out people who are able to help</li> <li>• read and apply background information about the role</li> <li>• describe the responsibilities of the councillor</li> </ul>	
<p><b>2. Be ready to work within Local Government</b></p>	<ul style="list-style-type: none"> <li>• understanding of how local government works</li> <li>• knowledge of local responsibilities of the council</li> <li>• understanding of national agendas for local government</li> </ul>	<ul style="list-style-type: none"> <li>• information gathering</li> <li>• networking</li> </ul>	<ul style="list-style-type: none"> <li>• know who to talk to within authorities</li> <li>• build relationships with council officers</li> <li>• describe the national imperatives for local government</li> </ul>	

Part 1 – All members

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>Pre-election – As a Candidate</b>				
<b>3. Be ready to operate within a political environment</b>	<ul style="list-style-type: none"> <li>understand local, national and party politics</li> <li>understand the party manifesto</li> </ul>	<ul style="list-style-type: none"> <li>information gathering</li> <li>networking</li> </ul>	<ul style="list-style-type: none"> <li>describe and apply the national party manifesto</li> <li>describe local political priorities</li> <li>display political awareness</li> </ul>	
<b>4. Be ready to represent the community</b>	<ul style="list-style-type: none"> <li>understand the issues concerning the local community</li> <li>awareness of different sectors of the community</li> </ul>	<ul style="list-style-type: none"> <li>information gathering</li> <li>engaging with groups and individuals</li> </ul>	<ul style="list-style-type: none"> <li>show a genuine interest in and concern for the community and all its individuals equally, effectively balancing conflicting needs</li> </ul>	
<b>5. Self promotion</b>	<ul style="list-style-type: none"> <li>knowledge of promotional opportunities and venues</li> </ul>	<ul style="list-style-type: none"> <li>communication</li> <li>assertiveness</li> <li>persuasion</li> <li>negotiation</li> <li>public speaking</li> </ul>	<ul style="list-style-type: none"> <li>describe the party manifesto</li> <li>promote a personal position</li> <li>act and speak confidently to a variety of audiences</li> </ul>	



Part 1 – All members

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>1. Firm Foundations: The base knowledge and skills to do the fundamentals of the role</b>				
<b>1.1 Getting started</b>	<ul style="list-style-type: none"> <li>• understanding of the key activities undertaken by councillors</li> <li>• understanding of the work of the council</li> <li>• knowledge of the priority areas for service delivery</li> <li>• knowing where to find information</li> <li>• knowledge of individual role</li> <li>• knowledge of the Constitution</li> <li>• understanding of ethical standards</li> <li>• understanding of core processes such as business and financial planning</li> </ul>	<ul style="list-style-type: none"> <li>• information gathering</li> <li>• networking</li> <li>• communication</li> </ul>	<ul style="list-style-type: none"> <li>• describe his/her role</li> <li>• describe the role of the council</li> <li>• describe the strategic and policy priorities for the authority</li> <li>• approach the appropriate contacts for information</li> </ul>	

Part 1 – All members

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>1. Firm Foundations: The base knowledge and skills to do the fundamentals of the role</b>				
<b>1.2 Participating at a meeting</b>	<ul style="list-style-type: none"> <li>• knowledge of meeting timetable and locations</li> <li>• protocol</li> <li>• standing orders</li> <li>• codes of conduct/standards</li> <li>• meeting conventions</li> </ul>	<ul style="list-style-type: none"> <li>• team working</li> <li>• meeting skills</li> <li>• listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• participate fully</li> <li>• act assertively but not aggressively</li> <li>• speak effectively in public</li> <li>• express themselves effectively</li> <li>• actively listen</li> </ul>	
<b>1.3 Starting relationships with officers</b>	<ul style="list-style-type: none"> <li>• knowledge of officer responsibilities and contact points</li> <li>• knowledge of the Local Protocol on Member and Officer Relations</li> </ul>	<ul style="list-style-type: none"> <li>• communication</li> <li>• assertiveness</li> <li>• influencing skills</li> <li>• diplomacy</li> <li>• interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• build relationships</li> <li>• develop trust</li> <li>• adopt an appropriate personal style</li> <li>• show respect for all officers equally, giving praise and thanks</li> </ul>	

Part 1 – All members

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>1. Firm Foundations: The base knowledge and skills to do the fundamentals of the role</b>				
<b>1.4 Working to ethical standards</b>	<ul style="list-style-type: none"> <li>• understanding of code of conduct, standards and ethics</li> <li>• knowing when to declare interests both personal and personal prejudicial</li> </ul>	<ul style="list-style-type: none"> <li>• handling information</li> <li>• questioning and challenging whether decisions are made with integrity</li> <li>• applying knowledge learned to appropriate situations</li> </ul>	<ul style="list-style-type: none"> <li>• display openness, honesty, integrity, objectivity, accountability, selflessness, honesty and leadership</li> </ul>	
<b>1.5 Internal political relations</b>	<ul style="list-style-type: none"> <li>• understand political group policy</li> <li>• know the political dynamics of the Council</li> <li>• understand roles and responsibilities</li> <li>• understand channels of communication</li> </ul>	<ul style="list-style-type: none"> <li>• teamworking</li> <li>• building positive relationships</li> <li>• support and challenge others appropriately</li> <li>• listening</li> <li>• policy development</li> </ul>	<ul style="list-style-type: none"> <li>• able to work with and understand a range of views</li> <li>• able to balance the needs of the ward, your group (if applicable) and the Council as a whole</li> <li>• be engaged and involved in the decision making process</li> </ul>	

