



SEVERN  
BUSINESS  
COLLEGE

**Pearson BTEC Level 7 Extended Diploma  
in Strategic Management & Leadership**

**Course Handbook**



## Qualification

Pearson BTEC Level 7 Extended Diploma in Strategic Management and Leadership

## Ofqual Number

501/0998/4

## Level

7

## Total Qualification Time

1200

## Credit Value

120

## Pearson BTEC Level 7 Extended Diploma

The BTEC Level 7 Extended Diploma in Strategic Management and Leadership is designed for those working in business management or other sectors with a responsibility for management and leadership. You will develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in the management sector. This is a professional management qualification which is accepted by universities for direct entry to the masters degree programme.

## Course Structure

Pearson BTEC Level 7 Extended Diploma in Strategic Management and Leadership			
Unit number	Units	Unit level	Unit credit
1	Developing Strategic Management & Leadership Skills	7	10
3	Strategic Change Management	7	10
2	Professional Development for Strategic Managers	7	5
12	Strategic Planning	7	15
7	Strategic Marketing Management	7	10
10	Strategic Human Resource Management	7	10
6	Creative and Innovative Management	7	10
13	Managing Financial Principles and Techniques	7	15
16	Research Methods for Strategic Managers	7	15
17	Project Development and Implementation for Strategic Managers	7	20

## Delivery (if applicable)

The delivery of the qualification is in 5 semesters:

Semester 1: Developing Strategic Management & Leadership Skills + Strategic Change Management

Semester 2: Professional Development for Strategic Managers + Strategic Planning

Semester 3: Strategic Marketing Management + Strategic Human Resource Management

Semester 4: Creative and Innovative Management + Managing Financial Principles and Techniques

Semester 5: Research Methods for Strategic Managers + Project Development and Implementation for Strategic Managers

## Assessment

Assessment is through practical assignments with no exams - to more accurately reflect the real working environment.

Students need to submit 2 assignments every 3 months.

## Grading

In order to achieve a <b>pass</b> in a unit	<ul style="list-style-type: none"><li>all learning outcomes and associated assessment criteria have been met</li></ul>
No Grade	<ul style="list-style-type: none"><li>plagiarism</li></ul>

## UNIT SPECIFICATIONS

### Unit Title

Developing Strategic Management and Leadership Skills

### Level

7

### Learning Time Hours

**Credit Value**

10

**Unit aim**

This unit provides the learner with an understanding of the links between strategic management, leadership and organisational direction, and the skills to be able to apply this understanding.

**Unit introduction**

The main aim of this unit is to investigate how current thinking on leadership influences an organisation's planning to meet current and future leadership requirements. Learners will gain an insight into the current thinking on leadership from an organisational perspective. They will examine the links between strategic management and leadership, particularly the skills a leader needs to support organisational direction. The unit will help learners understand the impact of management and leadership styles on strategic decisions in differing situations, through examining the competences and styles of successful leaders.

Applying management and leadership theories and models to specific situations will enable learners to assess their impact on organisational strategy. The unit will draw on a selection of established principles, including the influence of emotional intelligence on leadership effectiveness. This will enable learners to assess how organisations can plan to meet current and future leadership requirements.

This unit gives an organisational perspective, but it offers learners an insight into how it can contribute to development of their strategic management and leadership skills through assessing requirements for their current or future job roles and measuring these against relevant National Occupational Standards. Learners will develop analytical and long-term planning skills through the use of case studies and research.

Finally, this unit will enable learners to research a range of management and leadership development methods and evaluate their in meeting the skills requirements for effective leadership.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

<b>Learning Outcome</b>	<b>Content for Learning Outcome</b>	<b>Assessment Criteria</b>
1 Understand the relationship between strategic management and leadership	<i>Strategic management and leadership:</i> functions of strategic management eg reviewing strategic aims and objectives, improving organisational performance, creating, communicating and implementing change, developing and leading high performance teams, strategic decision making; definitions of leadership eg Mintzberg's 10 Managerial Roles; followership; direct versus indirect leadership; link between strategic management and leadership eg the skills of the leader to achieve the strategic objectives <i>Management and leadership style:</i> style eg autocratic, bureaucratic, charismatic, laissez-faire, persuasive, participative; influences on style eg culture of organisation, characteristics of the manager/leader; impact of styles on strategic decisions; adapting management and leadership styles in different situations	1.1 explain the link between strategic management and leadership 1.2 analyse the impact of management and leadership styles on strategic decisions 1.3 evaluate how leadership styles can be adapted to different situations
2 Be able to apply management and leadership theory to support organisational direction	<i>Theories:</i> universal theories such as Transformational Leadership, Transactional Leadership (Bennis, Bass), charismatic leadership (Weber, Conger and Kanungo); contingency theory eg Fiedler; situational theories eg Hersey and Blanchard, Vroom and Yetton, tri-dimensional leadership theory (Yukl) <i>Emotional intelligence:</i> influence on leadership effectiveness, drivers; constrainers and enablers; studies on Emotional Quotient (EQ) eg Goleman, Higgs and Dulewicz <i>Applicability to support organisational direction:</i> factors eg efficiency, reliability, innovation, adaptation and human resources in sectors, organisations and sub-units; size and stage of development of organisation eg business start-up versus established business; turnaround leadership, cultural issues	2.1 review the impact that selected theories of management and leadership have on organisational strategy 2.2 create a leadership strategy that supports organisational direction

3 Be able to assess leadership requirements	<i>Assess leadership requirements:</i> generic challenges eg virtual organisations, diversity, globalisation, economic climate, world threats, ethics and corporate social responsibility; e-leadership, mergers and takeovers, restructuring, integrity leadership, diverse teams, partnerships and alliances, regulatory compliance, changes in reporting and control, new technology, interim leadership	3.1 use appropriate methods to review current leadership requirements 3.2 plan for the development of future situations requiring leadership
4 Be able to plan the development of leadership skills	<i>Development of leadership skills:</i> different methods of developing leaders through formal learning, self-help and developmental activities eg training courses, job rotation, seminars, executive coaching, mentoring, companies' own universities, developmental assessment centres, action learning, self-directed learning, reading articles, partnership with key academics; changing methodology in leadership development programmes; benefits of self-help activities eg learning from mistakes, viewing events from multiple perspectives; developing leaders versus recruiting as needed; creating a learning climate; model for assessing future leadership requirements eg Council for Excellence in Leadership and Management diagnostic tools; leadership competencies eg thinking and acting strategically, emotional intelligence, social intelligence, ability to learn, systems thinking	4.1 plan the development of leadership skills for a specific requirement 4.2 report on the usefulness of methods used to plan the development of leadership skills

### Essential resources

There are no essential resources required for this unit.

