



LEARNER'S GUIDE

BSB40807

CERTIFICATE IV IN FRONTLINE MANAGEMENT

TRAINING DISCLAIMER

While every attempt has been made to ensure that the material contained in this manual is correct and complete, all comments, material and opinions contained within this manual are intended for training purposes only. No material contained in this manual is to be used or relied upon as information or advice, or as the basis for formulating business decisions, on any matter or in any circumstances, without first obtaining specific professional advice.

Learners Guide

Table of Contents

INTRODUCTION	5
Becoming a Manager	5
What is a manager?	6
What does a manager do?	6
A manager's skills set.....	7
Challenges for modern managers	7
COURSE INFORMATION.....	9
COMPLETING YOUR QUALIFICATION.....	13
COMPLETING YOUR ASSESSMENT TASKS	14
What assessment tasks do I complete?	14
Submitting your assessment tasks	15
The assessment.....	15
Negotiating an alternative assessment task	15
Getting help.....	16
REFERENCES AND FURTHER READING	17
Books	17
Websites	17
WHERE TO GET HELP	19

Learners Guide

INTRODUCTION

The purpose of this guide is to provide you with information regarding:

- the role of the manager in today's organisation
- the course you have enrolled in
- how you will be assessed
- how to plan your course, and
- where to get help.

Becoming a Manager

Making the move from worker to manager means taking a 'bigger picture' view. You can think of it as moving from the centre of a dance floor to the balcony. Before you became a manager, you were on the dance floor, twirling around with your fellow team members, concentrating on getting your steps right. But when you become a manager, you are no longer in the dance but are instead observing the dancers from outside. Now you are concerned with things like how to plan the next dance for a bigger venue, whether John and Jean would be better off doing the foxtrot than the salsa, and other abstract questions.

This bigger picture view brings bigger responsibilities, longer hours, multiple responsibilities, frequent interruptions, endless tasks and constant stress. Managers deal with conflict, supervise difficult people, make tough decisions and are responsible for the performance of their team.

Scarce resources also make managers' lives difficult. Managers have to compete with other departments for funds, with other companies for good staff and with colleagues for office space. And just when a manager thinks they are getting on top of a situation, the situation changes: a team member might leave, a new law might make operating methods illegal or budget cuts may require a rethink of processes. However, the rewards of being a manager are great. Most people enjoy making decisions. The pay and conditions of managers are usually better than those of other staff. Managers get up every morning not knowing what will face them during the day. Constant challenges bring excitement to work, and acquiring new skills is a regular part of the job. Managers also actively contribute to their organisation and their community.

Learners Guide

What is a manager?

A manager is responsible for managing people, information and resources. The following job titles are all management roles:

- supervisor
- leading hand
- team leader
- coordinator.

The role of the manager has evolved as the nature of organisations—and society—has changed. The organisations of today have flatter management structures, fewer employees, and are more internationally competitive and responsive. As such, the managers of the future require different skills to managers of the past. The responsibilities of managers now include the management of people, information, financial and physical resources.

What does a manager do?

The term 'management' covers an enormous range of jobs and tasks. The person who plans the global strategy for BHP's mining operations is a manager, just like the person who runs your local pizza place. An army platoon commander is a manager, as is the chief accountant of an employment agency, and even the person who organises fêtes for your local school. Importantly, all modern managers work with stakeholders. In a typical business organisation the principal stakeholders are:

- customers
- owners/shareholders
- employees
- suppliers
- competitors
- regulators
- community.

Managers must ensure that all stakeholders are satisfied (or at least minimally dissatisfied) because a dissatisfied stakeholder can affect the operation of the organisation. Dissatisfied customers will switch to a competitor, and the organisation will lose its revenue. Dissatisfied employees can become unmotivated, and affect the organisation's efficiency. Even community can put pressure on organisations. For example, environmentalists organised a boycott of Shell in 1995 to stop it polluting the ocean with disused oil rigs—an action that changed Shell's policy. Similarly, public pressure forced James Hardie Pty Ltd to meet its moral obligations to former employees suffering from asbestos-related diseases.

