

Pathways to Management and Leadership

Level 3: First Line Management

Student Guide

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Introduction

Welcome to *Pathways to Management and Leadership*, a series of workbooks created by the Chartered Management Institute to support our range of management qualifications.

The aim of this Student Guide is to provide you with information and advice to help you to plan for the successful completion of your studies using the *Pathways* workbooks. You are advised to read through this Student Guide thoroughly before you make a start on your Level 3 in First Line Management programme.

About the Level 3 in First Line Management

The Level 3 is described as follows in the syllabus:

'The Level 3 in First Line Management is one of a series of progressive management qualifications designed by the Chartered Management Institute. This qualification is aimed at supervisors and first-line managers, and is intended for those people who need to maintain and develop the effectiveness and efficiency of the operations for which they are responsible, by means of:

- *motivating and developing the people who work in the team or department*
- *fostering effective communication*
- *developing a sense of team/corporate identity.*

Often, it is those who are good at the basic job that are promoted into supervisory roles. This qualification emphasises the need for the development of personal management capabilities as a starting point. It focuses then on people and operational management principles and practices, and the development of a basic appreciation of resource control and use. Across all of this it also encompasses the need to make effective use of information in the decision-making process.'

The qualifications structure

At Level 3, you can achieve three qualifications, depending on the number of credits that you complete.

The table below provides an indication of the credits and the guided learning hours for each of the 12 units that Level 3 consists of.

Unit number	Unit title	Credits	Guided learning hours
3001	Personal development as a first line manager	6	20
3002	Resource planning	6	20
3003	Meeting stakeholder needs	6	20
3004	Managing and communicating information	6	20
3005	Developing individual and teams	6	20
3006	Recruitment and selection	6	20
3007	Maintaining quality standards	6	20
3008	Improving team performance	7	20
3009	Management communication	6	20
3010	Being a leader	6	25
3017	Introduction to first line management	6	30
3018	Corporate social responsibility	6	20

With this qualifications structure, you can achieve a Level 3 Award, a Level 3 Certificate and/or a Level 3 Diploma in First Line Management. In most cases, your approved centre will have selected the units it will offer for each qualification, so not all units will be available to all learners at all centres.

CMI Level 3 Award in First Line Management

Learners need to complete any single unit successfully to achieve the Award. Unit 3017 is particularly valuable in giving a sound introduction to first line management.

CMI Level 3 Certificate in First Line Management

Learners need to complete any combination of units to a minimum of 13 credits to achieve the Certificate.

CMI Level 3 Diploma in First Line Management

Learners need to complete:

- Units 3001, 3002, 3003, 3004 and 3005, plus
- any other two units

to a total of at least 42 credits to achieve the qualification.

Guided learning hours

The syllabus describes 'guided learning hours' as follows:

'... used as a notional measure of the substance of a qualification, and help approved centres determine what teaching and learning resources are going to be needed to support learners'.

The *Pathways* workbooks have been carefully written and designed to support your individual study as you develop knowledge and understanding of the key management skills and how they can be applied to your particular workplace and job role. The workbooks do not provide all the guided learning hours for any unit, but can underpin the information and skills development provided by trainers or tutors at your workplace or approved centre.

Benefits of the qualification

The Level 3 in First Line Management sits at Level 3 in all the UK qualifications frameworks. Achieving the Level 3 in First Line Management can help you in a number of ways. It will:

- increase your credibility and confidence as a supervisor or manager
- develop your communication skills and improve team performance
- enable you to understand and meet customer needs effectively
- help you contribute to your organisation's success in achieving business objectives
- provide you with a stepping stone to further management qualifications or progression to university.

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Series overview

The *Pathways* series comprises a set of workbooks, each one designed to support your study in specific units of the Level 3 First Line Management qualification. The workbooks have been written by experienced management authors and reviewed by external verifiers from CMI. Each workbook includes the following:

- **About this workbook:** This sets out the aims of the unit covered in the workbook and what it means to you as a manager.
- **Learning outcomes:** These are drawn from the syllabus to indicate what you will be assessed on.
- **Sections:** These break the workbooks down into a number of discrete pieces of learning:
 - **Supporting text** contains examples and summaries of management skills and theories which cover the relevant learning outcomes.
 - **Scenarios** provide practical examples of the key issues in a range of typical workplace contexts.
 - **Learning activities and feedback** help to consolidate your learning.
 - **Self-assessment questions** help to check your knowledge and understanding at the end of each section.
 - **Section summaries** help to review progress and provide a reminder of the key learning points.
- **Before you move on:** This provides an opportunity for you to recap on your learning and to see how the unit relates to the National Occupational Standards.
- **Bibliography:** This provides details of books referred to in the unit workbooks.