### Indicative resource materials

#### Textbooks

- Adair J – *Effective Leadership: How to be a Successful Leader* (Pan, 2009) ISBN 0330504193  
 Adair J – *How to Grow Leaders: The Seven Key Principles of Effective Leadership Development* (Kogan Page, 2009) 0749454806  
 Gold J, Thorpe R and Mumford A – *Leadership and Management Development* (CIPD, 2010) ISBN 1843982447  
 Kouzes J M and Posner, B Z – *The Leadership Challenge, 4th Edition* (Jossey-Bass, 2008) ISBN 0787984922  
 Mullins L J – *Management and Organisational Behaviour, 9th Edition* (Financial Times/Prentice Hall, 2010) ISBN 0273724088

#### Journals

- Management Today* (Haymarket Business Media)  
*People Management* (Chartered Institute of Personnel and Development)  
*Professional Manager* (Chartered Management Institute)  
*Training Journal* ([www.trainingjournal.com](http://www.trainingjournal.com))

#### Websites

- [www.cipd.co.uk](http://www.cipd.co.uk) Chartered Institute of Personnel and Development  
[www.leadershipnow.com](http://www.leadershipnow.com) Articles and blogs on leadership challenges  
[www.managementhelp.org](http://www.managementhelp.org) Free management library for articles and blogs on leadership development planning  
[www.managers.org.uk](http://www.managers.org.uk) Chartered Management Institute – searchable database which members can use to access journal articles and other publications  
[www.peterhoney.com](http://www.peterhoney.com) Questionnaires and trainer packs  
[www.strategicmanagement.net](http://www.strategicmanagement.net) The Strategic Management Society

## UNIT SPECIFICATIONS

### Unit Title

Strategic Change Management

### Level

7

### Learning Time Hours

**Credit Value**

10

**Unit aim**

This unit provides the learner with the understanding and skills to support active engagement in the process of strategic change management.

**Unit introduction**

Alvin Toffler's famous comment 'There is only one constant today and that is change' was made some decades ago, but now change itself is changing at a fast rate. The phenomenal pace of change in countries such as China and India is impacting on older, established economies in the western world. With such change comes uncertainty and insecurity. Organisations, even those in the public sector where 'steady state' was ever the watchword, can no longer sit back. All organisations are being increasingly challenged by change. Consequently, they need to understand the issues that drive the need for change in their own organisations. This means that organisations need to have a proactive approach to strategic change management.

Strategic change management is most effective when an organisation actively seeks the participation of all relevant stakeholders. A change management strategy will be effective only if it has the support of all stakeholders. If they are to have a sense of ownership, stakeholders need to have the opportunity to contribute to the development of the change strategy.

Strategic change impacts on the human resources structure of the organisation and this often means a restructuring of the workforce or changes in working practices.

Almost inevitably, change will generate resistance from some, particularly those who feel that the change will have no positive benefits for them. Other people may resist change simply because they prefer the status quo. Organisations need to ensure that they have strategies in place to manage resistance to change and this should be part of the overall model that they adopt for managing the change. Once in place, progress towards change will need to be monitored.

Learners will develop an understanding of the models of strategic change and the role that stakeholders play in this process. They will then examine the need for change in a selected organisation and plan the implementation of a model for change.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning Outcome	Content for Learning Outcome	Assessment Criteria
1 Understand the background to organisational strategic change	<p><i>Models:</i> John P Kotter's eight steps to successful change; Kübler-Ross five stages transition (grief) cycle; Prosci's five building blocks ADKAR (awareness, desire, knowledge, ability, reinforcement) model; McKinsey's 7S (strategy, structure, systems, shared values, skills, style, staff) framework; Kurt Lewin's change management model - unfreeze, transition and refreeze; Burke-Litwin's causal change model; action research; gap analysis</p> <p><i>Strategic interventions:</i> teambuilding consensus and conflict, game play, contingency theory, autocratic versus participative style, proactive and reactive, creating synergy; human process interventions; techno-structural interventions; human resources management interventions; organisational and external environment interventions</p>	<p>1.1 discuss models of strategic change</p> <p>1.2 evaluate the relevance of models of strategic change to organisations in the current economy</p> <p>1.3 assess the value of using strategic intervention techniques in organisations</p>
2 Understand issues relating to strategic change in an organisation	<p><i>Need for change:</i> reasons for change eg changes in markets, economic downturns, changes in global markets, customer expectations, competitive edge, budget pressures, legislation, size, demographics, mergers, acquisitions, change in mission, restructuring operations, new technologies, major collaborations, rightsizing, new programmes such as Total Quality Management (TQM), re-engineering</p> <p><i>Factors driving the change:</i> change drivers eg economics, political factors, environmental, financial pressures, new markets, loss of markets, technological advances, transition to a new chief executive, funding cuts, need to be competitive</p> <p><i>Resource implication:</i> human resources eg restructuring,</p>	<p>2.1 examine the need for strategic change in an organisation</p> <p>2.2 assess the factors that are driving the need for strategic change in an organisation</p> <p>2.3 assess the resource implications of the organisation not responding to strategic change</p>

