



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## Qualifi Level 7 Diploma in Strategic Management and Leadership

Specification (For Centres)

November 2018

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## About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI is also recognised by Qualifications in Wales (QiW) and the Council for the Curriculum, Examinations and Assessment (CCEA) who are responsible for Awarding Organisations and quality assurance in both Wales and Northern Ireland. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

## Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

## Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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# 1 Introduction

## 1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

## **1.2 Employer Support for the Qualification Development**

The development of these qualifications has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualifications on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

## **1.3 Qualification Title and Code**

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualifications is as follows:

Qualifi Level 7 Diploma in Strategic Management and Leadership: 601/5335/0

## **1.4 Awarding Organisation**

QUALIFI LTD

# **2 Programme Purpose**

## **2.1 Reasons for the Qualification**

The qualifications has been created to develop and reward the business managers of today and the future, and to continue to bring recognition and professionalism to the management sectors.

We hope that centres and learners take the opportunity to learn a great deal from these programmes that will provide relevant new skills and qualities.

It is envisaged that these programmes will encourage both academic and professional development so that you learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

The Diploma is accredited at the postgraduate Level 7. The programme has a total equivalence of 120 credits. Completing the Diploma allows access to a dissertation at one of our University partners for a related master's degree.

## **2.2 Rationale for the Diploma**

The Level 7 programme will require learners to critically evaluate, challenge and synthesise a wide range of current management tools, techniques and models. The emphasis placed on current management concepts and models is on those that are relevant to the 21st century business environment and context and goes beyond the normal examination of Anglo American management models.

The programme provides a unique opportunity for learners due to it not focusing upon Anglo American models. At level 7 the emphasis is also placed on the ability to adapt management concepts, tools and techniques to align with organisational culture and apply critical reflective thinking.

The qualification scope covers all the primary business functions and how these are interrelated and integrated. The mandatory units provide a holistic study of core organisational issues that are relevant to strategic decisions making, planning and enabling the organisation to achieve its strategic aims and objectives.

The optional units allow learners to select some specialisation in their study to support specific career directions. The Finance for Managers unit is strongly recommended for learners who have not had exposure to finance as a non-financial manager. Subject to market demand and feedback Qualifi may add further options to the qualification later on.

The qualification will enable learners to become independent, self-directed learners with tools and motivation to continue learning, developing and reflecting on practice throughout their careers.

## **2.3 Aims of the Diploma**

Level 7 qualifications are designed to develop the knowledge, understanding and skills learners require to deal with the complexities of leadership and strategic management in a business context, and to develop their ability to lead change in organisations.

The Qualifi Level 7 Diploma in Strategic Management and Leadership aims to give learners the opportunity to:

1. Gain a recognised qualification from an internationally recognised awarding organisation.
2. Learn from a curriculum supported by the most recent content relevant to a contemporary business environment.
3. Develop new skills and knowledge that can be immediately applied.
4. Prepare for higher-level positions in management through personal and professional development as a leader who thrives in complex and globally diverse environments.

5. Have assessments marked and moderated by respected professionals with practical experience across a number of business sectors and management fields.
6. Be supported by a digital online platform and develop a personalised e-portfolio to improve the transparency and portability of the qualification.
7. Progress along a pathway to gain a higher level qualification.

## **2.4 Learning Outcomes of the Diploma**

The overall learning outcomes of the Diploma are:

1. To understand and apply the principles of strategic leadership in a business environment
2. Review and apply the principles of business management within industry
3. To understand and apply the principles of strategic management in a specific environment
4. To improve the employability of learners by allowing them to explore the relationship between management theories and their practical application in the business world.
5. Analyse problem-solving techniques specific to business and industry
6. Select, collate, review and analyse information from a wide range of sources
7. Work independently and as part of a team
8. Manage one's own personal development and growth.

These are the overall learning outcomes in line with postgraduate programmes. The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

## **3. Delivering the Qualification**

### **3.1 Quality Assurance Arrangements**

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments

- marks and moderates assignments
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

### **3.2 Access to Study**

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

### **3.3 Entry Criteria**

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be expected to hold the following

- Level 6 Qualification or;
- First Degree.

In certain circumstances, managers with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.



## 4 Structure of the Qualification

### 4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Strategic Management and Leadership is a Level 7 Qualification made up of 120 credits.

All units are 15 credits in value. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a TQT of 150 hours incorporating 60 hours of Guided Learning. This equates to 1200 hours of TQT.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

## 4.2 Qualification Structure

The overall structure of the course is based on eight units that cover a number of topics relating to learning outcomes. Six units are mandatory with learners being able to choose two optional units from four. Each unit has the equivalency of 15 credits.

Learners will be invited to attend lectures and workshops that will introduce the subject matter.

Learners must complete all units successfully and achieve 120 credits before the Diploma can be issued.

Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas.

Units require reflective exam sets and/or summative assessments for marking.

### QUALIFI Level 7 Diploma in Strategic Management and Leadership

The Level 7 Diploma focuses on developing understanding, skills and abilities to equip the learner with the awareness and aptitudes to be an effective strategic manager and leader.

