

Pathways to Management and Leadership

Level 5: Management and
Leadership

Tutor Guide

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Welcome

Welcome to this tutor guide for the *Pathways to Management and Leadership* series from the Chartered Management Institute.

As the champion of management, the Chartered Management Institute shapes and supports the managers of tomorrow, helping them to deliver results in a dynamic world. CMI helps set and raise standards in management development, encouraging performance improvement and promoting qualifications for managers.

Our suite of qualifications for Level 3 in First Line Management, Level 5 in Management and Leadership and Level 7 in Strategic Management and Leadership, will help us to achieve our mission with the support of a growing network of approved centres.

When our publications team asked approved centres how we could better support them the message was clear. They wanted high quality learning materials that:

- are clearly structured to support the qualifications
- are for learners AND tutors
- can support blended programme delivery
- can be badged to client requirements
- link to the National Occupational Standards.

CMI is delighted to publish a revised edition of the *Pathways to Management and Leadership* series, which will support the delivery of our revised qualifications. This Tutor Guide will help you plan your use of the revised edition of *Pathways to Management and Leadership* workbooks in your centre.

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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 guide is to provide you with information about the content and learning design of the *Pathways* workbooks, and to outline how you might choose to integrate these materials into the teaching and support for learners at your centre who are preparing for the Level 5 in Management and Leadership. We have assumed that you are an experienced tutor, working in the Management Studies section of a college, working as a private training provider, or planning and delivering an in-company management development programme.

The *Pathways* workbooks have been designed to support your existing classroom and training workshop delivery. They can also be used to introduce more blended learning into programmes by providing a learning framework for learners who have a greater degree of self-study, and who may be receiving tutor support 'on demand' online or through distance learning.

This tutor guide provides several practical planning checklists, using the same learning design found in the workbooks. These checklists are designed to help you to use the *Pathways* workbooks to introduce blended learning, and to help you to cater for more diverse, possibly dispersed, groups of students.

The guide contains detailed mapping tables to show which sections of each workbook address each learning outcome and the assessment criteria of the qualification syllabus.

We have also included a table which shows how each *Pathways* workbook relates to the units of the National Occupational Standards for Management and Leadership.

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About the Level 5 in Management and Leadership

The Level 5 Qualifications in Management and Leadership are described as follows in the Centre Assessment Guidance:

'These qualifications are designed for managers, to support the development of their leadership and management skills in personal development, leadership, management resources, information, performance, customer and market awareness.

Although the qualifications can be offered to learners from age 16, in practice the majority of learners at this level would be expected to be over 19. CMI does not specify entry requirements for these qualifications, but Centres are required to ensure that learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.'

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The qualifications structure

At Level 5 in Management and Leadership, learners can achieve four qualifications, depending on the number of credits they complete.

The table below provides an indication of the credits and the guided learning hours for each of the 16 units that Level 5 consists of.

Unit number	Unit title	Credits	Guided learning hours
5001V1	Personal development as a manager and leader	6	20
5002V1	Information based decision making	7	25
5003V1	Managing team and individual performance	9	30
5004V1	Practices of resource management	7	25
5005V1	Meeting stakeholder and quality needs	6	20
5006V1	Conducting a management project	10	35
5007V1	Organisational financial management	9	20
5008V1	Conducting a marketing plan	9	30
5009V1	Project development and control	6	20
5010V1	Planning for development	6	20
5011V1	Managing recruitment, selection and induction	7	25
5012V1	Being a leader	7	30
5013V1	Leadership practice	7	30
5020V1	Introduction to management and leadership	7	45
5021V1	Operational risk management	7	25
5022V1	Organisational corporate social responsibility	7	30

With the new qualifications structure, learners can achieve a Level 5 Award, a Level 5 Certificate, a Level 5 Diploma and/or a Level 5 Extended Diploma in Management and Leadership. In most cases, the 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 5 Award in Management and Leadership

Learners need to complete any single unit successfully to achieve the Award. Unit 5020V1 is particularly valuable in giving a sound introduction to management and leadership.

CMI Level 5 Certificate in Management and Leadership

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

CMI Level 5 Diploma in Management and Leadership

Learners need to complete any combination of units to a minimum of 38 credits to achieve the qualification.

CMI Level 5 Extended Diploma in Management and Leadership

Learners need to complete:

- Units 5001V1, 5002V1, 5004V1, 5005V1 and 5006V1, plus
- either Unit 5003V1 or 5012V1, plus
- any other three units

to a total of at least 62 credits to achieve the qualification.

Guided learning hours

The Centre Assessment Guidance describes 'guided learning hours' as follows:

'Guided learning hours are intended to relate only to facilitated learning and associated assessments – individual private study is not included – and are intended to give guidance to delivery Centres on the amount of resource needed to deliver the programme and support learners.'