	interviewing and hiring, redundancies, training; physical resources eg equipment, vehicles, buildings; financial resources eg costs of training, redundancy costs, relocation costs; new building, refurbishment of existing buildings	
3 Be able to lead stakeholders in developing a strategy for change	<p><i>Systems to involve stakeholders:</i> stakeholder analysis, systems modelling, systems and sub-systems, input transformation-output modelling, multiple cause diagrams, 'tropics' factors, configuration, divergence and convergence, functional and divisional structures, cultural web, images of organisations, team development, influencing skills, awareness raising, commitment development</p> <p><i>Involving stakeholders in the change management strategy:</i> six steps stakeholder circle (identify stakeholders, prioritise stakeholders, map their profiles, develop an engagement strategy, optimise their support, monitor changes); methods of involvement eg dialogue with individuals and groups, meetings, presentations, group facilitation, team building, coaching, delegating, developing and sharing a change plan</p> <p><i>Resistance to change:</i> types of resistance eg individual versus collective, passive versus active, direct versus indirect, behavioural versus verbal or attitudinal, minor versus major, resistance to the content of change, resistance to the process of change.</p> <p><i>Strategies:</i> eg open communications, education, involvement, forums, listening to stakeholders, feedback, addressing needs, ownership of the change, change champions, communicate the vision, getting the support of all key power players, focus on the positives, delivering training programmes</p>	<p>3.1 develop systems to involve stakeholders in the planning of change</p> <p>3.2 develop a change management strategy with stakeholders</p> <p>3.3 evaluate the systems used to involve stakeholders in the planning of change</p> <p>3.4 create a strategy for managing resistance to change</p>
4 Be able to plan to implement models for ensuring ongoing change	<p><i>Plan to develop appropriate models for change:</i> choice of appropriate model eg John P Kotter's eight steps to successful change; Kübler-Ross five stages transition (grief) cycle; Prosci's five building blocks ADKAR (awareness, desire, knowledge, ability, reinforcement) model; McKinsey's 7S (strategy, structure, systems, shared values, skills, style, staff) framework; Kurt Lewin's change management model - unfreeze, transition and refreeze; Burke-Litwin's causal change model; action research; gap analysis</p> <p><i>Plan to implement a model for change:</i> organisational development, Business Process Re-Engineering (BPR), learning organisation, Kaizen, layering and right-sizing, matrix organisations, network organisations, adhocracy, virtual organisation, push and pull strategies, conflict handling, transformational leadership, empowerment, consultation, contextual planning, contingency planning, adjustments, flexibility</p> <p><i>Develop appropriate measures to monitor progress:</i> eg goal-based evaluation, process-based evaluation, outcome-based evaluation, regular reports, meetings, quality circles, progress reviews, milestones, deadlines</p>	<p>4.1 develop appropriate models for change</p> <p>4.2 plan to implement a model for change</p> <p>4.3 develop appropriate measures to monitor progress</p>

### Essential resources

There are no essential resources required for this unit.

### Indicative resource materials

#### Textbooks

Blake I and Bush C – *Project Managing Change: Practical Tools and Techniques to Make Change Happen* (Financial Times/ Prentice Hall, 2008) ISBN 0273720457

Cameron E and Green M – *Making Sense of Change Management* (Kogan Page, 2009) ISBN 0749453109

Carnall C – *Managing Change in Organizations, 5th Edition* (Financial Times/ Prentice Hall, 2007) ISBN 0273704141



Diamond M A and Allcorn, S – *Private Selves in Public Organizations: The Psychodynamics of Organizational Diagnosis and Change* (Palgrave Macmillan, 2009) ISBN 0230613098  
Dunphy D, Griffiths A and Benn S – *Organizational Change for Corporate Sustainability* (Routledge, 2007) ISBN 0415393302  
Fullan M – *Leading in a Culture of Change* (Jossey-Bass, 2007) ISBN 0787987662  
Goncalves M – *Change Management: Concepts and Practice* (American Society of Mechanical Engineers, US, 2007) ISBN 0791802647  
Green M – *Change Management Masterclass* (Kogan Page, 2007) ISBN 0749445076  
Helms-Mills J, Dye K and Mills A J – *Understanding Organizational Change* (Routledge, 2008) ISBN 041535577X  
Herold D M and Fedor D B – *Change the Way You Lead Change* (Stanford University Press, 2008) ISBN 0804758751  
Kehoe D – *Leading and Managing Change* (McGraw-Hill Professional, 2008) ISBN 0070137889  
Leban B – *Managing Organizational Change, 2nd Edition* (John Wiley and Sons, 2007) ISBN 0470897163  
Lewis S, Passmore P and Cantore S – *Appreciative Inquiry for Change Management* (Kogan Page, 2007) ISBN 0749450711  
Nelson S – *Implementing for Results* (ALA Editions, 2009) ISBN 0838935796  
Stewart Black, J and Gregersen H B – *It Starts with One: Changing Individuals Changes Organizations* (Wharton School Publishing, 2008) ISBN 0132319845

### **Journals**

*Academy of Management Journal* (Academy of Management)  
*British Journal of Management* (John Wiley and Sons)  
*California Management Review* (University of California, Berkeley)  
*European Management Journal* (Elsevier)  
*Harvard Business Review* (Harvard Business Publishing)  
*Journal of General Management* (Braybrooke Press Ltd)  
*Journal of Management Studies* (John Wiley and Sons)  
*Management Today* (Haymarket Business Media)  
*MIT Sloan Management Review* (Massachusetts Institute of Technology)

### **Websites**

[www.businessballs.com](http://www.businessballs.com) Change management articles and links  
[www.changingminds.org](http://www.changingminds.org) Useful articles on strategic change by leading theorists  
[www.managementhelp.org](http://www.managementhelp.org) Articles on strategic change and further links  
[www.themanager.org](http://www.themanager.org) The '7s' model of change  
[www.mindtools.com](http://www.mindtools.com) Lewin's change management model  
[www.12manage.com](http://www.12manage.com) Articles on the framework for change

## **UNIT SPECIFICATIONS**

### **Unit Title**

Professional Development for Strategic Managers

### **Level**

7

### **Learning Time Hours**

50

### **Credit Value**

5

### **Unit aim**

This unit provides the learner with the methods and techniques to assess the development of their own skills to support the achievement of strategic direction.

### **Learning Outcomes**

This unit is designed to enable learners to take responsibility for their learning and development needs to gain the personal and professional skills needed to support the strategic direction of an organisation. Learners can achieve this through analysing their current skills and preparing and implementing a personal development plan.