Learners Guide

A manager's skills set

As you've probably guessed, the day-to-day tasks of managers can vary considerably, but the challenge of being able to 'think on your feet' makes a management job interesting and rewarding. Managers must be equipped with a broad knowledge and practical tools to help them deal with a range of situations. The responsibilities of modern managers have brought the following skills into focus:

- Planning

Managers of the past had only limited planning responsibility, but these days are required to be involved in long-term and strategic planning.

- Employee management

Formerly limited to hiring and firing, and providing on-the-job training, the manager's role now encompasses the full range of human resource management which includes monitoring and appraising the performance of their team.

- Workplace communication

As organisations have become less hierarchical, managers need to consult widely and maintain effective relationships with a broader range of people than in the past.

- Problem-solving

Managers are increasingly required to identify potential issues and implement solutions before they become real problems.

- Continuous improvement

Managers must be committed to continuous learning, to on-the-job training, off-site workshops and to constantly appraising how their team can perform better.

Challenges for modern managers

The way a manager operates has changed dramatically in the last few decades. Where products were once stable, technological change slow, employee turnover irregular and competition mainly local, change is now constant.

Organisations now generate new products in quick succession, using technology that evolves at a rapid pace. Organisations are also increasingly international in their outlook, and employees come from a wide variety of cultures with differing traditions and sensitivities.

Learners Guide

Employees now commonly change jobs after just a few years, and their work is far more complex than it used to be. Tasks are often impossible to supervise, and managers regularly have to trust their employees' commitment and judgment—and earn their respect.

Competition is intense and sustained, and all aspects of business performance are measured and analysed. A manager who does not achieve their key performance indicators won't last long.

Managers have little direct control, but are responsible for the results. They have to motivate employees who may have scant regard for formal authority, and they must anticipate change and have systems in place before the bottom line is affected.

Sometimes, a manager will find themselves doing things they are uncomfortable with - particularly if they are managing a team they used to be a part of. Managers have to resolve conflict between individuals and groups without antagonising any of them, and respect the various sensitivities in their workplace. Most importantly, a modern manager has to be a systems thinker - someone who understands the effects of change on processes and systems throughout the organisation.

Interpersonal roles involve acting in a formal or official capacity and include tasks such as signing time cards or presenting awards, and communicating with people both inside and outside the organisation.

Informational roles entail collecting a wide variety of information to better understand the organisation and its environment, identifying changes or problems, and communicating information to all levels of the organisation and to external stakeholders.

Decisional roles involve troubleshooting problems, innovating and implementing solutions, and initiating changes and improvements.

These roles, as defined by Canadian researcher Henry Mintzberg (1975), describe how a manager spends their time. Not all managers will perform all these roles. A production supervisor will likely focus on the roles of leader, liaison, monitor, disseminator, disturbance handler and resource allocator, whereas a chief executive will spend most of his or her time being a figurehead, leader, entrepreneur and negotiator.

Learners Guide

COURSE INFORMATION

The Certificate IV in Frontline Management (BSB40807) is recognised Australia-wide. The units of competency that you will be assessed against and the number of units you need to gain this qualification are the same for everyone across Australia.

To be awarded the Certificate IV in Frontline Management you must complete 10 units. Each unit includes information and activities that will allow you to develop the skills and knowledge you need to manage your work performance and that of others. The units that mp personnel and training will deliver in workshops include:

BSBMGT401A Show leadership in the workplace

One of the many aspects of becoming a manager is learning to take on a leadership role within your team. In the past, leadership was seen as solely the responsibility of senior managers. However, in modern organisations, leadership is seen as a collective responsibility, dispersed across the organisation—team leaders, supervisors and middle managers are all expected to demonstrate leadership in carrying out their roles.

For some people, becoming a leader is a natural, easy process. For others, it's the most uncomfortable aspect of their new job role. Not everyone sees himself or herself as a leader. However, as a manager your team members will look to you as a role model, so it is important that you are able to show leadership by modelling high standards of performance and behaviour.

