

The Institute for

# Working Futures

Pty. Ltd.

abn: 22 054 466 769



*Creating Shared Futures*

## **Excellence in Management and Leadership**

Diploma of Business (Frontline Management) BSB51004

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# Information about this subject

## Overview of the subject

### Aims for the subject

Upon completion of the topic areas that compose the complete Diploma in Business the aim is to ensure you:

- Develop a range of competencies related to the role of a frontline manager;
- Gain insight into yourself and the personal leadership styles and behaviours necessary within an applied context.
- Analyse and determine the expectations of organisations for individuals commencing their career as managers and leaders.
- Lead and develop people and performance capacity.
- Communicate with all individuals encountered in the workplace to convey meaning and purpose.
- Confirm the traits, behaviours and competencies of managers successfully implementing transformational processes.
- Manage and continuously improve business operations and plans

### Themes and Clusters of Topics

The Working Future's course materials follow a number of themes. The cluster of themes and topics are ordered as follows:

- 1. Induction (about the self)**
- 2. Interpersonal People Skills (about relationships and meaning)**
- 3. Lead and Develop People (about people in context)**
- 4. Manage Performance and Knowledge (about organisational value)**
- 5. Improvement, Change and Innovation (about action for process improvement)**
- 6. Planning strategically (about action for shared futures)**

## Structure of the unit

The following represents all the topics by clustered areas.