Part 1 – All members

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>2. Members' Core Skills: The key areas of skills and knowledge required by all members to successfully fulfil their responsibilities</b>				
<b>2.1 Juggling your life</b>	<ul style="list-style-type: none"> <li>• knowledge of key personal activities and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• time management</li> <li>• prioritisation</li> <li>• delegation</li> <li>• stress awareness and management</li> <li>• assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>• balance work and home roles</li> <li>• recognise and manage his/her own stress</li> <li>• take problems seriously but not personally</li> </ul>	
<b>2.2 Managing information</b>	<ul style="list-style-type: none"> <li>• knowledge of sources of information and methods of organising it</li> <li>• understanding the processes behind data presented such as budget cycle, performance indicators etc</li> <li>• awareness of ICT systems and what you can achieve with a computer</li> </ul>	<ul style="list-style-type: none"> <li>• researching and data interpretation</li> <li>• storing and retrieving information</li> <li>• project management</li> <li>• literacy and numeracy</li> <li>• speed reading</li> <li>• basic word processing</li> <li>• use of e-mail and Internet</li> </ul>	<ul style="list-style-type: none"> <li>• use a range of sources to find the information they need and organise it so that they can find it again</li> <li>• retain and recall facts and interpret complex data</li> <li>• enthusiastically embrace new technology</li> <li>• use ICT to communicate internally and externally to the Council</li> <li>• use Internet and Intranet to gain knowledge and information</li> </ul>	

Part 1 – All members

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>2. Members' Core Skills: The key areas of skills and knowledge required by all members to successfully fulfil their responsibilities</b>				
<b>2.3 Expressing yourself</b>	<ul style="list-style-type: none"> <li>• knowledge of corporate style of letter/report writing</li> <li>• understanding of corporate guidance for interacting with the media</li> <li>• understanding of different needs of different audiences</li> </ul>	<ul style="list-style-type: none"> <li>• effective self expression</li> <li>• basic media skills</li> <li>• presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>• display self confidence without appearing arrogant</li> <li>• express him/herself articulately and assertively</li> <li>• accept and give feedback</li> <li>• actively listen</li> </ul>	
<b>2.4 Working with others</b>	<ul style="list-style-type: none"> <li>• knowledge of who to work with and when</li> <li>• understanding of equalities and diversity issues including responsibilities under legislation</li> <li>• understanding of the roles of officers, members and different agencies</li> </ul>	<ul style="list-style-type: none"> <li>• listening</li> <li>• team working</li> <li>• interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• have respect for, and desire to work with different groups and individuals</li> <li>• put the needs of the team before their own</li> </ul>	

Part 1 – All members

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>2. Members' Core Skills: The key areas of skills and knowledge required by all members to successfully fulfil their responsibilities</b>				
<b>2.5 Relating to officers</b>	<ul style="list-style-type: none"> <li>• understanding of the role of the member and personal responsibilities in relation to employees.</li> <li>• aware of how the member role can impact on officers</li> </ul>	<ul style="list-style-type: none"> <li>• ability to interact with staff according to equalities legislation and employment law</li> <li>• ability to interact with officers at the appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• treat all colleagues with respect</li> <li>• give praise and feedback as constructively as possible</li> </ul>	
<b>2.6 Working within health and safety regulations</b>	<ul style="list-style-type: none"> <li>• understanding of responsibilities for health and safety as a member and an individual</li> </ul>	<ul style="list-style-type: none"> <li>• ability to assess health and safety risk</li> <li>• manual handling</li> </ul>	<ul style="list-style-type: none"> <li>• take relevant health and safety legislation into account when undertaking all aspects of work</li> </ul>	
<b>2.7 Sitting on Council</b>	<ul style="list-style-type: none"> <li>• knowledge of meeting structure</li> <li>• understanding of Code of Conduct</li> <li>• understanding Standing Orders</li> </ul>	<ul style="list-style-type: none"> <li>• information handling</li> <li>• presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>• hear and understand messages from colleagues and consider all contributions</li> <li>• take opportunities to participate appropriately, clearly and concisely</li> <li>• act according to ethical standards and code of conduct</li> </ul>	

Part 1 – All members

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<p><b>2. Members' Core Skills: The key areas of skills and knowledge required by all members to successfully fulfil their responsibilities</b></p>				
<p><b>2.8 Working with outside organisations</b></p>	<ul style="list-style-type: none"> <li>• understanding of key objectives of both council and organisations</li> <li>• understand the council's community leadership role</li> <li>• understanding of personal remit and powers</li> <li>• understand roles and responsibilities</li> <li>• understand requirements of the code of conduct</li> </ul>	<ul style="list-style-type: none"> <li>• meeting skills</li> <li>• public speaking</li> <li>• meeting management</li> <li>• able to balance roles</li> </ul>	<ul style="list-style-type: none"> <li>• take account of different organisational priorities and cultural styles and values</li> <li>• able to recognise when to act in a board/trustee role or councillor role</li> </ul>	

Part 1 – All members

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<p><b>2. Members' Core Skills: The key areas of skills and knowledge required by all members to successfully fulfil their responsibilities</b></p>				
<p><b>2.9 Promoting and enhancing the Council's reputation</b></p>	<ul style="list-style-type: none"> <li>• aware of key issues affecting the community</li> <li>• keep up to date with decisions and the reasons for them</li> <li>• maintaining exempt and confidential information</li> </ul>	<ul style="list-style-type: none"> <li>• positively promote the role of the Council for the benefit of the community</li> <li>• challenging negative reactions</li> <li>• communicating relevant information clearly</li> <li>• recognise your audience's needs</li> </ul>	<ul style="list-style-type: none"> <li>• builds good external relations with the media and other bodies</li> <li>• recognise and celebrate success</li> <li>• gaining the support of others</li> <li>• challenge when appropriate</li> </ul>	