Learners must complete the six mandatory units and choose two from the four optional units.

| Unit Reference        | Mandatory Units                                      | Level | TQT | Credit | GLH |
|-----------------------|--|-------|-----|--------|-----|
| 702                   | Manage Team Performance to Support Strategy          | 7     | 150 | 15     | 60  |
| 704                   | Information Management and Strategic Decision Taking | 7     | 150 | 15     | 60  |
| 705                   | Leading a Strategic Management Project               | 7     | 150 | 15     | 60  |
| 706                   | Strategic Direction                                  | 7     | 150 | 15     | 60  |
| 711                   | Strategic Planning                                   | 7     | 150 | 15     | 60  |
| 724                   | Development as a Strategic Manager                   | 7     | 150 | 15     | 60  |
| <b>Optional Units</b> |  |       |     |        |     |
| 703                   | Finance for Managers                                 | 7     | 150 | 15     | 60  |
| 708                   | Strategic Marketing                                  | 7     | 150 | 15     | 60  |
| 710                   | Organisational Change Strategies                     | 7     | 150 | 15     | 60  |
| 712                   | Human Resource Planning                              | 7     | 150 | 15     | 60  |

### 4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 7 Diploma in Strategic Management and Leadership** can progress to:

- the QUALIFI Level 8 Diploma in Strategic Management and Leadership, or
- a university partner to complete a dissertation to then receive a full master's degree, or
- directly into employment in an associated profession.

### 4.4 University Exemptions

QUALIFI has exemptions for learners to progress to a number of universities to complete a master's degree. This generally requires completion of a dissertation only.

The pathways are an indication of a learner's progress towards a university degree and are based on the university's review of QUALIFI's learning programmes and outcomes. Further information is available here <http://www.QUALIFI.net/learning-pathways/>

### 4.5 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

## 5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff

- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

## 6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

### 6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## 7. Assessment

These qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria)

requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

## **8. Course Regulations**

### **8.1 Course Requirements**

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful students through the registered centres.

### **8.2 Classification of Awards**

Where a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI, and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or,

at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

### **8.3. Learner Voice**

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

### **8.4 Complaints**

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## **9 Equality and Diversity**

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

## 10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0)115 888 2323 or +44 (0)208 123 2946

Or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

Website: [www.QUALIFI.net](http://www.QUALIFI.net) [www.QUALIFI-international.com](http://www.QUALIFI-international.com)

## Appendix 1: Unit Descriptors

### Unit 702: Manage Team Performance to Support Strategy

Unit code: Y/506/9067

RQF level: 7

#### Aim

The unit will explore how team performance can be evaluated and optimised to realise strategic objectives.

#### Learning Outcomes and Assessment Criteria

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| 1. Be able to set performance targets for teams to meet strategic objectives                            | 1.1 Critically assess the links between team performance and strategic objectives   |
|   | 1.2 Critically evaluate tools and techniques available to set team performance targets  |
|   | 1.3 Critically evaluate the value of team performance tools to measure future team performance  |
| 2. Be able to agree team performance targets to contribute to meeting strategic objectives              | 2.1 Analyse how to determine required performance targets within teams against current performance  |
|   | 2.2 Address the need for individual commitment to team performance in achievement of strategic objectives   |
|   | 2.3 Critically evaluate the application of delegation, mentoring and coaching to the achievement of the strategic objectives                          |
|   | 2.4 Critically evaluate a team performance plan to meet strategic objectives  |
| 3. Be able to monitor actions and activities defined to improve team performance                        | 3.1 Identify tools and methodologies to assess the process for monitoring team performance and initiate changes where necessary                       |
|   | 3.2 Evaluate team performance against agreed objectives of the plan and address problematic performances  |
|   | 3.3 Critically evaluate the impact of the team performance in contributing to meeting strategy  |
| 4. Be able to apply influencing skills to respond to the dynamics and politics of personal interactions | 4.1 Determine influencing methodologies that can gain the commitment of individuals to strategy   |
|   | 4.2 Critically discuss the impact of individual dynamics, interests and organisational politics on securing the commitment of individuals to strategy |



## Indicative Content

In this unit learners will study a number of models, concepts and ideas that can be used to manage team performance. These include:

- Setting the context for team performance
- IMPAQ Performance Management Approach
- Performance Management System & Performance Appraisal Context
- Elements of the Change Framework
- Adair – action centres leadership
- Scope & Objectives of change
- Motivation Models and Concepts
- Tuckman – Stages of team development
- Latham and Locke 1990
- The Performance Management Cycle
- Aligning Team Goals with Organisational Strategy
- The Performance Appraisal Cycle
- The GROW Model and Coaching
- Belbin – Team Size
- Blended Performance Measures
- Building Blocks for Highly Effective Teams
- Managing the Psychological Contract
- Adams 1965 Expectancy Theory
- Current issues in performance management
- Some Other Measurement Systems
- Employee Engagement.

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to help you set departmental, project, team and their own objectives.

## Core Text

Leading, Managing and Developing People, Rees, G. and French, R. 2010

## Suggested Resources

<http://www.cipd.co.uk/hr-resources/factsheets/identifying-learning-talent-development-needs.aspx>

### **Empowerment**

<http://www.economist.com/node/12497834>

### **Coaching and mentoring**

<http://www.cipd.co.uk/hr-resources/factsheets/coaching-mentoring.aspx>

**Managing stakeholders**

<http://www.som.cranfield.ac.uk/som/dinamic-content/media/CR%20Stakeholder.pdf>

**CMMI**

<http://www.sei.cmu.edu/cmmi/>

**Nadler and Tushman - Organisational congruence model**

<http://super-business.net/knowledge-management/853.html>

**Porter's Value Chain**

<http://www.ifm.eng.cam.ac.uk/research/dstools/value-chain/>

<http://super-business.net/knowledge-management/853.html>

**Mintzberg - Crafting strategies**

<https://hbr.org/1987/07/crafting-strategy/ar/1>

**TRIZ UK**

<http://www.triz.co.uk/>

**Guānxi**

<http://www.worldlearnerchinese.com/content/what-guanxi>

**The 7 Habits of Effective Managers, Stephen Covey**

<https://www.stephencovey.com/7habits/7habits.php>

**General systems model**

<http://www.open.edu/openlearn/science-maths-technology/computing-and-ict/systems-computer/systems-thinking-and-practice/content-section-0>