Excellence in Management and Leadership Clusters and Topic Areas				
<b>1. Induction to excellence in management and leadership</b>				
<b>1 Leadership</b>	<ul style="list-style-type: none"> <li>Differentiating the manager &amp; leader</li> </ul>	<ul style="list-style-type: none"> <li>Leadership styles</li> </ul>	<ul style="list-style-type: none"> <li>Leadership approaches</li> </ul>	<ul style="list-style-type: none"> <li>Emotional intelligence &amp; leadership</li> </ul>
<b>2 Learning to learn</b>	<ul style="list-style-type: none"> <li>Learning styles &amp; multiple intelligences</li> </ul>	<ul style="list-style-type: none"> <li>Study skills</li> </ul>	<ul style="list-style-type: none"> <li>Learning online</li> </ul>	
<b>3. Management effectiveness</b>	<ul style="list-style-type: none"> <li>Management roles &amp; traits</li> </ul>	<ul style="list-style-type: none"> <li>Management behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Management competencies</li> </ul>	
<b>4. Time management &amp; goal prioritisation</b>	<ul style="list-style-type: none"> <li>Personal and work goals</li> </ul>	<ul style="list-style-type: none"> <li>Time management and task prioritisation</li> </ul>		
<b>5. Personal development &amp; career planning</b>				
<b>6. The management context</b>				
<ul style="list-style-type: none"> <li>Added by specific users to their contextual needs</li> </ul>				
<b>2. Interpersonal People Skills</b>	<b>3. Lead and Develop People</b>	<b>4. Manage Performance and Knowledge</b>	<b>5. Improvement, Change and Innovation</b>	<b>6. Planning Strategically</b>
<b>7. Principles of Communication</b> <ul style="list-style-type: none"> <li>Effective communication</li> <li>Direction and flow</li> <li>Style</li> <li>Choosing the medium</li> <li>Questions &amp; listening</li> </ul>	<b>11. Lead Teams</b> <ul style="list-style-type: none"> <li>What is a team leader?</li> <li>Types of teams</li> <li>Forming participative teams</li> <li>Delegation</li> <li>Diversity &amp; creativity</li> </ul>	<b>15. People &amp; Performance</b> <ul style="list-style-type: none"> <li>Set &amp; appraise performance</li> <li>Job Performance plans</li> </ul>	<b>19. Quality &amp; Continuous Improvement</b> <ul style="list-style-type: none"> <li>Approaches to Quality</li> <li>Continuous improvement</li> <li>Measuring quality</li> <li>QA and quality audits</li> </ul>	<b>23. Planning</b> <ul style="list-style-type: none"> <li>Types of plans</li> <li>Completing a planning cycle</li> <li>SMART goals</li> <li>Contingency plans</li> </ul>
		<b>16. Information systems</b> <ul style="list-style-type: none"> <li>Information management systems</li> <li>Information capture</li> </ul>		
<ul style="list-style-type: none"> <li><b>8. Management communication</b></li> <li>Purpose &amp; meaning</li> <li>Ethics</li> <li>Build trust &amp; confidence</li> <li>Role model</li> <li>Feedback</li> <li>Conflict resolution</li> <li>Negotiation</li> <li>Counselling</li> </ul>	<b>12. Problem solving &amp; decision making</b> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Decision making</li> </ul>	<b>17. Knowledge management</b> <ul style="list-style-type: none"> <li>Information &amp; knowledge</li> <li>Type &amp; structure of knowledge</li> <li>Knowledge assets</li> <li>Knowledge audit</li> </ul>	<b>20. Customer service</b> <ul style="list-style-type: none"> <li>Service quality</li> <li>Types of customers</li> <li>Service standards &amp; CRMs</li> <li>Monitor service strategies</li> <li>Service feedback &amp; the hostile customer</li> </ul>	<b>24. Risk management</b>
	<b>13. Motivation &amp; Commitment</b>			<b>25. Budgeting</b> <ul style="list-style-type: none"> <li>Introduction to budgets</li> <li>Planning budgets</li> <li>Controlling budgets</li> </ul>
<b>9. Presentation skills</b>	<b>14. Workplace Learning</b> <ul style="list-style-type: none"> <li>Types of workplace learning</li> <li>Coaching &amp; Mentoring</li> <li>Training needs analysis &amp; learning plans</li> <li>Evaluate &amp; assesses workplace learning</li> <li>Learning cycles</li> </ul>	<b>18. Health &amp; Safety</b> <ul style="list-style-type: none"> <li>Establish OHS system</li> <li>OHS administration</li> <li>Hazards</li> <li>Control risks</li> <li>Monitor OHS</li> </ul>	<b>21. Change</b> <ul style="list-style-type: none"> <li>Nature of change</li> <li>Stages of change</li> <li>Managing change</li> <li>Organisational agility</li> </ul>	<b>26. Project Management</b>
	<b>10. Networks, relationships &amp; stakeholders</b>			<b>22. Innovation</b>
<b>7. Assessment</b> (major assessment work for qualification recognition, excludes quizzes and activities within each component)				
<ul style="list-style-type: none"> <li>Learning styles questionnaire</li> <li>Personal Development Plan</li> <li>Communication styles questionnaire</li> <li>Team formation activities</li> <li>Workplace coaching plan</li> <li>Workplace OHS Plan</li> <li>Leadership styles questionnaire</li> <li>Emotional intelligence profile</li> <li>Performance appraisal interview technique</li> <li>Workplace quality audit (process complexity)</li> <li>Organisational process agility audit</li> <li>Business plan with resources and budget</li> </ul>				

The Diploma of Business (Frontline Management) aligns to the ‘disaggregated’ topics as mapped below. In effect you can complete the topics and receive credit or competencies required for recognition against the Diploma.