Part 1 – All members

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>3. Making a difference</b> The extra attributes which ensure that members are stretching themselves and others				
<b>3.1 Showing leadership</b>	<ul style="list-style-type: none"> <li>understand current and future issues across a width of topics</li> <li>understand the roles and responsibilities of a leader</li> </ul>	<ul style="list-style-type: none"> <li>mediates fairly and constructively</li> <li>enables collaborative working</li> </ul>	<ul style="list-style-type: none"> <li>engage enthusiastically and with empathy with the community in order to learn and understand</li> <li>act upon issues of local concern appropriately</li> <li>encourage trust by representing and being approachable to all sections of the community</li> <li>getting the best out of people</li> </ul>	
<b>3.2 Decision making</b>	<ul style="list-style-type: none"> <li>understanding of strategic and service context</li> <li>knowledge of pre set procedures for decision making</li> <li>recognises how own values affect decision making process</li> </ul>	<ul style="list-style-type: none"> <li>information gathering and handling</li> <li>clear and open decision making skills</li> <li>managing risks</li> </ul>	<ul style="list-style-type: none"> <li>act with integrity</li> <li>refer decisions to others or take advice when appropriate</li> <li>involve the 'right' people in the process and encourage ownership</li> <li>understand the implications for the whole system</li> </ul>	

Part 1 – All members

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>3. Making a difference</b> The extra attributes which ensure that members are stretching themselves and others				
<b>3.3 Thinking strategically</b>	<ul style="list-style-type: none"> <li>• understand the links between variety of issues</li> <li>• be aware of impact of decisions on a range of areas</li> <li>• know how to work with complexity</li> </ul>	<ul style="list-style-type: none"> <li>• provides clear vision</li> <li>• prioritising actions</li> <li>• see the big picture and understand the links</li> <li>• joined up planning by putting together areas and ideas</li> <li>• developing different ways to overcome obstacles</li> </ul>	<ul style="list-style-type: none"> <li>• actively involve others</li> <li>• deal with paradoxes and communication effectively</li> <li>• able to balance the impact of outcomes from a number of perspectives</li> <li>• broaden their perspective and improve effectiveness by learning from others and sharing best practice</li> </ul>	
<b>3.4 Impact and influence</b>	<ul style="list-style-type: none"> <li>• aware of their impact on others</li> <li>• conscious of own strengths and limitations</li> <li>• knows how own feelings and values impacts on others</li> </ul>	<ul style="list-style-type: none"> <li>• seeks feedback on own performance from a range of sources</li> <li>• builds rapport</li> <li>• consensus building skills</li> <li>• adapt style and content without confusing others</li> </ul>	<ul style="list-style-type: none"> <li>• lead, inspire, influence, develop and motivate others</li> <li>• lead by example</li> <li>• project a positive image</li> <li>• build coalitions internally and externally</li> <li>• be brave enough to take risks</li> <li>• manage conflict</li> <li>• promote and subscribe to organisational values</li> </ul>	

Part 1 – All members

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>3. Making a difference</b> The extra attributes which ensure that members are stretching themselves and others				
<b>3.5 Challenge</b>	<ul style="list-style-type: none"> <li>understand new methods of critical challenge and scrutiny</li> </ul>	<ul style="list-style-type: none"> <li>scrutinising</li> <li>provide critical feedback</li> <li>ask for explanations and check for implementation of recommendations</li> </ul>	<ul style="list-style-type: none"> <li>act as a critical friend</li> <li>present views in a concise, meaningful and accessible way</li> <li>campaign with enthusiasm, courage and persistence</li> <li>deal with conflict openly and constructively without becoming confrontational</li> <li>holds position without colluding when others become confrontational</li> </ul>	

Part 1 – All members

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<p><b>4. Community leadership: The skills and knowledge that are required to ensure we work with our communities and deliver the best for Torbay</b></p>				
<p><b>4.1 Engaging with the community</b></p>	<ul style="list-style-type: none"> <li>• knowledge of contacts for referral of community issues</li> <li>• contacts for publicity.</li> <li>• general awareness of Council policy on common issues – planning etc.</li> <li>• understanding of how standards/code of conduct applies in this setting</li> <li>• understanding of authority complaints procedure</li> <li>• awareness of the guidance information needed on hand in this setting</li> </ul>	<ul style="list-style-type: none"> <li>• knowledge management</li> <li>• information gathering</li> <li>• communication assertiveness</li> <li>• conflict management</li> <li>• facilitation skills to enable communities to help themselves</li> </ul>	<ul style="list-style-type: none"> <li>• identify and use appropriate sources of information</li> <li>• adapt personal style to develop relationships</li> <li>• inform service users and able to advise of council policy and procedure</li> </ul>	

Part 1 – All members

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>4. Community leadership: The skills and knowledge that are required to ensure we work with our communities and deliver the best for Torbay</b>				
<b>4.2 Casework</b>	<ul style="list-style-type: none"> <li>• understanding circumstances of a particular case</li> <li>• understanding of case management techniques</li> <li>• understanding of extent of personal involvement</li> </ul>	<ul style="list-style-type: none"> <li>• information gathering, handling and giving</li> <li>• interpersonal skills</li> <li>• advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• put aside personal viewpoint and take objective stance</li> <li>• make effective judgements about when to get personally involved, when to advise and when to refer and who to refer to</li> </ul>	
<b>4.3 Representing the community within the Council and other agencies</b>	<ul style="list-style-type: none"> <li>• code of conduct</li> <li>• standards/ethics</li> <li>• understanding of community issues and how these relate to strategic issues</li> </ul>	<ul style="list-style-type: none"> <li>• presentation skills</li> <li>• negotiation skills</li> <li>• advocacy</li> <li>• thinking of the wider picture</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate integrity and impartiality</li> </ul>	