**Problem structuring methods**

<http://www.sciencedirect.com/science/article/pii/S0377221703000560>

**The Core Competence of the Corporation, Prahalad and Hamel 1990**

[http://www.enterrasolutions.com/media/docs/2013/08/Prahalad\\_Hamel\\_1990.pdf](http://www.enterrasolutions.com/media/docs/2013/08/Prahalad_Hamel_1990.pdf)

**Emotional intelligence**

<http://psychology.about.com/od/personalitydevelopment/a/emotionalintell.htm>

<https://www.stephencovey.com/7habits/7habits.php>

**Kakabadse**

<http://www.kakabadse.com/>

**Neuroscience for Leadership: Harnessing the Brain Gain Advantage (The Neuroscience of Business)**

<http://www.amazon.co.uk/Neuroscience-Leadership-Harnessing-Advantage-Business/dp/1137466855>

**Belbin**

<http://www.belbin.com/rte.asp?id=73&pressid=31>

**Emotional intelligence**

<http://psychology.about.com/od/personalitydevelopment/a/emotionalintell.htm>

**Win-win**

<https://www.youtube.com/watch?v=t9Lo2fgxWHw>

[https://en.wikibooks.org/wiki/Introduction\\_to\\_Game\\_Theory/Prisoner%27s\\_Dilemma](https://en.wikibooks.org/wiki/Introduction_to_Game_Theory/Prisoner%27s_Dilemma)

**5 conflict management styles**

<http://sourcesofinsight.com/conflict-management-styles-at-a-glance/>

## Unit 703: Finance for Managers

Unit code: D/506/9071

RQF level: 7

### Aim

This unit is geared towards supporting learners in understanding and using financial information and data. This unit is important to learners as it supports decision making.

### Learning Outcomes and Assessment Criteria

| Learning Outcomes   | Assessment Criteria  |
|---|--|
| 1. Be able to analyse financial information and data                                | 1.1 Determine what financial information is needed and assess its validity   |
|   | 1.2 Analyse different financial documents and information and formulate conclusions about financial performance levels and needs of stakeholders                                   |
|   | 1.3 Conduct comparative analysis of financial information and data   |
|   | 1.4 Critically review and question financial information and data  |
| 2. Be able to assess budgets and their ability to support organisational objectives | 2.1 Identify how a budget can be produced taking into account financial constraints and achievement of targets and accounting conventions  |
|   | 2.2 Be able to assess a budget   |
|   | 2.1 Identify how a budget for a complex organization can support organizational objectives and targets whilst taking into account financial constraints and accounting conventions |
| 3. Be able to evaluate financial proposals for expenditure provided by others       | 3.1 Identify criteria by which proposals can be judged   |
|   | 3.2 Critically analyse the viability of a proposal for expenditure   |
|   | 3.3 Identify the strengths and weaknesses of a proposal and give feedback on the financial proposal  |
|   | 3.4 Analyse the viability of a proposal for expenditure  |

## Indicative Content

- Context: Financial Accounting and Management Accounting
- Basic accounting concepts, e.g. profit, cash, matching
- Difference between capital & revenue, sources of financial & cost data
- Financial Analysis
- Budgeting and cash flows
- Costing methods and overhead allocations
- Return on Investment calculations
- The role of depreciation
- Cost / profit centres and allocating costs
- Analysis of financial data, cost benefit analysis
- Lean Methods and Lean accounting
- The difference between data and information
- Sources of data and information

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to help them set departmental, project, team and their own objectives.

## Core Texts

There are two sets of core text: one to support UK accounting rules and treatment of depreciation and tax. And the second to support US accounting rules and treatment of depreciation and tax

### Core Text (US)

- Horngren's Financial & Managerial Accounting, The Managerial Chapters and The Financial Chapters, Global Edition, 5th Edition
- Introduction to Management Accounting Global Edition, 16th Edition, Charles Horngren, Gary Sundem, William Stratton, Dave Burgstahler, Jeff Schatzberg, Feb 2013,

### Core Text (UK)

- Introduction to bookkeeping and accounting Kindle Edition, by The Open University
- Accounting Paperback – 5 Apr 2013, by Michael J. Jones. This includes students on both accounting and non-accounting degrees and also MBA students.

### **Suggested Resources (US)**

- Financial Accounting Standards Board
- American Institute of Certified Public Accountants
- International Accounting Standards Board
- International Financial Reporting Standards
- <http://aaajournals.org/doi/full/10.2308/accr-10297>

### **Suggested Resources (UK)**

- <http://www.accaglobal.com/uk/en.html>
- <http://www.aca.org.uk/>
- <https://www.cipfa.org/>
- <http://www.icaew.com/en/about-icaew/what-is-chartered-accountancy/major-accountancy-bodies>

## Unit 704: Information Management and Strategic Decision Taking

Unit code: H/506/9069

RQF level: 7

### Aim

The unit will address the volume and complexity of data and information available to organisations and how to analyse, apply and determine its value in making strategic decisions.

