



**The Chartered Management Institute's Short Course Programme
in association with ProSeminar**

The proof is in the eating . . . isn't it?

Peter Fleming looks at ProSeminar's Introductory Diploma in Management Programme and ways in which this approach adds value to management learning.

We are all familiar with the old adage that the skills of the chef are measured by the reactions of the diners – and, more to the point maybe, how much is left on their plates! But how should managers' performance be measured?

To answer this question we would need significantly more space than we have here... but that does not mean that the question should not be addressed! For trainers and HR specialists, the question is often narrowed down to questions about the validity of fundamental manager preparation and how well their skills are developed through development programmes and this is an important issue as significant sums of money are invested in managers' development in the UK each year – but evaluation and transfer of learning may not always receive the attention it should.

Clearly, for some skills programmes (for example presentation skills) can be readily tested by observing a manager's presentation and assessing it against a set of criteria. Continuing that observation will occur through 'audience reaction' to the manager's performance – but is there any 'proof' that a particular standard has been attained? It becomes the role of that manager's boss, coach or mentor to continue his or her development beyond the attendance certificate that is achieved.

However, a manager's role is considerably broader than a list of specific skills that can be observed as illustrated in the above example. What about the 'judgement', 'inspiration', 'industriousness', or sensitivity that managers apply in their role – and this is particularly noticeable when they take up a new role – or try to apply their new understanding of the role in their organisation.

Short Course for Management & Professional Development

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In recent years there has been a trend towards 'action learning' – or learning by doing. Clearly, there are both advantages and disadvantages to applying this principle across the board – in some applications it could be positively dangerous! However, a by-product from this self-directed form of learning is the concept of work assignments which, by their very nature, can be assessed – and they contribute to the manager's work performance.

This is the way in which the Introductory Diploma works; a re-orientation process commences with the formal learning course (Introduction to Management) and this is followed by the manager completing a number of set work assignments culminating in the submission of a specific report which is then assessed by the Chartered Management Institute's Awarding Body. So, the Diploma provides the personal assurance to participants that they have already achieved a recognised standard in their role – marked by the UK's leading professional management institution.

This is also a helpful achievement for the managers in gaining recognition inside their organisations and, because the assignments are work-based, no one can say that the Diploma is simply academic or theoretical! After all, management is more than a theoretical role – it combines a sophisticated mix of both knowledge and skill – and the real test comes in real life!

If you would like to start (or re-start!) your career with some worthwhile management qualifications, this Introductory Diploma is a good place to begin. It comes with student membership of the Chartered Management Institute – which gives you free access to some amazing web-based research information and guidance – and, of course, distance-coaching in support of the assignment.

What more could you ask? Follow the link for further details of ProSeminar's Introductory Diploma in Management Programme.

Peter Fleming, ProSeminar Director, is the tutor for the three-day Introduction to Management Workshop and the Introductory Diploma in Management Programme.

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