Part 1 – All members

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>4. Community leadership: The skills and knowledge that are required to ensure we work with our communities and deliver the best for Torbay</b>				
<b>4.4 Campaigning on local issues on behalf of the community</b>	<ul style="list-style-type: none"> <li>• knowledge relevant to issue</li> <li>• knowledge of where and how to campaign</li> </ul>	<ul style="list-style-type: none"> <li>• consultation</li> <li>• meeting management</li> <li>• organisation</li> <li>• negotiation</li> <li>• media skills</li> <li>• analysis of data trends</li> <li>• campaigning techniques</li> </ul>	<ul style="list-style-type: none"> <li>• present relevant and well reasoned arguments</li> <li>• approach negotiations to achieve win-win</li> <li>• involve all who will be affected by issue</li> <li>• show strategic awareness - seeing the big picture</li> <li>• hold an explicit and consistent position helping others to understand the position</li> </ul>	
<b>4.5 Winning resources for the community</b>	<ul style="list-style-type: none"> <li>• knowledge of funding sources</li> <li>• understanding of local government finance</li> <li>• knowledge of Council priorities</li> </ul>	<ul style="list-style-type: none"> <li>• networking</li> <li>• negotiation</li> </ul>	<ul style="list-style-type: none"> <li>• display determination and tenacity</li> <li>• be imaginative in identifying sources of funding</li> <li>• submit evidence based bids</li> </ul>	

Part 2 – Specific roles

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>A. Scrutiny member</b>				
<b>A1. Holding the Cabinet to account</b>	<ul style="list-style-type: none"> <li>• full understanding of scrutiny remit and roles</li> <li>• understanding of Cabinet function and work plan</li> <li>• understanding of process to 'call in' decisions</li> </ul>	<ul style="list-style-type: none"> <li>• information management</li> <li>• performance review</li> <li>• assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>• challenge decisions made when appropriate</li> <li>• ensure objectivity and fairness and avoid party political bias</li> <li>• function as team member</li> </ul>	
<b>A2. Reviewing and developing policy</b>	<ul style="list-style-type: none"> <li>• knowledge of existing policy</li> <li>• understanding of best practice</li> <li>• understanding of wider and national policy context</li> </ul>	<ul style="list-style-type: none"> <li>• meetings management and participation</li> <li>• strategic thinking</li> </ul>	<ul style="list-style-type: none"> <li>• to challenge policies and working practices</li> <li>• develop locally viable policy solutions</li> <li>• help external stakeholders to develop their role</li> </ul>	
<b>A3. Scrutiny in a particular area/theme</b>	<ul style="list-style-type: none"> <li>• understanding of area of responsibility</li> <li>• understanding of the issues under review whether internal or external</li> </ul>	<ul style="list-style-type: none"> <li>• questioning</li> <li>• interpersonal skills</li> <li>• non verbal communication</li> <li>• interpreting facts and data</li> </ul>	<ul style="list-style-type: none"> <li>• to challenge policies and practices on a sound basis of evidence</li> <li>• be open to the views of consultees</li> </ul>	

Part 2 – Specific roles

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>A. Scrutiny member</b>				
<b>A4. Performance management and improvement</b>	<ul style="list-style-type: none"> <li>• understanding of performance management.</li> <li>• Risk management</li> <li>• understanding of the Council's own priorities and imperatives</li> </ul>	<ul style="list-style-type: none"> <li>• ability to handle complex facts and figures</li> <li>• project management</li> <li>• questioning</li> <li>• monitoring and challenging</li> </ul>	<ul style="list-style-type: none"> <li>• see the big picture</li> <li>• use a range of information to evaluate performance</li> <li>• focus on outcomes and impact</li> <li>• promote change and new ways of working</li> <li>• communicate performance priorities and results to communities and stakeholders</li> </ul>	
<b>A5. Oversee work programme</b>	<ul style="list-style-type: none"> <li>• understand Council priorities</li> <li>• understand work planning procedure</li> <li>• understand role and priorities of other committees</li> </ul>	<ul style="list-style-type: none"> <li>• project management</li> <li>• planning</li> </ul>	<ul style="list-style-type: none"> <li>• encourage proactivity and independent thought tempered with collaboration with officers and other committees</li> <li>• manage projects to support prioritisation and review</li> </ul>	



Part 2 – Specific roles

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>B. Cabinet member</b>				
<b>B1. Role of Cabinet member</b>	<ul style="list-style-type: none"> <li>• understanding of role as an individual and that of Cabinet team</li> <li>• understanding of non executive team roles</li> <li>• understanding of Council strategy, policies and operations</li> <li>• understanding of how role fits with that of the Strategic Management Team</li> </ul>	<ul style="list-style-type: none"> <li>• leadership skills</li> <li>• generic management</li> <li>• communication</li> <li>• ability to function within officer and member top teams</li> <li>• ability to function strategically</li> </ul>	<ul style="list-style-type: none"> <li>• lead by example</li> <li>• motivate others towards an agreed goal</li> <li>• accept responsibility willingly</li> <li>• act decisively in appropriate situations</li> <li>• accept and embrace change</li> <li>• avoid getting bogged down in minor or operational issues</li> <li>• think creatively and 'outside the box'</li> <li>• exercise strategic awareness and judgement</li> <li>• recognise and respect the contribution made by non-executive teams</li> </ul>	