### Learning Outcomes and Assessment Criteria

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| 1. Be able to understand the importance of management information on strategic decisions | 1.1 Critically identify the features of data and information  |
|  | 1.2 Determine the criteria to be applied when selecting appropriate data and information to support strategic decisions |
|  | 1.3 Critically evaluate the impact of a management information system to an organisation                                |
| 2. Be able to understand the importance of information sharing within an organisation    | 2.1 Determine the legal responsibilities in sourcing, sharing and storing information                                   |
|  | 2.2 Critically discuss when information should be offered and access allowed  |
|  | 2.3 Critically evaluate the formats in which information can be provided and the impact of using various formats        |
| 3. Be able to use information to support strategic decision making                       | 3.1 Critically analyse information to identify patterns, trends and impacts on strategic decision making                |
|  | 3.2 Critically evaluate a range of decision making tools and techniques available to support strategic decision making  |
|  | 3.3 Determine data and information sources available to assist in strategic decision taking                             |
| 4. Be able to monitor and review management information                                  | 4.1 Critically identify methods of evaluating management information within an organisation                             |
|  | 4.2 Formulate processes and methodologies for analysing the impact of information on the strategic decisions made       |
|  | 4.3 Determine methods of developing information capture to inform and support strategic decision making                 |

## Indicative Content

In this unit learners will be introduced to concepts, ideas and models that underpin an organisation undertaking information management and strategic decision taking. The models and concepts will include:

- Context is everything
- The Knowledge Economy
- Knowledge Management Drivers
- Dimensions of Knowledge Management
- Knowledge is Carbon Not Silicon?
- Tacit and explicit knowledge
- Do You Know What You Know?
- The Ackoff Pyramid
- A Common K-M Misconception
- Organisational Knowledge and Individual Knowledge
- Four Modes of Knowledge Creation
- Data Protection and Information Security
- Communities of Practice
- Uses of IT and digital technologies
- Knowledge Sharing - or not!
- Ethics Information Cultures – Definition.

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to help you set departmental, project, team and personal objectives.

## Core Text

Exploring Strategy, Johnson, G, Whittington, R. and Scholes, K., London Financial Times / Prentice Hall 9th Edition 2011

## Suggested Resources

***Stewart Brand: How Buildings Learn: What Happens after They're Built***

<http://shearinglayers.com/layers/>

**TRIZ**

<http://www.triz.co.uk/>

**COBIT 5**

<https://cobitonline.isaca.org/>

**ITIL**

<http://www.itil.org.uk/>

***eTOM (Extended Telecoms Operating Model)***

<https://www.tmforum.org/tm-forum-framework/>

### ***Systems and Requirements Engineering***

[http://www.incose.org/.](http://www.incose.org/)

#### ***ISO9000 - Quality Management***

The ISO 9000 family addresses various aspects of quality management and contains some of ISO's best-known standards. The standards provide guidance and tools for companies and organizations that want to ensure their products and services consistently meet customer's requirements and quality is consistently improved.

Standards in the ISO 9000 family include:

ISO 9001:2015 - sets out the requirements of a quality management system

ISO 9000:2015 - covers the basic concepts and language

ISO 9004:2009 - focuses on how to make a quality management system more efficient and effective

ISO 19011:2011 - sets out guidance on internal and external audits of quality management systems.

#### ***A theory of networks (Karen Stephenson)***

[http://avxhome.se/ebooks/The\\_exploit\\_a\\_theory\\_of\\_networks.html](http://avxhome.se/ebooks/The_exploit_a_theory_of_networks.html)

#### ***The Fractal Organisation***

<http://journals.issn.org/index.php/proceedings56th/article/viewFile/1796/663>

<http://www.amazon.com/The-Fractal-Organization-sustainable-organizations/dp/0470060565>

#### ***OODA***

[https://www.mindtools.com/pages/article/newTED\\_78.htm](https://www.mindtools.com/pages/article/newTED_78.htm)



## Unit 705: Leading a Strategic Management Project

Unit code: L/506/9065

RQF level: 7

### Aim

The unit will involve the learner in formulating research and methodologies to support a strategic management project. They will be required to critically evaluate options and data sources prior to presenting project outcomes.

### Learning Outcomes and Assessment Criteria

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| 1. Be able to identify and justify a strategic investigative project                         | 1.1 Determine a strategic topic to investigate that has significant implications for the organisation                             |
|  | 1.2 Discuss the aim, scope and objectives of the project  |
|  | 1.3 Take responsibility for and justify the topic of investigation and its aim, scope and objectives                              |
|  | 1.4 Formulate the project research methodology, including the project structure and research base                                 |
| 2. Be able to conduct research using different data sources, and synthesise data and options | 2.1 Assess sources of data and information that will support the aim of the project   |
|  | 2.2 Synthesise the data and information for options or alternatives that support the project aims                                 |
|  | 2.3 Critically evaluate and determine an option that supports the project's strategic aims  |
| 3. Be able to draw conclusions and make recommendations that achieve the project aim         | 3.1 Critically evaluate the research to enable conclusions to be made   |
|  | 3.2 Recommend a course of action that achieves the strategic aims of the project  |
|  | 3.3 Critically analyse the impact of the recommendations  |
| 4. Be able to develop and review the results of the investigative project                    | 4.1 Determine the medium to present the result of the project and its contribution to strategic objectives                        |
|  | 4.2 Take responsibility for the results of the investigative project and the substantial changes and developments it brings about |
|  | 4.3 Critically evaluate the impact and success of the investigative project   |

## Indicative Content

In this unit learners will examine:

- Setting Scope and Boundaries
- Project planning, e.g. use of Gantt and Time box
- Project phases including diagnosis and analysis
- Messy problems
- Critical Success Factors and, assumptions
- Project Initiation
- Types of investigative project
- Generation and evaluation of options
- Implementation strategy and plans
- Methods and Techniques for collecting Data and Information
- Different Types of Research
- Quantitative and Qualitative Research
- Basic/Applied research
- Deductive/Inductive Research
- Research Philosophies
- Differences between data, information and knowledge
- Trade off models
- Project Risks and risk model
- Earned Value Management formulation. (EVM)
- Evolving Project Charters – Project Initiation Documents
- Project techniques for managing Time – Scope – Quality – Costs
- Application for tender/

## Core Text

- Project Management, a step by step guide on how to plan and manage a highly successful project. Richard Newton 2006

## Suggested Resources

- Project Management, a step by step guide on how to plan and manage a highly successful project. Richard Newton
- The Project Manager, mastering the art of delivery. Richard Newton
- Brilliant Checklist for Project Managers. Richard Newton
- A Guide to the Project Management Body of Knowledge (PMBOK- The Project Management Institute)
- Essential Maths for Business and Management. Morris, C. 2007, London: Palgrave Macmillan

- Business Research Projects, Jankowicz, Chapman Hall
- Researching and Writing Dissertations, Horn, CIPD
- Essential Guide to Qualitative Methods in Organisational Research, Cassell C. & Symon G. 2004 London: Sage.
- Research Methods for Managers, 4th ed, Gill, J. & Johnson, P. 2010, London: Sage
- Market Research in Practice: Questionnaire Design: How to Plan Structure and Write Survey Material for Effective Market Research, Bruce, I. (2008) 2nd edition, London, KoganPage.
- Embracing Complexity, Allen, Bowman and Boulton, Oxford University Press

## Unit 706: Strategic Direction

Unit code: D/506/9068

RQF level: 7

### Aim

The unit will explore the strategic aims and objectives of an organisation and their significance in setting direction, and identifying success and progress for the organisation. The unit will also explore where different strategic options may lead the organisation to change its direction.

### Learning Outcomes and Assessment Criteria

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| 1. Be able to review and determine the organisation's strategic aims and objectives            | 1.1 Critically analyse the existing strategic aims and objectives of the organisation   |
|  | 1.2 Undertake a critical evaluation of the components of current organisational strategy  |
|  | 1.3 Critically analyse the factors affecting the strategic aims of organisational strategy over the short and medium term   |
| 2. Be able to evaluate progress towards achieving organisational strategic aims and objectives | 2.1 Apply a range of diagnostic and analytical tools to audit and assess progress towards existing strategic aims and objectives  |
|  | 2.2 Take responsibility for and critically assess the expectations of all stakeholders and their influence upon future organisational strategy                            |
|  | 2.3 Critically analyse, interpret and produce an evaluation of the existing organisational strategic position and progress towards achieving the existing strategy        |
| 3. Be able to determine and evaluate strategic options to support a new strategic position     | 3.1 Critically evaluate and develop a range of alternative strategic options to meet organisational strategic aims, direction and objectives in the short and medium term |
|  | 3.2 Determine and justify the existing strategic option that can meet the revised strategic position  |

### Indicative Content

In this unit learners will be introduced to some of the concepts, ideas and models that underpin an organisation setting or taking a strategic direction. The models and concepts to be discussed include:

- Evaluate each component part of the chosen strategic plan
- Analyse the factors affecting the strategic plan of your choice

- Internal and external change drivers
- Structured evaluation of the organisation's strategic position
- Strategic options to meet strategic aims and objectives
- Justifying strategic options
- Evaluating the expectations of all stakeholders
- Medelow – Johnson, Whittington and Scholes
- POSIWID and organisational purpose.

### Core Text

Exploring Strategy, Johnson, G, Whittington, R and Scholes, K. London Financial Times / Prentice Hall  
9th Edition 2011

### Suggested Resources

- The Art of Strategy. (Avinash K. Dixit)
- Competitive Strategy Techniques. (Professor Michael Porter)
- Blue Ocean Strategy. (W. Chan Kim)
- Good Strategy Bad Strategy. (Richard Rumelt)
- The Lean Start-up. (Eric Ries)
- Strategy. (B. H. Liddell Hart)
- The Innovators Dilemma. (Clayton M. Christiansen)
- Competitive Advantage. (Professor Michael Porter)
- Strategic Safari. (Henry Mintzberg)
- Competitive Advantage. (Johnson and Scholes)
- Grant, R., (2007) Contemporary Strategy Analysis 6th Ed., Pearson
- Lynch, R., (2005) Corporate Strategy 4th Ed., F-T/Prentice Hall
- Mintzberg, H., (2007) Tracking Strategies: Towards a General Theory, OUP
- Ringland, G. (2004) Scenario Planning. Wiley
- Van der Heijden, K. (2004) Scenarios: The Art of the Strategic Conversation. Wiley
- Whittington R (2001) What is Strategy – and does it matter? 2nd Ed. Thomson Learning
- Stacey, R., (2011) Strategic Management and Organisational Dynamics: The Challenge of Complexity to Ways of Thinking about Organisations. 6th ed. Harlow, England, New York: Financial Times Prentice Hall.

## Unit 708: Strategic Marketing

Unit code: M/506/9074

RQF level: 7

### Aim

The unit will investigate underlying models, techniques and theories that underpin marketing and can contribute to strategic objectives. It will also provide learners with a critical understanding of the marketing function within complex organisations.