At the end of this unit you will be able to:

- model high standards of management performance and behaviour
- enhance your organisation's image through your behaviour and performance
- make informed decisions.

BSBPMG510A Manage projects

This unit covers the skills and knowledge to :

Manage a straightforward project or a section of a larger project.

Address the management of projects including the development of a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learnt for application to future projects. Students will: Define project, Develop project plan, Administer and monitor project, Finalise project, Review project.

Theory is covered in the classroom and participants will create and manage a project plan and a project schedule in their own time.

Learners Guide

BSBHRM402A Recruit, select and induct staff

This unit covers all aspects of selection and recruitment relevant to managers who are not specialists in the field. It ensures that managers engage in appropriate planning and that selection and induction leads to the recruitment and retention of high quality staff.

At the end of this unit you will be able to:

- Identify the stages of the recruitment/selection cycle
- Understand all of the preparation steps that are necessary to hire the 'right' people well before an interview is held
- Learn how to analyse ongoing recruitment needs and to initiate and carry out an effective process every time.

BSBMGT502B Manage people performance

This unit describes the performance outcomes, skills and knowledge required to manage the performance of staff who report to them directly.

At the end of this unit you will be able to:

- Develop key result areas and key performance indicators and standards
- Conduct regular and timely coaching and feedback

Understand the principles of performance management and how they impact on the workplace.

BSBCMM401A Make a presentation

With so much information—and so many different messages—out there, it's essential that you know the best ways to present information in order to get your message across.

An important part of being a manager, supervisor or team leader is making presentations—whether to your team, your managers, a board or the broader community. All presentations vary in their degree of formality, so a range of interpersonal, communication and presentation skills are essential for managers in their day-to-day work. These skills are also likely to get you noticed, respected and promoted.

At the end of this unit you will be able to:

- prepare, deliver and evaluate a presentation
- identify the principles of effective communication
- use culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities.

Learners Guide

BSBWOR404A Develop work priorities

As a manager, you will have responsibility for planning your own work schedules, and monitoring your own performance and improvement, as well as that of team members. Workplaces are constantly evolving and to be able to adapt to a changing environment you need to assess your skills and identify professional development goals.

At the end of this unit you will be able to:

- establish your own work goals
- prioritise competing work demands
- devise and implement a skill development plan.

BSBCUS403A Implement customer service standards

Managers have the responsibility to provide their internal and external customers with quality products and services. The manager's role is to coordinate the processes of identifying customers' requirements, planning to meet these requirements and ensuring processes are developed to deliver quality customer service.

At the end of this unit you will be able to:

- plan to meet customer requirements
- ensure the delivery of quality products and services
- evaluate, report on, and make improvements to customer service using a variety of strategies.

BSBWOR402A Promote team effectiveness

Managers must lead and manage efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion by liaising between senior managers and team members. To ensure team effectiveness, frontline managers must develop team plans to meet expected outcomes, lead the work team, and proactively work with senior managers.

At the end of this unit you will be able to:

- plan to achieve team outcomes
- develop team cohesion
- participate in and facilitate team work

Learners Guide

BSBMGT402A Implement Operational plan (online)

Operational plans define what needs to be done in specific areas to achieve the organisation's strategic goals. As a manager, you will have a key role implementing and monitoring the performance of operational plans to ensure that the team and organisational goals are achieved. You will also have responsibility for ensuring that resources required to achieve operational plans are available. Finally, you will need to regularly report on the performance of operational plans.

At the end of this unit you will be able to:

- develop an operational plan
- plan and manage resource acquisition

BSBOHS407A Monitor a safe workplace (online)

The importance of workplace safety cannot be overstated. As a manager you must ensure the safety of your team members by monitoring their work environment. You will have a key role in implementing, monitoring and continuously improving occupational health and safety. You will also have responsibility for ensuring that systems and resources required to ensure a safe workplace are maintained.