Part 2 – Specific roles

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>B. Cabinet member</b>				
<b>B2. Decision making</b>	<ul style="list-style-type: none"> <li>• full knowledge relevant to issue</li> </ul>	<ul style="list-style-type: none"> <li>• decision making skills</li> <li>• advanced skills for handling information</li> <li>• managing risks</li> </ul>	<ul style="list-style-type: none"> <li>• identify and accesses a range of information and evidence on which to base decisions</li> <li>• distinguish between major and minor issues</li> <li>• think creatively</li> <li>• act with integrity</li> <li>• refer decisions to others or take advice when appropriate</li> <li>• involve the 'right' people in the process and encourage ownership</li> <li>• understand the implications for the whole system</li> <li>• recognising when to apply national issues at local level</li> </ul>	
<b>B3. Communicating decisions</b>	<ul style="list-style-type: none"> <li>• knowledge relevant to issue</li> </ul>	<ul style="list-style-type: none"> <li>• communication in a variety of formats</li> <li>• timely communication</li> <li>• media skills</li> </ul>	<ul style="list-style-type: none"> <li>• maintains two-way contact with all stakeholders</li> </ul>	

Part 2 – Specific roles

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>B. Cabinet member</b>				
<b>B4. Portfolio responsibilities</b>	<ul style="list-style-type: none"> <li>• understanding of the national policy framework</li> <li>• knowledge of local policy</li> <li>• knowledge of the law</li> <li>• understanding of resource issues</li> <li>• knowledge of local priorities</li> <li>• understanding the Overview and Scrutiny function</li> </ul>	<ul style="list-style-type: none"> <li>• collaboration</li> <li>• research</li> </ul>	<ul style="list-style-type: none"> <li>• communicates effectively and frequently with appropriate officers, other committees, Overview and Scrutiny, portfolio members and other councillors and service users as appropriate.</li> </ul>	
<b>B5. Relationship with senior officers</b>	<ul style="list-style-type: none"> <li>• understanding of the roles and responsibilities of the senior officers</li> </ul>	<ul style="list-style-type: none"> <li>• networking</li> <li>• joint working on strategic objectives</li> </ul>	<ul style="list-style-type: none"> <li>• establish and maintain positive relationship</li> <li>• communicate effectively and frequently</li> <li>• give appropriate feedback</li> <li>• operate with integrity</li> <li>• display openness and trust</li> <li>• call the senior officers to account within statutory parameters</li> </ul>	

Part 2 – Specific roles

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>C. Chairman/woman of committees and other bodies</b>				
<b>C1. Provide leadership and direction</b>	<ul style="list-style-type: none"> <li>• an in depth understanding of the role of the committee</li> <li>• in depth understanding of own role as chair</li> <li>• understand role of member support officers</li> </ul>	<ul style="list-style-type: none"> <li>• leadership</li> <li>• people management</li> <li>• team building</li> </ul>	<ul style="list-style-type: none"> <li>• provide confident management of the meeting</li> </ul>	
<b>C2. Provide effective meeting management</b>	<ul style="list-style-type: none"> <li>• understand meeting protocols and standing orders</li> <li>• in depth knowledge of code of conduct</li> </ul>	<ul style="list-style-type: none"> <li>• meeting skills</li> <li>• facilitation</li> <li>• public speaking</li> <li>• mediation</li> <li>• interpersonal skills</li> <li>• non verbal communication</li> <li>• questioning</li> <li>• listening</li> </ul>	<ul style="list-style-type: none"> <li>• ensure that meetings progress effectively</li> <li>• ensure that the necessary preparation is done beforehand</li> <li>• ensure that all participants are able to make an appropriate contribution.</li> <li>• ensure that meetings are focussed and time is not wasted</li> </ul>	

Part 2 – Specific roles

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>C. Chairman/woman of committees and other bodies</b>				
<b>C3. Ensure that adequate resources are provided</b>	<ul style="list-style-type: none"> <li>understand the resource requirements of the committee/body</li> </ul>	<ul style="list-style-type: none"> <li>prioritisation</li> <li>negotiation</li> <li>lobbying</li> </ul>	<ul style="list-style-type: none"> <li>liaise with officers to ensure time, staff, development and funding is available for the committee</li> </ul>	
<b>C4. Ensure development &amp; contribution of all members</b>	<ul style="list-style-type: none"> <li>understands the potential role of each team member</li> <li>understands the preferred team role style of each member</li> </ul>	<ul style="list-style-type: none"> <li>facilitation</li> </ul>	<ul style="list-style-type: none"> <li>encourage high performance from all team members and consultees where appropriate by encouraging appropriate participation and offering feedback as required</li> </ul>	

Part 2 – Specific roles

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>D. Member of a statutory committee</b>				
<b>D1. Planning and development control</b>	<ul style="list-style-type: none"> <li>• knowledge of Planning and development control law and regulations</li> <li>• knowledge of local and national planning policy including the Local Development Framework</li> <li>• basic understanding of case law</li> <li>• Impact of development control on community plan</li> <li>• knowledge of local area</li> </ul>	<ul style="list-style-type: none"> <li>• balanced decision making</li> <li>• listening to local views</li> <li>• apply planning law</li> </ul>	<ul style="list-style-type: none"> <li>• uses a range of legal and other information to make decisions</li> </ul>	