### Learning Outcomes and Assessment Criteria

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| 1. Be able to understand the relationship between the marketing plan and strategic objectives | 1.1 Critically evaluate how marketing techniques and tools can support the strategy of an organisation and how this impacts on the marketing plan   |
|   | 1.2 Determine marketing methodologies and approaches that contribute to a marketing plan within complex organisations                               |
|   | 1.3 Address risk associated with the marketing plan   |
| 2. Be able to produce a strategic marketing plan  | 2.1 Critically analyse the components of a marketing plan and the levels of importance of each component to the achievement of strategic objectives |
|   | 2.2 Address mitigation strategies for high risk components of the plan  |
|   | 2.3 Develop a marketing plan that will achieve strategic objectives for a complex organisation  |
| 3. Be able to promote the marketing plan in support of strategic objectives                   | 3.1 Discuss how the plan supports strategic objectives  |
|   | 3.2 Develop an approach to gain agreement for the marketing plan that will change organisation actions and methods to achieve strategic objectives  |
|   | 3.3 Critically evaluate and provide review measures for the agreed plan   |

### Indicative Content

- Marketing mix and principles of marketing
- Marketing research
- International marketing planning
- Methods and Techniques for collecting Data and Information
- Basic / Traditional Approaches to Strategy

- Marketing methodologies
- Diffusion of Innovation, Product life cycle and experience curve
- Issues of risk within a marketing plan
- Components of a Strategic Marketing Plan
- Brand & Advertising including Global Brands
- Advertising to Children
- The Regulatory Frameworks
- Use Product/Service Branding
- Behaviours and Attitudes
- Behavioural Measures of Loyalty
- Customer Service
- Digital and Global marketing
- Globalization theories and cases in practice.
- Advertising to Children
- The Regulatory Frameworks

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to help them set departmental, project, team and their own objectives.

#### **Core Text**

- Marketing by Paul Baines and Chris Fill, 3<sup>rd</sup> Edition, Oxford University Press

#### **Suggested Resources**

- Hollensen, S. (2013) Global Marketing Harlow, 6th Edn. Pearson Education
- Friedman, Thomas L. (2006) The World is Flat: The Globalized World in the Twenty-First Century, Penguin Group, London/New York 978-0-141-03489-8
- Soros, George (2002) George Soros On Globalization, Perseus, New York 1-903985-24-2
- European Journal of Marketing
- International Journal of Bank Marketing
- International Journal of Pharmaceutical and Healthcare Marketing
- International Marketing Review
- Journal of Business & Industrial Marketing
- Journal of Communication Management
- Journal of Consumer Marketing
- Journal of Fashion Marketing and Management
- Journal of Islamic Marketing
- Journal of Product & Brand Management
- Journal of Research in Interactive Marketing
- Journal of Research in Marketing and Entrepreneurship
- Journal of Services Marketing
- Journal of Social Marketing
- Marketing Intelligence & Planning
- Qualitative Market Research
- Young Consumers
- Marketing Week

## Unit 710: Organisational Change Strategies

Unit code: K/506/9073

RQF level: 7

### Aim

The main objective of this unit is to enable learners to understand, plan and achieve organisational change successfully. The received wisdom in much of the business world is that change has to be fast, large-scale and transformational if organisations are to survive. However, there is also evidence that many successful organisations take a much slower and more cautious approach to change. In addition, the failure rate of change initiatives is claimed to be around 70%. It follows from this that managing organisational change is one of the most problematic tasks leaders undertake, and that the ability to do so is a key attribute of successful leaders and successful organisations.

This unit will examine the changing nature of organisations and the challenges they face. It will examine the main approaches to managing change and show how these relate to the types of change that organisations are undertaking, especially in terms of individual, group and organisational behaviour.

### Learning Outcomes and Assessment Criteria

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| 1. Understand how to apply solutions to organisational change              | 1.1 Critically evaluate the range of organisational change models and frameworks that could be used in your organisation                     |
|  | 1.2 Identify and apply a range of creative problem solving tools and techniques to address change challenges                                 |
|  | 1.3 Critically evaluate, determine and justify change solutions that link to the achievement of organisational strategy                      |
| 2. Understand how to develop a change strategy using implementation models | 2.1 Critically evaluate a range of change implementation models  |
|  | 2.2 Identify and justify the criteria to select and support a change implementation model and will achieve the organisational change desired |
| 3. Be able to analyse an organisational response to change                 | 3.1 Identify and demonstrate the use of analytical tools to monitor the progress and the effects of change within your organisation          |
|  | 3.2 Critically assess monitoring and measurement techniques used to measure and track change within an organisation                          |
|  | 3.3 Analyse and critically assess strategies to minimise the impact of adverse effects of change in your organisation                        |



|   |   |
|---|---|
| 4. Understand how to evaluate the impact of change strategies | 4.1 Critically evaluate the processes required to review the impact of the change in your organisation        |
|   | 4.2 Critically analyse and discuss the results of a change impact review                                      |
|   | 4.3 Formulate findings of a change analysis and present them in an appropriate way for different stakeholders |

### Indicative Content

- Setting Scope and Boundaries
- Perspectives and relationships
- PSMs - problem structuring methods
- The importance of organisational change
- Change communications and communications strategies
- Organisational structures
- Organisational maturity and leadership styles
- Organisational change and the individual
- A 20 Year Look at Business and Organisational Change
- Organisational change and organisational theory
- Culture, Power, Politics and Change
- Approaches to organisational change – traditional models
- Change solutions v change options
- Change as an emergent, tropic, rhizomatic and spontaneous process
- The emergence and power of social media as a change process
- Supporting tools and techniques
- Organisational change and organisational choice
- Change in Practice – The Consultant’s View

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to help them set departmental, project, team and their own objectives.