<b>Diploma of Business (Frontline Management) BSB51004</b>		<b>Alignment - by Topic (Component)</b>
<b>(BSBFLM501B) Manage personal work priorities and professional development</b>		
BSBFLM501 B/01	Establish personal work goals	Time Management and Goal Prioritisation
BSBFLM501 B/02	Set and meet own work priorities	Time Management and Goal Prioritisation
BSBFLM501 B/03	Develop and maintain professional competence	Personal Development and Career Planning
<b>(BSBFLM503B) Manage effective workplace relationships</b>		
BSBFLM503 B/01	Manage information and ideas	Management Communication (Purpose and meaning)
BSBFLM503 B/02	Establish systems to develop trust and confidence	Management Communication (Build trust & confidence)
BSBFLM503 B/03	Manage the development and maintenance of networks and relationships	Networks, Relationships and Stakeholders
BSBFLM503 B/04	Implement strategies to manage difficulties to achieve positive outcomes	Management Communication (Conflict resolution)
<b>(BSBFLM505B) Manage operational plan</b>		
BSBFLM505 B/01	Develop operational plan	Planning (Types of Plans); (SMART Goals)
BSBFLM505 B/02	Plan and manage resource acquisition	Plan and Manage Resources
BSBFLM505 B/03	Monitor and review operational performance	Planning (Completing a planning cycle)
<b>(BSBFLM506B) Manage workplace information systems</b>		
BSBFLM506 B/01	Utilise information systems	Information Systems (Information Systems Management)
BSBFLM506 B/02	Collect, analyse and review information	Information systems (Information capture)
BSBFLM506 B/03	Manage the information systems	Information Systems (Information Systems Management)
BSBFLM506 B/04	Develop business plan/budgets	Planning (Planning cycle); & Budgeting (Planning Budgets)
BSBFLM506 B/05	Manage resource planning	Plan and manage resources
<b>(BSBFLM507B) Manage quality customer service</b>		
BSBFLM507 B/01	Plan to meet internal and external customer requirements	Customer service (Types of customers)
BSBFLM507 B/02	Ensure delivery of quality products and/or services	Customer service (Service standards & CRMs)
BSBFLM507 B/03	Monitor, adjust and review customer service	Customer service (Monitor service strategies)
<b>(BSBFLM509B) Facilitate continuous improvement</b>		
BSBFLM509 B/01	Lead continuous improvement systems and processes	Quality & Continuous Improvement (Approaches to quality); (Continuous Improvement)
BSBFLM509 B/02	Monitor and adjust performance strategies	Quality & Continuous Improvement (Continuous Improvement); (Measuring quality)
BSBFLM509 B/03	Manage opportunities for further improvement	Quality & Continuous Improvement (Measuring quality); (Quality Assurance and Quality Audits)
<b>(BSBFLM510B) Facilitate and capitalise on change and innovation</b>		
BSBFLM510 B/01	Participate in planning the introduction and facilitation of change	Change (Nature of Change); (Stages of change); (Managing change)
BSBFLM510 B/02	Develop creative and flexible approaches and solutions	Innovation & Lead Teams (Diversity & creativity)
BSBFLM510 B/03	Manage emerging challenges and opportunities	Change (Organisational agility)