Part 2 – Specific roles

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>D. Member of a statutory committee</b>				
<b>D2. Licensing</b>	<ul style="list-style-type: none"> <li>licensing regulations</li> <li>knowledge of local and national licensing policy</li> <li>basic understanding of case law</li> <li>knowledge of local area</li> </ul>	<ul style="list-style-type: none"> <li>decision making</li> <li>able to identify facts from evidence presented</li> <li>apply gambling and licensing laws</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of information to make decisions</li> </ul>	
<b>D3. Standards</b>	<ul style="list-style-type: none"> <li>code of conduct</li> <li>local protocols</li> <li>standards hearings and related law</li> </ul>	<ul style="list-style-type: none"> <li>adjudication</li> <li>questioning and interview techniques</li> <li>making balanced decisions</li> </ul>	<ul style="list-style-type: none"> <li>conduct fair and consistent hearings</li> </ul>	
<b>D4. Harbour</b>	<ul style="list-style-type: none"> <li>knowledge of harbour management</li> <li>Tor Bay Harbour and Maritime Strategy</li> </ul>	<ul style="list-style-type: none"> <li>financial management</li> <li>strategic thinking</li> </ul>	<ul style="list-style-type: none"> <li>able to make balanced decisions that meet the various needs of the harbour</li> </ul>	

Part 2 – Specific roles

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>D. Member of a statutory committee</b>				
<b>D5. Appeals Panels</b>	<ul style="list-style-type: none"> <li>relevant Council policies</li> <li>Council's budget (for transport and discretionary housing benefit appeals)</li> </ul>	<ul style="list-style-type: none"> <li>listening</li> <li>making balanced decisions</li> <li>able to identify facts</li> </ul>	<ul style="list-style-type: none"> <li>able to make balanced and fair decisions on the facts available</li> </ul>	



Part 2 – Specific roles

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>E. The Mayor</b>				
<b>E1. Emotional intelligence</b>	<ul style="list-style-type: none"> <li>• self –awareness</li> <li>• social awareness</li> </ul>	<ul style="list-style-type: none"> <li>• self management</li> </ul>	<ul style="list-style-type: none"> <li>• recognise own strengths and limitations and recognise how own feelings and values affect performance</li> <li>• display self control, transparency adaptability</li> <li>• display organisational awareness and service ethos</li> </ul>	
<b>E2. Leadership</b>	<ul style="list-style-type: none"> <li>• in depth knowledge of the business of local government</li> <li>• understanding of the roles and responsibility of a Mayor</li> </ul>	<ul style="list-style-type: none"> <li>• leadership skills</li> <li>• coaching skills</li> <li>• relationship management</li> </ul>	<ul style="list-style-type: none"> <li>• lead, inspire, influence, develop and motivate others</li> <li>• lead by example</li> <li>• project a positive image</li> <li>• build coalitions internally and externally</li> <li>• be brave enough to take risks</li> <li>• manage conflict</li> <li>• promote and subscribe to organisational values</li> </ul>	

Part 2 – Specific roles

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>E. The Mayor</b>				
<b>E3. Develop relationships and engage with the public and the community</b>	<ul style="list-style-type: none"> <li>knowledge of key issues relevant to the local community</li> <li>knowledge of working practices of relevant partners and stakeholder bodies at local and regional levels</li> </ul>	<ul style="list-style-type: none"> <li>leadership skills</li> <li>advanced communication</li> <li>advanced presentation</li> </ul>	<ul style="list-style-type: none"> <li>identify and nurture external contacts</li> <li>identify and make use of events for developing external networks</li> <li>make contact with traditionally hard to reach groups or those who feel excluded from established communication links</li> </ul>	
<b>E4. Form a vision for the Council and community</b>	<ul style="list-style-type: none"> <li>knowledge of community strengths, areas of improvement and key issues</li> </ul>	<ul style="list-style-type: none"> <li>strategic vision</li> <li>alliance building</li> <li>communication</li> </ul>	<ul style="list-style-type: none"> <li>combine a clear and succinct vision with pragmatism</li> <li>recognise and celebrate success</li> <li>gain the support of others to achieve the vision</li> </ul>	
<b>E5. Political leadership</b>	<ul style="list-style-type: none"> <li>understands the relationship between national and local politics</li> <li>understands political leadership in the community</li> </ul>	<ul style="list-style-type: none"> <li>political vision</li> <li>strategic awareness</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate political judgement</li> </ul>	

Part 2 – Specific roles

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>E. The Mayor</b>				
<b>E6. Relationship with Chief Executive</b>	<ul style="list-style-type: none"> <li>understanding of the roles and responsibilities of the Chief Executive</li> </ul>	<ul style="list-style-type: none"> <li>networking</li> <li>joint working on strategic objectives</li> </ul>	<ul style="list-style-type: none"> <li>establish and maintain positive relationship</li> <li>communicate effectively and frequently</li> <li>give appropriate feedback</li> <li>operate with Integrity</li> <li>display openness and trust</li> <li>call the Chief Executive to account within statutory parameters</li> </ul>	
<b>E7. Challenge status quo</b>	<ul style="list-style-type: none"> <li>awareness and understanding of current situation and wider policy context</li> </ul>	<ul style="list-style-type: none"> <li>analysis of current situation</li> <li>creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>take risks/innovate</li> <li>challenge constructively and persuasively</li> </ul>	

Part 2 – Specific roles

What we do The Role	What we need to know Knowledge required	How we do it Role Skills	Good examples in practice The effective member is able to:	My score (6 high, 1 low)
<b>E. The Mayor</b>				
<b>E8. Manage reputation of Council</b>	<ul style="list-style-type: none"> <li>• knowledge of current reputation and issues for this Council and local government generally</li> <li>• equality and diversity</li> <li>• cultural awareness</li> <li>• Code of Conduct</li> <li>• Standards and ethics</li> </ul>	<ul style="list-style-type: none"> <li>• high level media, networking and interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• work to ethical standards</li> <li>• be willing to be held to account under the legal framework</li> <li>• project a positive image of the Council to a range of audiences including the media</li> </ul>	

## Learning Styles Questionnaire

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This questionnaire is designated to find out your preferred learning style(s). Over the years, you have probably developed learning “habits” that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style.