At the end of this unit you will be able to:

- identify workplace safety laws that apply to Australian workplaces
- monitor and maintain an organisation's health and safety policies, procedures and systems
- establish and maintain consultative arrangements for workplace safety
- monitor and maintain procedures for identifying workplace hazards and assessing and controlling risks

Learners Guide

COMPLETING YOUR QUALIFICATION

To gain your Certificate IV in Frontline Management qualification, you need to show evidence that you are competent in the required unit(s) of competency. You can do this in two ways.

Apply for Recognition of Prior Learning (RPL)

If you review the unit(s) of competency you are required to demonstrate to be awarded a qualification, you may decide you already have these skills and knowledge. If this is the case, you should apply for RPL for that unit. RPL is a form of assessment that assesses the skills, knowledge and experience that you already have as a result of:

- formal training; including industry training
- work experience; including informal training
- non employment experience; such as, community work and hobbies.

The RPL process matches the skills and knowledge you already have against the program or qualification you are doing, or intend to do. The benefits of RPL are that you reduce the amount of time it takes to gain your qualification and you do not have to repeat or waste time learning what you already know. You can apply for RPL when you first enrol in your course or later on once you have completed some units, e.g. while you are undertaking your study, you may complete workplace training or development that you think could make you eligible for RPL. If this is the case, please contact the Training Manager at mp personnel and training on 02 6041 6286.

Complete assessment tasks for each unit

Each unit includes assessment tasks that you are to complete and submit.

Your trainer or assessor can:

- answer any questions that you have regarding the tasks
- assist you to decide what evidence and workplace documentation to submit.

The assessment tasks have been designed to assess you against each element and performance criteria included in that particular unit of competency. Your assessor will be checking that you have demonstrated all the elements and performance criteria for that unit.

Learners Guide

COMPLETING YOUR ASSESSMENT TASKS

In the Certificate IV in Frontline Management you are being assessed on whether you are applying the skills and doing the tasks included in the units of competency you are studying.

This qualification is competency based and is gained by providing evidence of competency. Participants complete assessment tasks in the workshops and follow up with completion of further tasks in the workplace.

Participants are required to work with a mentor or supervisor from their own organisation who will verify that participants are applying the skills learnt in the workshops by signing off on various units.

What assessment tasks do I complete?

If I attend the workshop

If you attend the workshop you will receive an assessment tool that you will need to complete, the assessment may be made up of the following:

1. Activities and case studies (most will be done in class)
2. Questions – provide written answers to the questions
3. Workplace based evidence
4. Supervisor sign off

What if I miss a workshop?

Information will be posted to you within 2 days of the workshop.

You will need to complete all requirements as stated in the assessment tool but may have additional requirements, depending on the workshop missed.

Online assessment

The training and assessment for the units “Implement operational plan” and “Monitor a safe workplace” will be conducted online. All students will be receive their own log in and specific instructions on how to do this.

Learners Guide

Submitting your assessment tasks

To ensure we get the most from the workshops all assessment submission and return will be done by mail. It is expected that assessments will be submitted by participants in a timely manner, as indicated by the assessor. Send all assessments with an attached Assignment Cover Sheet to:

Frontline Management Assessor
mp personnel and training
PO Box 661
ALBURY NSW 2641

The assessment

An mp personnel and training assessor assesses submissions and participants are sent the assessed submission with the result by mail. In most cases assessments will be marked and returned within 10 working days. Participants are assessed as either **COMPETENT** or **NOT YET COMPETENT**. If you are **NOT YET COMPETENT** you will be required to submit further evidence.

Negotiating an alternative assessment task

In some cases, your particular situation may mean either that:

- you cannot complete the set assessment task (e.g. you don't currently manage a team or your workplace does not have a continuous improvement program in place), or
- your current job means that you can demonstrate competency in two units (e.g. you are managing a project to implement an information system Units 6 & 14).

If this you find you are in either of these situations, talk to your coach or assessor as alternative assessments can be negotiated.

If you have difficulty with reading and/or writing and/or have a learning disability that prevents you from completing the assessment task, contact your assessor or coach who will assist you.