This unit highlights the importance of seeking feedback from others to improve performance by continuously reviewing learning needs. The development of appropriate personal and professional skills will allow learners to cope with demanding responsibilities and career progression.

Learners will conduct a skills audit to evaluate the strategic skills they need to meet current and future leadership requirements and then use it to identify their preferred learning style. This will also inform the structure of a personal development plan.



Evidence for this unit needs to be generated continuously throughout the qualification, enabling learners to take ownership of their development needs.

Learners will need to demonstrate that they have a regularly updated and realistic personal development plan that fits with their preferred learning style.

This unit will also enable learners to evaluate the effectiveness and impact of their learning against the achievement of strategic goals and their chosen career path.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning Outcome	Content for Learning Outcome	Assessment Criteria
1 Be able to assess personal and professional skills required to achieve strategic goals	<p><i>Personal skills:</i> time management eg using time effectively, analysing time spent to improve productivity, setting SMART (specific, measurable, achievable, realistic, time-based) objectives, prioritising work tasks, dealing with time wasters, effective delegation; stress management; problem solving; decision making; effective communication eg active listening, questioning, handling conflict</p> <p><i>Professional skills:</i> counselling and mentoring to support staff with their own learning and development requirements; coaching skills; leadership skills; multi-tasking; using occupational standards to identify competencies; continuing self-development to meet requirements for professional bodies eg learning new skills and knowledge, developing in current and future job roles; leading and chairing meetings; delivering effective presentations</p> <p><i>Achieving strategic goals:</i> importance eg to ensure that staff can perform their job effectively, to provide opportunities to meet individual learning needs, to improve flexibility and adaptability when responding to change, to ensure business success, to create a learning culture; methods eg using conceptual tools to identify own strengths and limitations, developing personal networks, management development and Continuing Professional Development (CPD) programmes</p>	<p>1.1 use appropriate methods to evaluate personal skills required to achieve strategic goals</p> <p>1.2 apply techniques to assess the professional skills required to support the strategic direction of the organisation</p>
2 Be able to conduct a skills audit to identify learning style	<p><i>Skills audit:</i> to assess skills and competencies against organisational and personal objectives; personal profile using appropriate self-assessment tools, psychometric testing, personal SWOT (strengths, weaknesses, opportunities, threats) analysis – listing strengths, weaknesses, identifying opportunities for improvement or career progression, identifying threats to progress; assessment against relevant National Occupational Standards (NOS) and NVQ competence standards; importance of feedback from others eg peers, line manager, customers; methods of feedback eg appraisal, supervision, performance review, mentoring; defining the gap, identifying learning and development needs to meet strategic objectives</p> <p><i>Identify preferred learning style:</i> methods such as learning style inventories and questionnaires, psychometric testing eg Kolb (converger, diverger, assimilator, accommodator), Honey and Mumford (activist, reflector, theorist, pragmatist), Fleming’s VAK/VARK model (visual, auditory, reading/writing, kinesthetic), Myers-Briggs Type Indicator (MBTI); criticisms of learning style theories</p>	<p>2.1 carry out a skills audit to evaluate the strategic skills needed to meet current and future leadership requirements</p> <p>2.2 apply appropriate techniques to identify preferred learning style</p>
3 Be able to implement a personal development plan	<p><i>Personal development plan:</i> importance of having a plan – to provide a systematic or structured approach to decisions about what is needed to learn and how to plan to learn it; setting objectives for life and career planning, identifying</p>	<p>3.1 construct a personal development plan that meets leadership development requirements identified in the skills</p>

	<p>resources and support needed and available to meet objectives, identifying obstacles to achieving objectives and how to overcome them, reviewing and monitoring plan; the importance of self-review, providing a reflective record of management experience; gaining support from others to achieve goals and work objectives</p> <p><i>Monitoring and evaluation:</i> importance of keeping a working document; to help manage learning; to evaluate progress of achievement towards goals; to become a critical, self-directed learner; to develop a clear understanding of strengths and areas for development of leadership skills; review on regular basis; compare achievements against original objectives, reflect on learning, record results, agree whether objectives were achieved or not, set date for next review; set new objectives when others have been achieved</p>	<p>audit</p> <p>3.2 use suitable methods to assess the outcomes of a personal development plan against personal work objectives</p> <p>3.3 evaluate the impact of own learning against the achievement of strategic goals</p>
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### Essential resources

There are no essential resources required for this unit.

### Indicative resources materials

#### Textbooks

Allen M and Adair J – *The Concise Time Management and Personal Development* (Thorogood, 2003) ISBN 1854182234

Gold J, Thorpe R and Mumford A – *Leadership and Management Development* (CIPD, 2010) ISBN 1843982447

Meggison D and Whitaker V – *Continuing Professional Development* (CIPD, 2007) ISBN 1843981661

Owen J – *How to Lead, 2nd Edition* (Prentice Hall, 2009) ISBN 027372150X Pedler M, Burgoyne J and Boydell T – *A Manager's Guide to Self Development* (McGraw-Hill Professional, 2006) ISBN 0077114701

#### Journals

*Management Today* (Haymarket Business Media)

*People Management* (Chartered Institute of Personnel and Development)

*Professional Manager* (Chartered Management Institute)

*Training Journal* ([www.trainingjournal.com](http://www.trainingjournal.com))

#### Websites

[www.businesslink.gov.uk](http://www.businesslink.gov.uk) Interactive tools for creating a personal development plan through assessment of management and leadership skills

[www.cipd.co.uk](http://www.cipd.co.uk) Chartered Institute of Personnel and Development

[www.managementhelp.org](http://www.managementhelp.org) Articles on leadership development planning and self-assessments for personal and professional development

[www.management-standards.org.uk](http://www.management-standards.org.uk) Chartered Management Institute

[www.mindtools.com](http://www.mindtools.com) Time-management tools and activity logs

## UNIT SPECIFICATIONS

### Unit Title

Strategic Planning

### Level

7

### Learning Time Hours

150

### Credit Value

15

### Unit aim

This unit provides the learner with an understanding of how to review current organisational management strategies and the skills to develop a strategy plan in an organisational context.