Give yourself no more than 10 minutes to complete this questionnaire. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it ( ). If you disagree more than you agree, put a cross by it ( ). Be sure to mark each item with either a tick or a cross.

- 1 I have strong beliefs about what is right and wrong, good and bad
- 2 I often act without considering the possible consequences
- 3 I tend to solve problems using a step by step approach
- 4 I believe that formal procedures and policies restrict people
- 5 I have a reputation for saying what I think, simply and directly
- 6 I often find that actions based on feelings are as sound as those based on careful thought and analysis
- 7 I like the sort of work where I have time for thorough preparation and implementation
- 8 I regularly question people about their basic assumptions
- 9 What matters most is whether something works in practice
- 10 I actively seek out new experiences
- 11 When I hear about a new idea or approach I immediately start working out how to apply it in practice
- 12 I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine etc
- 13 I take pride in doing a thorough job
- 14 I get on best with logical, analytical people and less well with spontaneous, “irrational” people
- 15 I take care over the interpretation of data available to me and avoid jumping to conclusions
- 16 I like to reach a decision carefully after weighing up many alternatives
- 17 I’m attracted more to novel, unusual ideas than to practical ones
- 18 I don’t like disorganised things and prefer to fit things into a coherent pattern
- 19 I accept and stick to laid down procedures and policies, so long as I regard them as an efficient way of getting the job done
- 20 I like to relate my actions to a general principle
- 21 In discussions I like to get straight to the point
- 22 I tend to have distant, rather formal relationships with people at work
- 23 I thrive on the challenge of tackling something new and different
- 24 I enjoy fun-loving, spontaneous people
- 25 I pay meticulous attention to detail before coming to a conclusion
- 26 I find it difficult to produce ideas on impulse

## Learning Styles Questionnaire

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- 27 I believe in coming to the point immediately
- 28 I am careful not to jump to conclusions too quickly
- 29 I prefer to have as many sources of information as possible – the more data to think over the better
- 30 Flippant people who don't take things seriously enough usually irritate me
- 31 I listen to other people's points of view before putting my own forward
- 32 I tend to be open about how I'm feeling
- 33 In discussions I enjoy watching the manoeuvring of the other participants
- 34 I prefer to respond to events on a spontaneous, flexible basis, rather than plan things out in advance
- 35 I tend to be attracted to techniques such as network analyst, flow charts, branching programmes, contingency planning etc
- 36 It worries me if I have to rush out a piece of work to meet a tight deadline
- 37 I tend to judge people's ideas on their practical merits
- 38 Quiet, thoughtful people tend to make me feel uneasy
- 39 I often get irritated by people who want to rush things
- 40 It is more important to enjoy the present moment than to think about the past or future
- 41 I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition
- 42 I tend to be a perfectionist
- 43 In discussions I usually produce lots of spontaneous ideas
- 44 In meetings I put forward practical, realistic ideas
- 45 More often than not, rules are there to be broken
- 46 I prefer to stand back from a situation and consider all the perspectives
- 47 I can often see inconsistencies and weaknesses in other people's arguments
- 48 On balance, I talk more than I listen
- 49 I can often see better, more practical ways to get things done
- 50 I think written reports should be short and to the point
- 51 I believe that rational, logical thinking should win the day
- 52 I like to discuss specific things with people rather than engaging in social discussion
- 53 I like people who approach things realistically rather than theoretically
- 54 In discussions I get impatient with irrelevancies and digressions
- 55 If I have a report to write I tend to produce lots of drafts before settling on the final version
- 56 I am keen to try things out to see if they work in practice
- 57 I am keen to reach answers via a logical approach
- 58 I enjoy being the one that talks a lot
- 59 In discussions, I often find I am the realist, keeping people to the point and avoiding wild speculations
- 60 I like to ponder many alternatives before making up my mind

## Learning Styles Questionnaire

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- 61 In discussions with people I often find I am the most dispassionate and objective
- 62 In discussions I'm more likely to adopt a "low profile" than to take the lead and do most of the talking
- 63 I like to be able to relate current actions to a longer term bigger picture
- 64 When things go wrong I am happy to shrug it off and "put it down to experience"
- 65 I tend to reject wild, spontaneous ideas as being impractical
- 66 It's best to think carefully before taking action
- 67 On balance I do the listening rather than the talking
- 68 I tend to be tough on people who find it difficult to adopt a logical approach
- 69 Most times, I believe the end justifies the means
- 70 I don't mind hurting people's feelings so long as the job gets done
- 71 I find the formality of having specific objectives and plans stifling
- 72 I'm usually one of the people who puts life into a party
- 73 I do whatever is expedient to get the job done
- 74 I quickly get bored with methodical, detailed work
- 75 I am keen on exploring the basic assumptions, principles and theories underpinning things and events
- 76 I'm always interested to find out what people think
- 77 I like meetings to be run on methodical lines, sticking to laid down agenda, etc
- 78 I steer clear of subjective or ambiguous topics
- 79 I enjoy the drama and excitement of a crisis situation
- 80 People often find me insensitive to their feelings

### Learning Styles Questionnaire

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#### Scoring

You score one point for each item you ticked ( ). There are no points for items you crossed ( ). Simply indicate, on the lists below, which items were ticked and then add up the number of points in each column.

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
—	—	—	—
<b>TOTALS</b>			
—	—	—	—
<b>Activist</b>	<b>Reflector</b>	<b>Theorist</b>	<b>Pragmatist</b>



## Learning Styles Questionnaire

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### Descriptions:

#### Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences.

They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: "I'll try anything once".