Learners Guide

Getting help

Your facilitator or assessor can assist you with your studies. Use their expertise and ask them questions about the course materials and the assessment task. Ask them to suggest further references or courses if you wish to follow up an area of management that interests you.

Workplace information, such as your organisation's website and intranet are valuable resources for you to access. Workplace plans, reports, budgets, manuals and procedures provide you with information to analyse and discuss with team members and managers and are as useful as any management textbook.

Other great resources are working alongside you. They are your colleagues who are familiar with your organisation. Their knowledge and advice are invaluable. Use them!

Some of the people within your organisation who you could talk about your course with are:

- Senior managers—who can give you the 'big picture' of what is happening across the organisation in terms of strategy and setting organisational goals and targets.
- Other managers—who can give you details and information about what is happening in their areas. They offer a perspective outside of your own area and may give you ideas and suggestions that you can apply.
- Organisational development manager—who can give you the 'big picture' regarding what changes are occurring across the organisation and how the organisation monitors its policies, procedures and strategies to assist individuals and departments effectively perform their tasks.
- Training manager—who can give you information regarding communication and personal skills training and initiatives aimed at improving teamwork across the organisation.
- Team members—who can give you feedback regarding what is happening in your area and how effective the organisation's procedures and policies are in reality.

Learners Guide

REFERENCES AND FURTHER READING

You may like to refer to some of the following textbooks during your course. Most will be available in your local library.

Books

Current edition of The Macquarie Dictionary.

Current edition of The Macquarie Thesaurus.

Albright, M. & Carr, C. (1997) 101 Biggest Mistakes Managers Make and How to Avoid Them, Prentice Hall, USA.

Bartol, K. (2004) Management: a Pacific Rim Focus, 4th edition, McGraw-Hill, Sydney.

Cole, Kris (2005) Management, Pearson Education, Australia.

Covey, S. (1990) Seven Habits of Highly Effective People, Free Press, USA.

Finger, J. & Flanigan, N. (2003) The Management Bible, 7th edition, Plum Press, Australia

Robbins, S. P., Bergman, R., Stagg, I. & Coulter, M. (2003) Management, 3rd edition, Pearson Education, Frenchs Forest, NSW.

Samson, D. & Daft, R. (2005) Fundamentals of Management, 2nd Pacific Rim edn, Thomson, Australia.

Schermerhorn, John (2008) Management, 9th edition, John Wiley & Sons Inc., New York.

Websites

Here are some management websites that are well worth visiting as they give you free information on effective management.

Basic Guide to Management and Supervision

www.mapnp.org/library/mgmt/prsnlmt.htm

A basic guide for new managers and supervisors, with links to websites that provide additional, advanced, free information.

Learners Guide

Free Management Library

www.managementhelp.org/intrpsnl/conflict.htm

Comprehensive resources regarding the leadership and management of yourself, other individuals, groups and organisations.

Mind Tools

www.mindtools.com

Contains information on goal setting, stress management and time management.

Top Achievement

www.topachievement.com/articles.html

A range of articles on goal setting and other aspects of self-management.

The following websites include search engines and directories that may assist you with any research that you want to do.

Google

www.google.com.au

AltaVista

www.altavista.com

Ask Jeeves

www.askjeeves.com.au

Yahoo!

www.yahoo.com.au

The National Training Information Service website contains Training Package details, links and other information regarding the Certificate IV in Frontline Management qualifications.

www.ntis.gov.au

Learners Guide

WHERE TO GET HELP

mp personnel and training will assist you with any issues you may have relating to administrative aspects of your course.

mp is staffed from 9am to 5pm on weekdays.

Telephone: 02 6041 6286
Facsimile: 02 6041 6285
Email: rto@mppersonnel.com.au
Website: www.mppersonnel.com.au
Mail: mp personnel and training
PO Box 661
517 Spencer Street
Albury NSW 2640

If you would like assistance with any of the learning in relation to this program please contact:

Jo Whitehead
Telephone: 02 6041 6286
Mobile: 0419 145 889
Email: rto@mppersonnel.com.au