Each section usually takes between one and two hours to complete and is designed to encourage you to apply what you have learned back in your workplace.

The workbooks are designed to prepare you for assessment using practical and relevant workplace examples appropriate to your own experience and skill development.

Pathways workbooks can also be used:

- for self-study to consolidate training opportunities arising in your own workplace
- to provide additional explanations of key theories and models to supplement your classroom-based learning
- in a distance or online learning programme to provide you with the opportunity to learn at your own pace, with

guidance from a personal tutor and in a way that fits in with your work-life balance.

Planning to study

When planning your study it can be useful to consider **how** you learn as well as **what** you want to learn. Knowing and understanding the learning styles that work best for you can help you to learn more effectively. There is no single method of learning that guarantees success and the *Pathways* workbooks have been designed to create learning opportunities through activities that help you learn effectively in either classroom-based or distance learning courses and to apply that learning in your workplace.

This section aims to help you think about your preferred learning styles and illustrates how the workbook design will support and develop your approach to learning.

Let's start by thinking about your learning history.

Activity

Activity 1

(about 10 minutes)

Think about one good (enjoyable and effective) learning experience that you have had as an adult and one experience that was less effective and enjoyable.

Ask yourself why the first was more effective and the second was not. Note your thoughts below.

First learning experience	Why was it enjoyable and effective?
Second learning experience	Why was it less enjoyable and effective?

Feedback

We all have a learning history that has both positive and negative experiences. Reflecting on the reasons for this is an important part of learning how to learn.

A lot of research has been done on how adults learn best and there are many different theories to examine different learning styles. One of the best known models was developed by Peter Honey and Alan Mumford. They stated that we all have preferred ways of learning, and this means that some learning experiences are more enjoyable or useful for us than others.

Activity

Activity 2

(about 10 minutes)

Think about the following personal development activities, some of which you may have experienced. Based on how successfully you have learned (or how successfully you think you would learn) in these situations, rate each one by putting a ✓ in the appropriate box.

Development activity	Your rating		
	Very good	OK	Not so good
Formal training courses in a classroom			
Conferences or seminars where you listen to presentations			
Computer-based training or e-learning			
Group working			
Team building events			
Shadowing by observing and following a colleague in their duties			
Open or distance learning			
Business games and simulations			
Reading list or personal research			
Project work			



Feedback

Have a look at the responses you rated 'Very good' and compare them with those you rated 'Not so good'. What conclusions can you draw from the types of responses that you have made? There are no correct answers here, but you will probably find that you have tended to group together activities based on the level of interaction, amount of reflection, level of theory and ability to experiment.

Honey and Mumford identified four distinct learning styles:

- **Activists** involve themselves fully and without bias in new learning experiences. They are open-minded, not sceptical and tend to act first and consider the consequences afterwards.
- **Reflectors** like to stand back and think about their experiences, observing them from several different perspectives. They collect data and prefer to consider it thoroughly before coming to any conclusions.
- **Theorists** adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step, logical way.
- **Pragmatists** are keen to try out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They tend to be impatient with ruminating and open-ended discussions.

Which of these descriptions best summarises your preferred learning style? You may have a strong preference in one style, with a low preference in all of the others, or there may be more balance across each area.

Activity

Activity 3

(about 10 minutes)

What do you think are the advantages and disadvantages of your preferred style(s) of learning?

- I think my preferred learning style(s) are:

- The advantages of the style(s) are:

- The disadvantages of the style(s) are:

- To mitigate against these disadvantages I can do the following:

Feedback

To examine your learning styles in more detail, you could try keeping a learning diary over a short period of time (such as a week) or during work on a topic in a Pathways workbook. For each study session or activity make a note of the following:

- *practical details such as what, when, where and how you studied*
- *anyone else involved, such as a tutor or your peers*
- *the study methods and the skills you used*
- *your feelings about how it went and the effectiveness of each study session*
- *how you might change your practice to be more effective next time.*

As part of their work on learning styles, Honey and Mumford also established that learning is an iterative process. Their four-stage diagram to illustrate this is shown below.