### Core Texts

- Planning and Managing Change Paperback – by Bill Mayon-White (Editor)
- Managing Change Paperback by Bill (Editor) Mabey Chr and Mayon-White (Author)

## Suggested Resources

- Burnes, B (2009) Managing Change (5th Edition). FT/Prentice Hall.
- Rosabeth Moss Kanter: pioneer of empowerment and change management
- Gary Hamel: the search for a new strategic platform
- Sumantra Ghoshal: professor of the Spring strategy
- Charles Handy: understanding the changing organisation
- Igor Ansoff: father of corporate strategy
- C K Prahalad: a new view of strategy
- Richard Tanner Pascale: change agility and complexity
- Kurt Lewin: change management and group dynamics
- [https://www.academia.edu/479771/Change\\_Management\\_The\\_Road\\_Ahead](https://www.academia.edu/479771/Change_Management_The_Road_Ahead)
- [https://www.researchgate.net/profile/Cliff\\_Oswick/publications](https://www.researchgate.net/profile/Cliff_Oswick/publications)

## Unit 711: Strategic Planning

Unit code: Y/506/9070

RQF level: 7

### Aim

This unit is about the value of the strategic planning process in formulating appropriate strategies and designing a plan that will be supported by stakeholders and other organisational leaders. The critical review of the plan and its success is also addressed in the unit.

### Learning Outcomes and Assessment Criteria

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| 1. Be able to conceive and analyse strategic options                     | 1.1 Critically analyse and identify the organisation's strategic aims and objectives including the approach adopted to strategic planning                                   |
|  | 1.2 Determine alternative strategic options available and the implications for the organisation   |
|  | 1.3 Critically evaluate the impact of stakeholder expectations on a strategic plan and the planning horizon   |
| 2. Be able to formulate a strategic plan                                 | 2.1 Critically evaluate the strategic options available to the organisation over the existing planning horizon and factoring in wider context market and competitor impacts |
|  | 2.2 Assess and determine the priorities and feasibility of alternative options over the existing planning horizon   |
|  | 2.3 Carry out a risk assessment of the preferred strategy and alternatives  |
|  | 2.4 Identify, justify and articulate the selected strategies within the plan and address any potential problems   |
|  | 2.5 Produce a strategic plan and its components to achieve the selected strategic direction   |
| 3. Be able to implement, evaluate, monitor and review the strategic plan | 3.1 Critically review the organisational and market factors to be considered in the implementation of the strategic plan  |
|  | 3.2 Determine and apply a range of tools and concepts to monitor and review the strategic plan  |
|  | 3.3 Determine the impact of the strategic plan on the organisation's direction and achievement of the organisation's objectives   |

## Indicative Content

In this unit learners will be introduced to the concepts, ideas and models that underpin an organisation setting or taking a strategic direction. The models and concepts briefly discussed include:

- Organisational aims and objectives
- Alternative Strategic Options
- Strategic Tools and Techniques
- Other Tools and Techniques
- Stakeholder expectations
- Strategic options
- Risk Assessment
- Components of a Strategic plan
- How to evaluate, monitor and review a strategic plan.

## Core Text

- Exploring Strategy, Johnson, G, Whittington, R and Scholes, K. London Financial Times / Prentice Hall 9th Edition 2011

## Suggested Resources

- Johnson, G, Whittington, R and Scholes, K (2013) Exploring Strategy. London: Financial Times / Prentice Hall.
- Johnson, M. W., Christensen, C. M., & Kagermann, H. (2008). Reinventing your business model. Harvard Business Review, 86(12), 50-59.
- Kaplan, R. S., & Norton, D. P. (2007). Using the balanced scorecard as a strategic management system. Harvard Business Review, 85(7/8), 150-161.
- Markides, C. and Williamson, P. (1996). 'Corporate diversification and organizational structure: A resource-based view'. Academy of Management Journal: 39(2): 340
- Martin, J. and Sayrak, A. (2003). 'Corporate diversification and shareholder value: a survey of recent literature'. Journal of Corporate Finance, 9(1): 37–57.
- Neilson, G. L., Martin, K. L., & Powers, E. (2008). The secrets to successful strategy execution. Harvard Business Review, 86(6), 60-70.
- Johnson, G, Whittington, R and Scholes, K (2011) Exploring Strategy. London: Financial Times / Prentice Hall.
- Strategic management system. Harvard Business Review, 85(7/8), 150-161.
- Martin, J. and Sayrak, A. (2003). 'Corporate diversification and shareholder value: a survey of recent literature'. Journal of Corporate Finance, 9(1): 37–57.
- Porter, M. E. (1996). What is strategy? Harvard Business Review, 74(6), 61-78.
- Sethi, R., Iqbal, Z., & Sethi, A. (2012). The Role of Micropolitical Strategies. Journal of Marketing, 76(2), 99-115. doi:10.1509/jm.09.0308.

## Unit 712: Human Resource Planning

Unit code: H/506/9072

RQF level: 7

### Aim

The unit will address issues that are important when planning for and securing a workforce that will be able to deliver strategic objectives. The unit will also consider the constraints and influences on organisational HR practices.