<b>(BSBFLM511B) Develop a workplace learning environment</b>		
BSBFLM511 B/01	Create learning opportunities	<b>Workplace Learning (Types of learning); (Organisational learning)</b>
BSBFLM511 B/02	Facilitate and promote learning	<b>Workplace Learning (Coaching &amp; Mentoring); (Learning cycles)</b>
BSBFLM511 B/03	Monitor and improve learning effectiveness	<b>Workplace Learning (Training needs analysis &amp; learning plans); (Evaluate &amp; assess workplace learning)</b>
<b>(BSBFLM512A) Ensure team effectiveness</b>		
BSBFLM512 A/01	Establish team performance plan	<b>Lead Teams (Types of teams); (What is a team leader?)</b>
BSBFLM512 A/02	Develop and facilitate team cohesion	<b>Lead Teams (Forming participative teams)</b>
BSBFLM512 A/03	Facilitate team work	<b>Lead Teams (Delegation); (Diversity and creativity) &amp; Management Communication (Build trust &amp; confidence); (Feedback)</b>
BSBFLM512 A/04	Liaise with stakeholders	<b>Networks, relationships and stakeholders</b>
<b>(BSBFLM513A) Manage budgets and financial plans within the work team</b>		
BSBFLM513 A/01	Plan financial management approaches	<b>Budgeting (Introduction to Budgets); (Planning budgets)</b>
BSBFLM513 A/02	Implement financial management approaches	<b>Budgeting (Planning budgets); (Controlling budgets)</b>
BSBFLM513 A/03	Monitor and control finances	<b>Budgeting (Controlling budgets) &amp; Plan and Manage Resources</b>
BSBFLM513 A/04	Review and evaluate financial management processes	<b>Budgeting (Controlling budgets)</b>
<b>(BSBFLM514A) Manage people</b>		
BSBFLM514 A/01	Manage performance of individuals in teams	<b>People and Performance (Set and appraise performance); (Job performance plans)</b>
BSBFLM514 A/02	Address performance related issues	<b>People and Performance (Set and appraise performance); (Job performance plans)</b>
BSBFLM514 A/03	Address issues and problems of individuals in teams	<b>Problem Solving and Decision Making (Problem solving); (Decision making) &amp; Management Communication (Conflict resolution); (Feedback); (Counselling); (Negotiation)</b>
BSBFLM514 A/04	Build support and commitment within the work team	<b>Motivation &amp; Commitment &amp; Management Communication (Trust and confidence); (Role model); (Ethics)</b>
BSBFLM514 A/05	Review and evaluate management of individuals within the work team	<b>People and Performance (Set and appraise performance); (Job performance plans)</b>
<b>(BSBMGT505A) Ensure a safe workplace</b>		
BSBMGT505 A/01	Establish and maintain an Occupational Health and Safety system	<b>Health &amp; Safety (Establish OHS system)</b>
BSBMGT505 A/02	Establish and maintain participative arrangements for the management of Occupational Health and Safety	<b>Health &amp; Safety (Establish OHS system); (OHS administration)</b>
BSBMGT505 A/03	Establish and maintain procedures for identifying hazards, and assessing and controlling risks	<b>Health &amp; Safety (Hazards); (Control risks)</b>
BSBMGT505 A/04	Establish and maintain a quality Occupational Health and Safety management system	<b>Health &amp; Safety (Monitor OHS)</b>

## Textbook and Recommended Reading

Students are not required to purchase any prescribed textbook.

Recommended readings are provided at the beginning of each of the Topic Areas and all required readings or case studies are provided (either in downloadable form or through hyperlinks).

## Additional resources

### Resources

All topic areas have a list of the most contemporary resources and references that can be accessed to give greater depth to the topic.

- Robbins, SP & DeCenzo, D (2003) *Fundamentals of Management*, Fourth Edition, Prentice Hall: New Jersey.
- Mintzberg, H (2004) *Managers not MBA's*, Berrett-Koehler Publishers Inc. USA.
- Kehoe, D & Alston, D (2004) *You lead, they'll follow: How to inspire, lead and manage people. Really.* (Vol 3), McGraw-Hill Australia.
- Meredith, G & Williams, B (1999) *Managing Finance: Essential Skills for Managers*, McGraw-Hill Book Company: Australia.
- Ros, J (2003) *How to build a great team*, Prentice-Hall: London.

### Links

All topic areas have links provided to resources and online sites that should be accessed to give a more complete understanding on the topic. It is considered essential that these links be accessed to give a more complete understanding on key issues or components within the topic area. Usually the links compliment the readings and other resources provided. In some cases they may also give a different view on the topic area.

Overall you may also find the following online sites of use:

- Wikipedia, the free encyclopedia [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)
- The Australian Institute of Management <http://www.aim.com.au/>
- Applied Management Sciences Institute <http://www.ams-institute.com>
- Basic management skills for new managers or those moving into the field [http://www.suite101.com/welcome.cfm/basic\\_management](http://www.suite101.com/welcome.cfm/basic_management)
- About Management <http://management.about.com/>
- Chartered Institute of Management (UK) <http://www.managers.org.uk/>
- NSW Government's small business website with extensive tools and resources <http://www.smallbiz.nsw.gov.au/frame.cfm?l=/resources/tools/links.html&r=/resources/tools/index.html>
- Michael Clark's Big Dog & Little Dog with explanations, knowledge grabs and tools for performance, learning and knowledge <http://www.nwlink.com/~donclark/>
- Business Finance Magazine <http://www.businessfinancemag.com>

### References

All references for every topic area are provided in a single, separate Reference section. This is to assist with ease of reading, copying and access. [Access now.](#)

## **Electronic learning and communication**

While facilitated sessions are being conducted using these course materials to maximise study and ease of access to readings, resources and other materials it is recommended you have access to the Internet and are able to use electronic mail to communicate with the facilitator and with fellow students or individuals accessing the coursework.