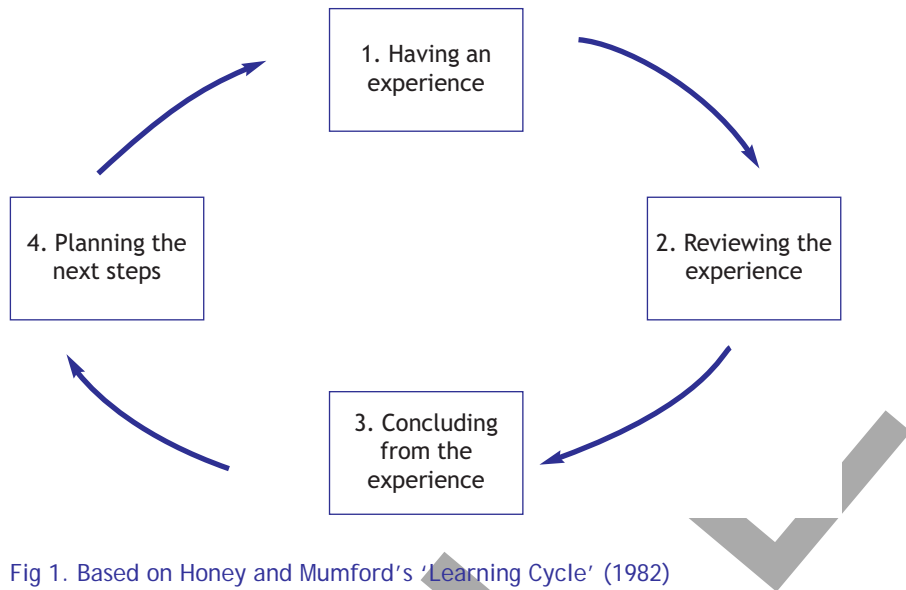


Fig 1. Based on Honey and Mumford's 'Learning Cycle' (1982)

This four-stage process can be used to explain the approach to learning that you will experience on this Level 3 programme. The workbooks in the *Pathways* series have been written in a way that follows the learning cycle. To make your learning successful, you will be encouraged to undertake each of the stages in the cycle, as described below:

1. **Having an experience:** You receive information and perspectives from the workbooks in the form of scenarios, examples, tools, theories and models.
2. **Reviewing the experience:** You are encouraged to undertake the activities in the workbooks to help you compare the new approaches with what you know already.
3. **Concluding from the experience:** Action plans and self-assessment questions encourage you to form theories that help you think about how these can help you to manage better in the workplace.
4. **Planning the next steps:** Applying what you have learned by implementing actions, improvements or changes to what you currently do.

Finally, you need to consider the process as a continuous one, starting at stage 1 and working through the four stages again.

As you go through the Pathways workbooks, remember the following:

- Learning effectively involves you going through a series of stages.
- The material in the workbooks will take you through each of these stages.
- It's important for you to complete all of the stages – reading the theory, undertaking the activities, action planning and answering the self-assessment questions.

- Your preferred learning style(s) will have an impact on your approach to the stages.
- You should consider what you can do to have a balanced approach to learning (try not to allow your preferred style(s) to dominate).
- Your use of workbooks should support the other sources of information and skills development from the tutors or trainers leading your Level 3 programme.

Getting organised

Your approved centre is likely to provide you with all the help and advice you need. You can use the checklist below to help you plan the practical steps that you can take to make a success of your studies.

Activity

Activity 4

(about 10 minutes)

Answer the questions below.

- How much time can I spend studying each week?
- Have I got a study plan (and have I agreed it with my tutor)?
- Have I got commitment from others to enable me to study effectively (and who are they)?
- Have I found the best place to study (and where is this)?
- Have I organised myself to study?
- Anything else?

Feedback

- *How much time can I spend studying each week?*

Whether you are studying in a classroom-based programme at college, an in-company programme or by distance or online learning, you may well be working during the day and studying mostly in the early morning or evening. You will almost certainly be studying in your own time, which means that you will probably need to schedule between three and five hours of study per week. Determine how much time you need to study and can commit on a week-to-week basis and