### Learning Outcomes and Assessment Criteria

| Learning Outcomes   | Assessment Criteria   |
|---|---|
| 1. Understand how the HR plan supports strategic objectives                       | 1.1 Critically assess the strategic importance of current, future and anticipated HR requirements   |
|   | 1.2 Analyse how HR planning impacts on the strategic plan   |
| 2. Understand the legal and organisational frameworks for the employment of staff | 2.1 Evaluate the current legal frameworks that influence a HR plan  |
|   | 2.2 Identify approaches and methodologies to support the recruitment and selection of staff (external candidates) and the impact of current legislation and organisation requirements |
| 3. Understand the effect of the organisational environment on employees           | 3.1 Critically evaluate how organisational culture affects recruitment and retention of employees   |
|   | 3.2 Discuss the work environment influences where personal work life balance issues and the changing patterns of work practices determine motivation and commitment                   |

### Indicative Content

In this unit, learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to help them set departmental, project, team and their own objectives. Topics will include:

- What is HRM
- Drivers' towards HRM?
- Categorisation of Theories of HRM
- Categorisation and Critiques of HRM Models / Approaches
- Approaches to the Development of HR Strategy
- Organisation theory

- Contemporary theories of organisations
- Ulrich's Adapted HR Stool
- Organisational & managerial perspectives
- Best Practice Models
- Evolution of HR Strategy
- Performance management the planning, assessment and feedback model
- The Michigan HR resource cycle
- Features of new organisational forms
- Managing employee relations
- Corporate governance, ethics, CSR and accountability.

### **Core Text**

- Torrington, D., Hall, L. and Taylor, S. (2005) Human Resource Management. Harlow: Financial Times.

### **Suggested Resources**

- Boxall, P. and Purcell, J. (2003) Strategy and Human Resource Management. Basingstoke: Palgrave.
- Mello, J.A. (2006) Strategic Human Resource Management. South-Western, Thompson.
- Schuler, R.S. and Jackson S.E. (2007) (eds.) Strategic Human Resource Management: A Reader. London: Blackwell Publishers.
- Wood, S. (1999) Human Resource Management and Performance. International Journal of Management Reviews, 1: 367–413
- People Management Journal. CIPD

## Unit 724: Development as a Strategic Manager

Unit code: J/506/9064

RQF level: 7

### Aim

The unit aims to support organisational and self-awareness in learners. It provides a foundation for a self-critical and reflective approach to personal development to support the learner when operating at a strategic level. Wider context organisational and environmental factors are also considered as contributors to overall strategic success of the individual and the organisation.

### Learning Outcomes and Assessment Criteria

| Learning Outcomes  | Assessment Criteria   |
|--|---|
| 1. Be able to identify personal skills to achieve strategic ambitions                              | 1.1 Critically analyse the strategic direction of the organisation  |
|  | 1.2 Critically evaluate the strategic skills required of the leader operating in a complex environment to achieve personal and organisational strategic ambitions |
|  | 1.3 Assess the relationship between existing, required and future skills to achieve strategic ambitions   |
| 2. Be able to manage personal leadership development to support achievement of strategic ambitions | 2.1 Critically discuss the opportunities to support leadership development  |
|  | 2.2 Design a personal development plan to direct leadership development in a complex environment  |
|  | 2.3 Devise an implementation process to underpin the success of the development plan that can realise substantial changes in leadership style                     |
| 3. Be able to evaluate the effectiveness of the leadership development plan                        | 3.1 Critically evaluate the achievement of outcomes of the plan against original objectives   |
|  | 3.2 Evaluate the impact of leadership style and the achievement of objectives on strategic ambitions in different organisational settings                         |
|  | 3.3 Critically review and update the leadership development plan  |
| 4. Be able to advocate an employee welfare environment that supports organisational values         | 4.1 Critically evaluate the impact of corporate commitment to employee welfare on strategic organisational objectives   |
|  | 4.2 Discuss how an employee welfare environment can affect achievement of strategic organisational objectives   |
|  | 4.3 Determine the influence of corporate commitment to  |

employee welfare on the development of organisational values that will realise strategic ambitions

## Indicative Content

The indicative content for learners includes, but is not limited to, the following:

- Approaches to business strategy
- Old and new business models
- Strategy evolution
- Resource based approach to strategy
- Analysis of the environment
- Honey and Mumford learning styles
- Personal development and gap analysis including developing yourself
- Career anchors (Edgar Schein)
- Blanchard, Adair, Blake and Mouton Models on leadership and development
- Argyris' double loop learning
- Reddin's 3D and Belbin's team roles
- Skills competences and know-hows including core and distinctive competences
- Intellectual capital and balance score card methods
- Development of a personal development plan (PDP)
- Health and safety at work
- Erikson's Life Stage Theory
- Nudge Theory
- Psychological Contract
- Kirkpatrick's Learning Evaluation Model
- Erikson's Theory of Personal Development (1902 – 1994)
- Developmental and Sponsorship Mentoring
- Formal and Informal Coaching.

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to help them set departmental, project, team and their own objectives.

## Core Text

Human resource management at work Marchington, M. and Wilkenson, A 2008

## Suggested Resources

- The CIPD Employee Outlook report is based on a twice-yearly survey of over 2,000 UK employees conducted by YouGov on behalf of the Chartered Institute of Personnel and Development, well worth a general read



- Organisational Behaviour, ARVINEN MUONDON and PERKINS, KOGAN PAGE
- Human resource Management in a Business Context, KEW and STREDWICK, CIPD
- Strategy and human resource, BOXALL, P. and PURCELL, J. (2008) CIPD
- Learning and Development Talent, Jim STEWART and CLARE RIGG, CIPD
- Contemporary strategy analysis. 6th ed. GRANT, R. (2008), Blackwell.
- Exploring Corporate Strategy, JOHNSON and SCHOLES, PRENTICE HALL
- Strategic Management and Organisational Dynamics: The Challenge of Complexity to Ways of Thinking about Organisations. 6th ed. Stacey, R., (2011), Financial Times Prentice