They dash in where angels fear to tread. They tend to throw caution to the wind. Their days are filled with activity.

They revel in short term crisis fire fighting. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next.

They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation.

They are gregarious people constantly involving themselves with others but, in doing so, they hog the limelight. They are the life and sole of the party and seek to centre all activities around themselves.

#### Reflectors

Reflectors like to stand back to ponder experiences and observe them from many different perspectives.

They collect data, both first hand and from others, and prefer to chew it over thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible.

Their philosophy is to be cautious, to leave no stone unturned. "Look before you leap"; "Sleep on it". They are thoughtful people who like to consider all possible angles and implications before making a move.

They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points.

They prefer to adopt a low profile and have a slightly distant, tolerant, unruffled air about them. When they act, it is part of a wide picture which includes the past as well as the present and other people's observations as well as their own.

## Learning Styles Questionnaire

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### Theorists

Theorists adapt and integrate observations into complex but logically sound theories.

They think problems through in a vertical, step by step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who will not rest easy until things are tidy and fit into their rational scheme.

They like to analyse and synthesise. They are keen on basic assumptions, principles, theories models and systems thinking.

Their philosophy prizes rationality and logic. "If it is logical it is good". Questions they frequently ask are: "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?"

They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that does not fit with it.

They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

### Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practices.

They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice.

They like to get on with things and act quickly and confidently on ideas that attract them. They do not like 'beating around the bush' and tend to be impatient with ruminating and open-ended discussions.

They are essentially practical, down to earth people who like making practical decisions and solving problems.

They respond to problems and opportunities 'as a challenge'.

Their philosophy is "There is always a better way" and "if it works it is good".

## Learning Styles Questionnaire

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### Possible strengths and weaknesses of each style

No single learning style can be said to be much better than another, but they all have strengths and weaknesses. Take care in labelling, as a strength can become a weakness and visa-versa depending on circumstances.

#### ACTIVIST

##### Strengths:

- Flexible/open minded
- Happy to have a go
- Happy to be exposed to new situations
- Optimistic anything new
- Unlikely resist change

##### Weaknesses:

- Take immediate obvious action without thinking
- Take unnecessary risks
- Do too much, hog limelight
- Insufficient preparation
- Bored implementation

#### THEORIST

##### Strengths:

- Logical 'vertical' thinkers
- Rational and objective
- Good probing questioner
- Disciplined approach

##### Weaknesses:

- Restricted lateral thinking
- Full shoulds, oughts, musts
- Low tolerance uncertainty, disorder, ambiguity
- Intolerant of anything subjective intuitive

#### REFLECTOR

##### Strengths:

- Careful
- Thorough and methodical
- Thoughtful
- Listening assimilating
- Rarely jump conclusions

##### Weaknesses:

- Hold back participation
- Slow to make decisions
- Too cautious/no risks
- Not assertive
- Not forthcoming with information
- No small talk

#### PRAGMATIST

##### Strengths:

- Keen test in practice
- Practical realistic
- Business like to the point
- Technique oriented

##### Weaknesses:

- Reject ideas without obvious application
- Dislike theory/principle
- Tendency to seize first expedient solution
- Too talk oriented
- Impatient with waffle

## Learning Styles Questionnaire

### Options for development activities

	<b>Activist</b>	<b>Reflector</b>	<b>Theorist</b>	<b>Pragmatist</b>
<b>G O F O R</b>	<ul style="list-style-type: none"> <li>On the job activities and responsibilities; being thrown in at the deep end</li> <li>Real projects</li> <li>Action-based training</li> <li>The opportunity to discuss and have a go at things</li> <li>A hands on approach</li> </ul>	<ul style="list-style-type: none"> <li>Observing others, watching videos</li> <li>Having time to think, ponder and work things out before having a go</li> <li>Researching, reading and gathering information</li> <li>There is structure and forewarning to activities, so they have a chance to prepare</li> <li>Minimum time pressure</li> </ul>	<ul style="list-style-type: none"> <li>Learning about things as part of a system, a model, a concept, part of the larger whole</li> <li>Chance to explore things methodically and look at the logic</li> <li>Like being stretched intellectually</li> <li>Situations which are structured and have a clear purpose</li> <li>Listen to, watch or read about ideas/concepts which focus on rationality and logic</li> </ul>	<ul style="list-style-type: none"> <li>An obvious practical link between the subject and their job</li> <li>Learn techniques which will be of practical help</li> <li>Have a chance to practice and get feedback from an expert</li> <li>They are given role models they can respect</li> <li>Immediate opportunities to practice</li> <li>They can concentrate on drawing up action plans</li> </ul>
	<b>Activist</b>	<b>Reflector</b>	<b>Theorist</b>	<b>Pragmatist</b>
<b>A V O I D</b>	<ul style="list-style-type: none"> <li>Lectures</li> <li>Long distance study</li> <li>Sitting and listening, watching others or reading</li> <li>Abstract theories in isolation</li> </ul>	<ul style="list-style-type: none"> <li>Being forced into the limelight into action before preparing</li> <li>Having to make presentations or lead groups</li> <li>Having to give instant reactions</li> <li>Having patchy information and being expected to reach a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Thrown into action without having a theoretical context</li> <li>Dealing with a situation that emphasises feelings and emotions</li> <li>Unstructured activities where ambiguity and uncertainty is high</li> <li>A “once-over-lightly” book or course that skims the surface</li> </ul>	<ul style="list-style-type: none"> <li>Learning all activities are not related to an immediate practical need</li> <li>Obstacles are put in the way of practical implementation</li> <li>The learning is too abstract and theoretical, disconnected from practical reality</li> <li>There is no apparent practical payoff for the development</li> </ul>