The Pathways workbooks have been carefully written and designed to support individual study as learners develop knowledge and understanding of the key management skills and how they can be applied to the candidates' 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. The Student Guide aims to give help in structuring and understanding the time required to complete any given unit.

Constructing a learning programme using the units

The revised structure of the units at Level 5 for 2010 offers an opportunity to review the structure of the units selected in your Centre to deliver the Award, Certificate and Diploma in Management and Leadership.

The Introductory Diploma has been replaced with a new unit, Unit 5020V1 *Introduction to Management and Leadership*. This enables the achievement of an Award when taken as a stand-alone unit, but it can also be used as a valuable introductory unit on both Certificate and Diploma programmes.

The other new units at Level 5 covered in the *Pathways* series are Unit 5021V1 *Operational Risk Management* and Unit 5022V1 *Corporate Social Responsibility*. Unit 5021V1 is about understanding and assessing risk, implementing and evaluating the outcomes of risk management activities. Unit 5022V1 is about understanding the organisational strategy for corporate social responsibility (CSR), developing an implementation plan, delivering the plan and evaluating and reporting results.

A balanced Certificate or Diploma programme could also consider incorporating the use of the *Pathways* workbook for Unit 5001V1 *Personal Development as a Manager and Leader*. This workbook introduces the use of a learning log, which can be used as part of a personal development plan to keep a record of progress with the learning programme, including activities to contribute to assessment.

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Series overview

The *Pathways* series comprises a set of workbooks, each one designed to support your learners' study of specific units of the Level 5 in Management and Leadership 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 your learners as managers.
- **Learning outcomes:** These are drawn from the syllabus to indicate what your learners 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 your learners to consolidate their learning.
 - **Self-assessment questions** help your learners to check their knowledge and understanding at the end of each section.
 - **Section summaries** help your learners to review progress and provide a reminder of the key learning points.
- **Before you move on:** This provides an opportunity for learners to recap on their 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 will usually take between one and two hours to complete and is designed to encourage learners to apply what they have learned back in their workplace.

The workbooks are designed to help your learners prepare for assessment using practical and relevant workplace examples, appropriate to their own experience and skill development. The workbook examples and scenarios can help you to support your learners both in and out of the classroom and will help them apply their learning in their workplace, enabling them to become more competent and confident managers.

Teaching and learning resources

You may already be able to identify several ways in which *Pathways* workbooks can supplement or extend your current methods of programme delivery. The *Pathways* material is used with a range of approved centres including colleges, companies, and training providers. Research shows an 80% satisfaction rate with workbooks being used as resources both for tutors and learners. Here is a selection of the ways in which these approved centres make use of the workbooks:

- 'Firstly, we use the workbook as a central element around which sessions are structured. Secondly, we use them as back-up for learners who are unable to attend a session.'
- 'We use the workbooks to deliver knowledge and understanding, and run workshops to consolidate and test learning in preparation for assignments.'
- 'We use selected sections as a lead-in exercise and as an opener to a topic to be covered in class.'
- 'We use workbooks for pre-workshop learning. We also use them to add depth to what was covered for those who want to look at topics again. They are useful for those people who did not manage to attend a workshop for any reason.'
- 'We offer a blended solution – and use workbooks and support learners online. We also offer this as a distance learning solution with some workshops/tutorials.'
- 'We use the workbooks for some units as part of a mixed learning programme.'

Using the *Pathways* workbooks

As you are reading this Tutor Guide, you are likely to have some interest already in, or commitment to, using the *Pathways* series of workbooks to help deliver the Level 5 in Management and Leadership to learners registered at your centre. The Level 5 syllabus and assessment requirements from CMI are designed to allow approved centres to plan and deliver programmes tailored to the needs of their learners. The *Pathways* series has been developed to enable more flexible forms of programme delivery to meet the needs of learners and also, if appropriate, to include 'blended' learning where distance or online support is available to complement classroom teaching and conventional training.

This section aims to provide you with some useful checklists and planning tools. You can use them if you are considering using the workbooks to simply complement classroom-based delivery with structured self-study options, or if you are planning a more extensive move to blended learning programme delivery. We have used the learning design style of the workbooks to give a flavour of the 'learner experience'.

Using workbooks to support classroom teaching

One of the benefits of the *Pathways* series is that the printed workbooks can be purchased individually, or as sets from CMI. Another option is for an approved centre to purchase an annual licence to print locally, and distribute to learners as required. In either case, learners can have access to individual workbooks (or even just selected sections from workbooks) that are closely linked to each unit of the Level 5 syllabus.

As we saw earlier in the samples of feedback from pilot centres, there are several ways in which *Pathways* workbooks can be used to support classroom teaching, whether in a college, training centre or employee development scheme.

Activity

Activity 1

(about 10 minutes)

Which of the following are appropriate to your centre, and what are the advantages and disadvantages of each?