### Unit Introduction

A Chinese proverb states that if you are planning for one year, grow rice. If you are planning for 20 years, grow trees. If you are planning for centuries, grow men. This unit focuses on how organisations undertake strategic planning and its importance in a fast changing, turbulent marketplace. Learners will understand why it is important to develop a strategic vision and mission, establish objectives and decide on a strategy. Strategy and strategic plans map out where the organisation is headed, its short- and long-range performance targets, and the competitive moves and internal action required to achieve targeted business results. Learners will understand that a well-constructed strategic plan is essential for organisations to cope with industry and competitive conditions.

In this unit, learners will discover how important it is for an organisation to understand what is happening in their external environment and how the environment is changing. This will then enable learners to review an organisation's existing business plans, using appropriate tools and techniques. Having explored the competitive environment, learners will understand how to develop strategic options using modelling tools and then develop a strategic plan, giving due consideration to the core values, vision and mission of the organisation. Learners will then look at planning the implementation of a strategic plan and the creation of monitoring and evaluation systems to measure progress.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning Outcome	Content for Learning Outcome	Assessment Criteria
1 Understand the external environment affecting an organisation	<i>External environmental factors:</i> needs and expectations of customer groups, shareholders, suppliers and sub-contractors, the workforce and the community as a whole; review the success and direction of competitors and the market sector as a whole; effects of potential longer-term changes – in politics, and legislation, technology, product design, trends and expectations; use of external surveys and statistics; use of appropriate tools; SWOT (strengths, weaknesses, opportunities, threats) analysis, STEEP (social, technological, economic, environmental and political) analysis; market research; primary and secondary information; customer complaints and feedback; feasibility; competitor analysis; customer analysis; market analysis	1.1 explain the importance of external factors affecting an organisation 1.2 analyse the needs and expectations of stakeholders of an organisation 1.3 analyse the major changes taking place in the external environment that will affect strategy
2 Be able to review existing business plans and strategies of an organisation	<i>Business plans and strategies:</i> use of appropriate tools eg value chain analysis, Porter's Five Forces, Boston growth-share (BCG) matrix, SWOT analysis; internal surveys and statistics; product life; strategic drift; market share; measures for monitoring and evaluating; unrealised and emergent strategy; life cycle analysis; effects of globalisation; sustainable competitive advantage; pricing strategies; resources analysis; economies of scale and scope; core skills and competences; organisational culture analysis; market equilibrium; experience curves; comparative analysis	2.1 use appropriate tools to analyse the effects of current business plans 2.2 review the position of an organisation in its current market 2.3 evaluate the competitive strengths and weaknesses of an organisation's current business strategies
3 Be able to develop options for strategic planning for an organisation	<i>Strategic planning:</i> Ansoff matrix strategies; vertical, backwards and forwards integration; horizontal integration; differentiation; cost leadership; Mintzberg's strategies (deliberate, emergent); leadership and differentiation; strategic alliance; merger, acquisition; competitive strategies; value-based strategy; contingency strategy; market niche; market segmentation; adding value; market share; workforce competence development; product portfolio; reconfiguration; gap analysis; profitability; niche markets; present portfolio analysis; benchmarking	3.1 use modelling tools to develop strategic options for an organisation 3.2 develop a comparative understanding of activity from organisations in the market 3.3 create options to form the basis of future organisational strategy
4 Be able to construct a strategy plan for an organisation	<i>Management strategy:</i> reviewing options; attractiveness to stakeholders; stakeholder participation; criteria for judging options; feasibility studies; risk assessment; reviewing additional recent material; cost-benefit analysis; consistency with organisational values; effects on market position and share; costs and investments; opportunity costs; scenario planning; simulation modelling; sensitivity analysis; balanced scorecard approach; potential	4.1 propose a suitable structure for a strategy plan that ensures appropriate participation from all stakeholders of an organisation 4.2 develop criteria for reviewing potential options for a strategy plan 4.3 construct an agreed strategy plan

	globalisation and internet advantages; resources issues eg financial, workforce	that includes resource implications
5 Be able to examine factors affecting an organisational strategy plan	<i>Vision versus mission:</i> core organisational values eg ethical, cultural, environmental, social and business; growth; profit; customer orientation; workforce expectation; management style <i>Objectives and measures:</i> SMARTER (specific, measurable, achievable, realistic, time-based, evaluate, reevaluate) objectives; business ethics; raising awareness; promoting good practice; role modelling; stakeholder involvement; managing diversity; spiritual and cultural issues; environmental considerations	5.1 compare core organisational values (ethical, cultural, environmental, social and business) with the current business objectives of an organisation 5.2 develop appropriate vision and mission statements for an organisation 5.3 produce agreed future management objectives for an organisation 5.4 develop measures for evaluating a strategy plan
6 Be able to plan for the implementation of a strategy plan	<i>Planning:</i> gaining general organisational agreement; communication with stakeholders; organisational development; timetable for implementation; Business Process Re-Engineering (BPR); management by objectives; action planning, performance appraisal; structure and strategic fit; developing policy; communication systems; guidelines; focus and realignment; contingency planning; monitoring and evaluation control systems; dissemination and cascading processes	6.1 develop a schedule for implementing a strategy plan in an organisation 6.2 create appropriate dissemination processes to gain commitment from stakeholders in an organisation 6.3 design monitoring and evaluation systems for the implementation of a strategy plan in an organisation

### Essential Resources

If learners cannot use their own organisations as the basis for assessment, access to local organisations will be a valuable resource.