The first cluster of study undertaken by individuals can actually help you improve your learning skills. If you believe you have low computer, Internet or web browser usage skills you can access tutorials and resources that will assess, target and enhance study and online learning skills that may be weak.

## **Assessment**

Individual may choose to access all materials without undertaking assessment. Others may be accessing the resources as part of a course delivered and assessed according to a learning provider that is using Working Future's digital materials. However, some may choose to undertake assessment.

Assessment can be completed at two levels.

Formative: During all the topic areas you will find activities and an 'end of topic area' knowledge quiz. These can be completed to confirm key knowledge, skills or other attributes. Do not be fooled, if you feel like avoiding these quizzes and activities your own learning and knowledge retention may be negatively affected.

Assessment will include:

1. Learning styles questionnaire
2. Leadership styles questionnaire
3. Personal Development Plan
4. Emotional intelligence profile
5. Communication styles questionnaire
6. Performance appraisal interview technique
7. Team formation activities
8. Workplace quality audit (process complexity)
9. Workplace coaching plan
10. Organisational process agility audit
11. Workplace OHS Plan
12. Business plan with resources and budget

Please note that tools 1 to 6 can be completed as part of off the job (self-paced or classroom based) learning. However, it would usually be expected tools 7-12 would be completed in conjunction with a coach or in a real workplace context.

# The Frontline Management Initiative

## What is the Frontline Management Initiative?

The Frontline Management Initiative was developed by the Australian National Training Authority (ANTA) from the recommendations of the 1995 *Karpin Report*. This report found that because Australian managers are central to the improvement of productivity in the workplace, they need new and improved skills.

The aim of the initiative is, therefore, to raise manager performance by developing the skill and competency of frontline managers. Following extensive consultation with Australian industry, a set of 11 Frontline Management Competencies were developed – these describe what is expected of high performing frontline managers.

Because it locates learning in the workplace, it is different from traditional management programs. It is essentially a program of guided self-learning. It is not a training program (although training may play a part in bringing individual levels of competence up to the required competency standard). Being a program of guided self-learning, participants are able to develop competencies at their own pace.

The program also provides the opportunity to recognise skills and knowledge that people have already obtained. This process is known as, Recognition of Current Competency (RCC).

After two subsequent iterations the Frontline Management Initiative is now supported by competencies endorsed for national implementation in late 2004.

## Who are frontline managers?

Frontline managers are those individuals who play a key role in any organisation. They include supervisors, forepersons, project managers, team leaders and office coordinators.

## What has to be completed to attain the BSB51004 Diploma of Business (Frontline Management)?

To obtain the Diploma qualification all learning relating to 11 units from the list below must be completed. This consists of 10 specialist units (S) and one of the two extra units (X) from the lists below. BSBMGT505A Ensure a safe workplace must be completed.

BSBFLM501B	Manage personal work priorities and professional development (S)	60
BSBFLM503B	Establish effective workplace relationships (S)	60
BSBFLM505B	Manage operational plan (S)	60
BSBFLM506B	Manage workplace information systems (S)	60
BSBFLM507B	Manage quality customer service (S)	60
BSBFLM509B	Facilitate continuous improvement (S)	60
BSBFLM510B	Facilitate and capitalise on change and innovation (S)	60
BSBFLM511B	Develop a workplace learning environment (S)	60
BSBFLM512A	Ensure team effectiveness (S)	60

BSBMGT505A Ensure a safe workplace (S)	60
BSBFML513A Manage budgets and financial plans within the work team (X)	70
BSBFML514A Manage people (X)	60

The table on the following page aligns each topic and its components to the Diploma of Business. This means it is possible to complete the topics in a systematic manner, consistent with the requirements for formal recognition with the Diploma qualification.