	Appropriate (✓ ? ✗)	Advantages	Disadvantages
Structure the teaching of a topic around the content of a workbook			
Use workbooks to cover required knowledge and understanding in greater depth			
Give learners sections of workbooks as pre-reading before starting a new topic			
Use workbooks as a 'back-up' for learners who miss a teaching or training session			
Use workbooks to enable the development of a self-study approach to selected topics			

Feedback

Your responses to this activity will depend upon the context in which you are delivering the Level 5 in Management and Leadership, the nature of the learners, the frequency with which they meet for classroom input, the length of the programme and so on.

The key features of the Pathways workbooks are as follows:

- *The workbooks are linked to each core and optional unit of the syllabus.*
- *Each section is clearly mapped to the relevant learning outcomes and assessment criteria.*
- *Sections are designed to each take between one and three hours to complete.*
- *Examples and summaries of key management skills and theories are provided.*
- *Learning is 'active', with frequent activities and self-check opportunities.*
- *Workplace scenarios provide a wide range of different employment contexts and examples of management issues.*

Some of the likely advantages of making use of the workbooks, and some of the disadvantages to address, are listed below.

Advantages:

- Under licence, sections of workbooks can be printed out and given to learners as and when required.
- Using workbooks to provide background reading can enable more class time to be spent on discussion and group work.
- The range of workbook activities ensure that learners relate their learning to their own employment context.
- Some learners may prefer to learn by self-study, at their own pace, with support from tutors or trainers as and when required.
- The workbooks support learners who may not be able to attend teaching sessions regularly because of work or domestic commitments.

Disadvantages:

- Learners with different learning styles may wish to explore topics in more depth than is provided in the workbooks in some cases. Extra materials via the CMI website and also through options for teaching or structured learning may be required to enable successful completion of the assessment criteria.
- Groups of learners working in specific contexts (e.g. from the same company) may require customised activities or more specific scenarios. However, the design and development of these could be based on the structure of the

workbooks (and there is an option to 'badge' workbooks for corporate clients).

- Recent and topical examples of management practice will still need to be provided.
- Learners undertaking self-study of topics require careful management, with provision of the necessary support including progress checks and feedback sessions.

Using workbooks to support the introduction of blended learning

Blended learning is a combination of face-to-face teaching or training and resource-based learning. The resource-based element may be made available within a resource centre, at a distance, or online. The resources themselves might be physical (workbooks, DVDs, CD-ROMs, videos) or may be web-based (sometimes referred to as 'e-learning'). The CMI website provides excellent facilities for the study and exploration of management issues, including ManagementDirect, available to learners through the online study resources.

Classroom teaching or workplace training sessions are usually less frequent in blended learning programmes, and learners use the learning materials with support from tutors or trainers. In blended learning, this support is frequently not provided face to face, but instead by phone, email or through an online Virtual Learning Environment (VLE). The *Pathways* workbooks and licence options for centres have been designed to provide a core of resource materials which can support the introduction of blended learning into management development programmes for both individual learners and corporate clients.

You are unlikely to be considering the introduction of blended learning into the delivery of your Level 5 programme unless it facilitates or enhances the delivery of the programme, and/or is important for the management development goals of your clients. To be successful, you need a plan which demonstrates a clear vision for the use of blended learning. This plan must show what you are aiming to achieve, and must be one to which the key stakeholders, including learners, can 'sign up'. Blended learning schemes are more likely to succeed when they are designed to meet the needs of the learners, and when they fit within a clear strategic framework. They should not just exploit the latest technological advances, or assume commercial potential, without careful planning.

Activity

Activity 2

(about 5 minutes)

Make a list of the key benefits which you might be looking to derive from blended learning.

Feedback

Some of the points which you might have listed are given below.

- **Choice and flexibility:** *Learners can be given more choice over how they learn, within a structured framework of resources and support to suit personal and work commitments and individual learning styles.*
- **Cost savings:** *Although the cost of developing good quality online materials can be high, online delivery costs can be low. Text resources can be used as well, enabling large numbers of dispersed learners to be trained cost-effectively, with less time away from work and avoidance of travel and subsistence costs.*
- **Speed:** *Training can be delivered to geographically scattered learners very quickly, using the internet.*
- **Collaboration:** *Online communities can be developed to promote 'peer-to-peer' support and provide additional motivation through discussion forums, document sharing and email communication.*
- **Consistency:** *New information, or skills practice for 'just-in-time learning' in key topics, can be delivered with consistent quality guaranteed.*
- **Sustainability:** *Well-designed 'learning portals' or online interfaces can be provided for learners to access newsletters, updates and other information to supplement and support face-to-face programme delivery.*

In 2008 the Chartered Management Institute published a research report on blended learning called 'Learning at Work: E-learning Evolution or Revolution?' The report has a section on the benefits of blended learning which finds that 'the case study interviewees, when questioned on the general benefits of blended learning ... considered that flexibility for the individual learner was the main advantage. The self-directed aspect of blended learning was strongly supported by the results of the