### Indicative resources materials

#### Textbooks

- Barney J – *Gaining and Sustaining Competitive Advantage, 4th Edition* (Pearson Education, 2010) ISBN 0132479060  
 Cusumano M A and Markides C – *Strategic Thinking for the Next Economy* (Jossey-Bass, 2001) ISBN 0787957291  
 De Wit, B and Meyer R – *Strategy: Process, Content, Context, 3rd Edition* (Cengage Learning EMEA, 2004) ISBN 1861529643  
 Grant R – *Contemporary Strategy Analysis, 7th Edition* (John Wiley and Sons, 2010) ISBN 0470747099  
 Gratton L – *Living Strategy: Putting People at the Heart of Corporate Purpose* (Financial Times/Prentice Hall, 2000) ISBN 0273650157  
 Harrison J S – *Strategic Management of Resources and Relationships: Concepts and Cases* (John Wiley and Sons, 2002) ISBN 0471222925  
 Johnson G, Scholes K and Whittington R – *Exploring Corporate Strategy, 8th Edition* (Financial Times/Prentice Hall, 2008) ISBN 1408206935  
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 Kaplan R and Norton D – *The Strategy-focused Organization: How Balanced Scorecard Companies Thrive in the New Business Environment* (Harvard Business School Press, 2000) ISBN 1578512506  
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 McGee J, Thomas H and Wilson D – *Strategy: Analysis and Practice* (McGraw-Hill Higher Education, 2005) ISBN 0077107055  
 Mintzberg H – *The Rise and Fall of Strategic Planning* (Financial Times/Prentice Hall, 2000) ISBN 0273650378  
 Mintzberg H, Ahlstrand B and Lampel J – *Strategy Safari: Your Complete Guide Through the Wilds of Strategic Management, 2nd Edition* (Financial Times/Prentice Hall, 2008) ISBN 0273719580  
 Pettigrew A M, Thomas H and Whittington R (Eds) – *The Handbook of Strategy and Management* (Sage, 2006) ISBN 141292121X  
 Stacey R D – *Strategic Management and Organisational Dynamics, 6th Edition* (Financial Times/Prentice Hall, 2010) ISBN 0273725599

#### Journals

- Academy of Management Journal* (Academy of Management)  
*British Journal of Management* (John Wiley and Sons)  
*California Management Review* (University of California, Berkeley)  
*European Management Journal* (Elsevier)  
*Harvard Business Review* (Harvard Business Publishing)  
*Journal of Business Strategy* (Emerald)  
*Journal of Management Studies* (John Wiley and Sons)  
*Long Range Planning* (Elsevier)  
*MIT Sloan Management Review* (Massachusetts Institute of Technology)

**Websites**

www.ft.com *Financial Times*  
 www.managers.org.uk Chartered Management Institute  
 www.sps.org.uk Strategic Planning Society

**UNIT SPECIFICATIONS**

**Unit Title**

Strategic Marketing Management

**Level**

7

**Learning Time Hours**

100

**Credit Value**

10

**Unit aim**

This unit provides the learner with the understanding and skills to support active engagement in the process of strategic marketing management.

**Unit introduction**

Marketing is at the core of business. Outperforming the competition requires solid marketing knowledge and precise marketing decision making. An organisation’s positioning, and the positioning of its products and services, depends on the formulation and implementation of intelligent and well-informed strategic marketing plans.

All organisations operate in a dynamic marketplace. Competition, consumers, technology and market forces constantly redefine the way organisations operate.

Staying competitive means that organisations need to continuously adjust and adapt their customer approach to meet changing needs and expectations. This is increasingly important with the globalisation of markets and the rapid increase in competition from emerging nations such as China, India and Brazil. In today’s markets, it is imperative that organisations focus on establishing, developing and adjusting their strategic marketing plans if they are to remain competitive.

Strategic marketing is a way of focusing an organisation's energies and resources on a course of action that can lead to increased sales and dominance of a targeted market. A strategic marketing strategy combines product development, promotion, distribution, pricing, relationship management and other elements of marketing. It identifies an organisation’s strategic marketing goals, and explains how they will be achieved, ideally within a designated timeframe.

Without a strategic marketing plan, organisations can waste resources, miss opportunities or, in a worse case scenario, threaten their own survival. Strategic marketing executives have up-to-date knowledge of competitive dynamics and know how to integrate marketing strategy into an overall business strategy.

Strategic marketing management provides a comprehensive examination of all the major components of marketing strategies and their integration into organisations. It is the basis for continued success in highly competitive markets.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning Outcome	Content for Learning Outcome	Assessment Criteria:
1 Understand the principles of strategic marketing management	<p><i>Role of strategic marketing:</i> key definitions of strategic marketing from the Chartered Institute of Marketing and key authors (eg Hugh Davidson; Peter Doyle; Philip Kotler; Malcolm McDonald); role and importance of strategic marketing in an organisation; concepts; systematic approach; sequencing and scheduling of activities; integration of activities; resource requirements; timescaling; monitoring and control elements</p> <p><i>Processes:</i> strategic marketing planning processes (eg Peter Doyle, Malcolm McDonald) including strategic marketing</p>	<p>1.1 discuss the role of strategic marketing in an organisation</p> <p>1.2 explain the processes involved in strategic marketing</p> <p>1.3 evaluate the links between strategic marketing and corporate strategy</p>