The Institute for Working Futures Pty. Ltd. is not a training provider, nor able to issue formal qualifications. To obtain the qualification you can undertake three courses of action:

- (a) Complete the topics and all attached assessment for the topic and the major assessment activities (Cluster 7). Keep electronic and printed copies of all materials. Then apply to any Registered Training Organisation with the Diploma of Business (BSB51004) on their scope of registration and apply for recognition of prior learning.
- (b) Enrol with a Registered Training Organisation (RTO) that are using the materials, assessment tools, learning management and reporting systems provided by Working Futures. This means all your results can immediately be sent to an assessor, teacher or facilitator. You can also build a learning plan, access your records and map your progress at all times. Credit against the Diploma award is tracked in real time and on completion of all requirements the award is granted.
- (c) Have your chosen Registered Training Organisation contact Working Futures to arrange to have individual topic completion and assessment results reported directly to them. Please note that this approach may require some costs to be recovered by Working Futures for the configuration of secure reporting to the RTO.

## Why disaggregate the Diploma of Business?

In repackaging the Diploma the course author, Dr Marcus Bowles, has drawn on over a decade of research and work with corporations and industry sectors in Australia and South East Asia that have been implementing management and leadership learning and development.

The repackaging of the Diploma into smaller topics clustered containing related topics is completed so you can:

- Undertake easy steps while maintaining a clear relationship between the topics, themes and the larger mosaic (i.e. the course).
- Access learning specific to an immediate knowledge need, on demand, anywhere, anytime;
- Progress beyond the small topic area if it is not fully understood by accessing supporting learning resources and assessment tools;
- Move beyond just a ‘competency-based’ focus linked to tasks and performance and instead also consider behavioural attributes and role-based mindsets;
- Access learning packaged to reflect real world application that occurs within every topic area; and
- Undertake learning sequentially and so advance your ability to learn by doing the learning! For instance, the further you progress through the topic areas the more different types of learning is encouraged and analytical skills introduced.

There is no assumption all learners will commence learning from the same point nor use the skills and knowledge acquired in the same context or environment.

The clusters of topics are ordered around the models developed by Dr Marcus Bowles. They are as follows:

1. Induction (about the self)
2. Interpersonal People Skills (about relationships and meaning)
3. Lead and Develop People (about people in context)
4. Manage Performance and Knowledge (about organisational value)
5. Improvement, Change and Innovation (about action for process improvement)
6. Planning strategically (about action for shared futures)

The final cluster represents assessment, or attainment of potential.

The clusters also have been finalised based on work and research also evidenced in the latest text from Henry Mintzberg, *Managers not MBA's* (2004, Berrett-Koehler Publishers Inc).

## **Recognition of Prior Learning (RPL) and Recognition of Current Competency (RCC)**

Individual that access the working Future's materials may opt to apply for the Diploma of Business (Frontline Management) at a later date. This can be completed in Australia under the Recognition of Prior Learning (RPL) process.

RPL is a formal process conducted through the national Recognition of Prior Learning (RPL) and Recognition of Current Competency (RCC) procedures Registered Training Organisations must have in place. It is offered to assist those who may have previous experience or skills to gain recognition and formal qualifications without repeating or undertaking unnecessary training.

Recognition of Prior Learning (RPL) and Recognition of Current Competency (RCC) will enable Participants to:

- Receive recognition of current levels of skills and knowledge
- Increase understanding of how to achieve qualifications
- Improve Participant's confidence in the level of skills and knowledge
- Undertake fewer modules of training by gaining 'credits'
- Save time
- Gain recognition in an organisational setting that is accepted by the wider local and national sphere
- Receive a qualification sooner.