	<p>analysis, marketing strategy objective setting, perceptual mapping, factor analysis, option evaluation, choice, formulation, implementation and control</p> <p><i>Links to corporate strategy:</i> the nature of strategy and marketing links to corporate strategy eg Michael Porter; links to mission statement, organisational structure, corporate responsibility and ethics; dynamic strategy (Carpenter and Sanders); knowledge management systems</p>	
<p>2 Understand the tools used to develop a strategic marketing strategy</p>	<p><i>Models:</i> organisation, industry and market environment situation analysis; Porter's Five Forces model; structure, conduct and performance; SWOT (strengths, weaknesses, opportunities, threats) analysis, STEEPLE (social, technological, economical, environmental, political, legal, ethical) analysis, PEST (political, economic, social, technological) analysis, marketing audit; portfolio analysis techniques eg BCG matrix, Product Life Cycle model, Ansoff matrix</p> <p><i>Links between strategic positioning and marketing tactics:</i> strategic positioning, defining the future position, information collection, analysis, choice of strategy, implementation, monitoring; links to strategic plan eg internal growth, market penetration, market development, product development, marketing tactics; product tactics eg selection, range, quality, branding; price tactics eg skim pricing, penetration pricing, cost price, market price, price discrimination; promotion tactics eg customer loyalty schemes, product sampling, dealer loaders, extended credit, point of sale (POS) materials; place tactics eg distribution channels, transport management, stock and handling, run through times, terms of delivery</p> <p><i>Relationship marketing:</i> direct response marketing strategies eg offensive strategies, obtaining new customers, increasing customer purchase frequency; defensive strategies, increasing customer satisfaction and increasing switching costs; customer retention strategies eg product bundling, cross-selling, crosspromotions, loyalty programmes; customer satisfaction, customer life cycle value; personalised marketing; Payne and Ballantyne's six markets model (internal markets, supplier markets, recruitment markets, referral markets, influence markets, customer markets)</p>	<p>2.1 assess the value of models used in strategic marketing planning</p> <p>2.2 discuss the links between strategic positioning and marketing tactics</p> <p>2.3 analyse the merits of relationship marketing in a given strategic marketing strategy</p>
<p>3 Be able to use strategic marketing techniques</p>	<p><i>Marketing techniques:</i> setting marketing objectives and marketing strategy, targeting markets; segmenting markets eg geographic, demographic, psychographic, behaviour; profiling markets eg revenue potential, market share potential, profitability potential; positioning segmented markets eg market leader or product line extension, mass marketing or targeted marketing, direct or indirect sales</p> <p><i>Strategy options:</i> Porter's generic strategies (focus, cost leadership and differentiation); core competences (G Johnson and K Scholes, G Hamel and C K Prahalad); competitive advantage (H Davidson, M Porter); investment opportunity evaluation (D F Abell and J S Hammond); General Electric model; Shell directional policy matrix; market leadership; market dominance strategies; market leader, market challenger, market follower, market nicher; innovation strategies; market pioneer; close followers, late followers; offensive, defensive and value-based marketing strategies</p> <p><i>Strategic marketing objectives:</i> marketing mix – 7 Ps (Product, Price, Place, Promotion, People, Process, Physical evidence); marketing activity strategies for product/service,</p>	<p>3.1 use appropriate marketing techniques to ascertain growth opportunities in a market</p> <p>3.2 plan how to use marketing strategy options in a market</p> <p>3.3 create appropriate strategic marketing objectives for a market</p>



	pricing, distribution, promotion (advertising, sales promotion, personal selling, direct marketing, public relations), people (internal, intermediaries, customer service), processes and physical evidence, emarketing strategy; customer relationship management; resource requirements (financial, people, marketing); integration of marketing activity strategies	
4 Be able to respond to changes in the marketing environment	<p><i>Changes in the external environment:</i> shift from supply to demand environment; fashionisation of markets; micro-markets; rising expectations; technological change; competition; globalisation; importance of customer service; commoditisation; erosion of brands; new constraints</p> <p><i>Strengths and weaknesses:</i> focus of marketing objectives, links to corporate strategy, speed of new product developments, ability to customise, ability to handle information to gain competitive advantage; e-marketing position, core focus, target markets, nature and potential of key market segments, partnerships with customers and other stakeholders, organisational structure, innovation strategies, timescales, resource requirements, budgets, monitoring, review and control mechanisms</p> <p><i>Strategic marketing responses:</i> emerging themes eg impact of globalisation, the strength or weakness of competitors, importance of environmental factors, changes in the political environment, the state of the economy, the exchange rate, health and safety factors</p>	<p>4.1 report on the impact of changes in the external environment on a marketing strategy</p> <p>4.2 conduct an internal analysis to identify current strengths and weaknesses in a marketing strategy</p> <p>4.3 propose strategic marketing responses to key emerging themes in a marketing strategy</p>

### Essential resources

There are no essential resources required for this unit.

### Indicative resources materials

#### Textbooks

- Best R J – *Market-based Management: Strategies for Growing Customer Value and Profitability, 5th Edition* (Prentice Hall, 2009) ISBN 0132336537
- Chernev A – *Strategic Marketing Management, 5th Edition* (Brightstar Media, 2009) ISBN 0982512635
- Hastings H and Saperstein J – *Improve Your Marketing to Grow Your Business* (Wharton School Publishing, 2007) ISBN 0132331594
- Hooley G, Saunders J, Piercy N F and Nicoulaud B – *Marketing Strategy and Competitive Positioning, 4th Edition* (Financial Times/Prentice Hall, 2007) ISBN 0273706977
- Kotler P and Armstrong G – *Principles of Marketing, 13th Edition* (Prentice Hall, 2008) ISBN 0136079415
- Kotler P and Keller K L – *A Framework for Marketing Management* (Pearson Education, 2008) ISBN 0137131844
- Lambin J J – *Market Driven Management: Strategic and Operational Marketing, 2<sup>nd</sup> Edition* (Palgrave Macmillan, 2007) ISBN 1403998523
- McDonald M – *Malcolm McDonald on Marketing Planning: Understanding Marketing Plans and Strategy* (Kogan-Page, 2007) ISBN 0749451491
- Mukerjee K – *Customer Relationship Management: A Strategic Approach to Marketing* (Prentice Hall of India, 2007) ISBN 8120332857
- Mullins J, Walker O C and Boyd H W – *Marketing Management: A Strategic Decision-Making Approach, 7th Edition* (McGraw-Hill Higher Education, 2009) ISBN 007126776X
- Palmer R, Cockton J and Cooper G – *Managing Marketing: Marketing Success Through Good Management Practice* (Butterworth-Heinemann, 2007) ISBN 0750668989
- Tollin K and Carù A (Eds) – *Strategic Market Creation: A New Perspective on Marketing and Innovation Management* (John Wiley and Sons, 2008) ISBN 0470694270
- Winer R and Dhar R – *Marketing Management, 4th Edition* (Pearson Education, 2010) ISBN 0130387924

#### Journals

- European Journal of Marketing* (Emerald)
- International Journal of Research in Marketing* (Elsevier)
- The Journal of Customer Behaviour* (Westburn Publishers Ltd)
- Journal of Interactive Marketing* (Elsevier)
- Journal of Marketing Communications* (Routledge)
- Journal of Strategic Marketing* (Routledge)



**Websites**

- www.wikipedia.org Articles on strategic marketing and further links
- www.businessballs.com Management learning resources and articles and links on strategic marketing management
- www.idea.gov.uk Local Government Improvement and Development – developing a strategic communication strategy in the public sector which applies equally to the private sector
- www.managementhelp.com Articles on strategic marketing planning and further links
- www.marketingpower.com American Marketing Association – marketing articles

**UNIT SPECIFICATIONS**

**Unit Title**

Strategic Human Resource Management

**Level**

7

**Learning Time Hours**

100

**Credit Value**

10

**Unit aim**

This unit provides the learner with an understanding of how the effective strategic management of human resources supports the achievement of organisational purposes and provides the skills to apply this understanding in an organisational context.

**Unit introduction**

Strategic human resource management is concerned with the management of human resources in ways that support an organisation’s strategy and contribute to the achievement of organisational goals. It takes a long-term perspective on how human resources can be matched to organisational requirements and considers broader matters such as the quality and commitment of the human resource to an organisation.

Human resource planning provides the mechanisms through which organisations can ensure that they have sufficient staff of the right quality now and in the future to enable their successful functioning. Issues such as the recruitment of staff, the retention of staff, developing staff and succession planning, as well as downsizing and relocation, need to be accommodated in human resource plans.

The nature of the changing business environment requires adaptable strategic human resource plans. Organisations have a range of human resources policies that explain how human resources are managed. In many cases, there is a legal or regulatory requirement that insists on the existence of these policies. In other instances, organisations may wish to demonstrate good corporate practice in matters relating to employment.

The structure and culture of organisations affects human resource management.

The publication of lists of companies that are good employers indicates how structure and culture affect personnel and how the perceptions of other parties are shaped by how employees feel about working for particular organisations.

Organisations that are good employers are more likely to attract and keep good staff.

By examining human resource management, learners will understand how human resource strategy and policies enable personnel to work in ways that contribute to the overall effectiveness of organisations in both the short and long term.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning Outcome	Content for Learning Outcome	Assessment Criteria
1 Understand how the strategic management of human resources contributes to the achievement of organisational objectives	<i>Human resource management (HRM):</i> definition; characteristics of HRM approach; models of HRM eg contingency model, best practice model, Harvard Framework, D Guest, M Patterson; HRM activities; HRM and personnel management <i>Strategy:</i> organisational strategy; HRM strategy; benefits of HRM strategy for organisations; alignment of organisational and HRM strategies; impact of organisational strategy on	1.1 explain the importance of strategic human resource management in organisations 1.2 assess the purpose of strategic human resource management activities in an organisation 1.3 evaluate the contribution of strategic human resource

	HRM strategy; influence of HRM strategy on organisational strategy; human capital management; HRM strategy and organisational performance; creating value; business focus of HRM strategy; efficient human resource management	management to the achievement of an organisation's objectives
2 Be able to develop human resource plans for an organisation	<p><i>Business factors:</i> business growth; business decline; business change; labour cost control; capital for labour substitution; location of operations; changing nature of work; impact of technology; increase in productivity; increase in efficiency; business competition; labour market competition; employee development</p> <p><i>Human resource requirements:</i> identifying personnel requirements (numbers, skill sets, experience, qualifications); match personnel to organisational requirements; internal factors eg labour requirements, skill requirements, workforce profiles; external factors eg demand for labour, supply of labour; government policies eg employment, education, training, industrial, regional; labour market competition</p> <p><i>Human resource planning:</i> purposes (recruitment, retention, employee development; re-skilling, upskilling, succession planning); outcomes; resources required; criteria for success; milestones; planning horizons (short, medium, long-term); business case eg costs, benefits; setting SMART (specific, measurable, achievable, realistic, time-based) targets</p>	<p>2.1 analyse the business factors that underpin human resource planning in an organisation</p> <p>2.2 assess the human resource requirements in a given situation</p> <p>2.3 develop a human resources plan for an organisation</p> <p>2.4 critically evaluate how a human resources plan can contribute to meeting an organisation's objectives</p>
3 Understand human resources policy requirements in an organisation	<p><i>Human resource management policies:</i> recruitment and selection; health and safety; equality and diversity; pay; rewards, benefits and expenses; working time and time off; training and development; maternity/paternity; bullying and harassment; discipline, dismissal and grievance; performance improvement; change management; intellectual property (patents, copyrights); confidentiality of information; whistleblowing/protected disclosures; smoking, drugs and alcohol; purposes of policies</p> <p><i>Employment legislation:</i> legal and regulatory requirements relating to pay, discrimination, equality, employment rights and responsibilities, contractual terms and conditions and data protection (up-to-date legislation must be used) – Employment Act 2008, Employment Relations Act 2004, Work and Families Act 2006, Employment Rights Act 1996, Sex Discrimination Act 1995/1997, Race Relations Act 1992, Race Relations Amendment Act 2000, Equal Pay Act 1970, Disability Discrimination Acts 1995 and 2005, European Working Time Directive, National Minimum Wage Act 1998, Data Protection Act 1998</p>	<p>3.1 explain the purpose of human resource management policies in organisations</p> <p>3.2 analyse the impact of regulatory requirements on human resource policies in an organisation</p>
4 Be able to examine human resources management in an organisation	<p><i>Structure and culture:</i> theories of organisational structure eg Weber, Mintzberg, Handy; forms of structure and the impact on HRM eg functional, product based, geographical, divisional, matrix; centralisation; decentralisation; theoretical models of culture eg Handy, Hofstede, Schein; organisational culture; relationships between culture and the HRM function</p> <p><i>Effectiveness:</i> HRM components to be monitored (HRM strategy, HRM policies, HRM operations); contribution of HRM to achievement of organisational goals; costs; benefits; human resource use; efficiencies; inefficiencies; gathering information about HRM performance; developing performance indicators; evaluating HRM performance using performance indicators; quantitative measures eg productivity, output per person, employee retention, staff turnover, cost savings; qualitative measures eg employee</p>	<p>4.1 analyse the impact of an organisational structure on the management of human resources</p> <p>4.2 analyse the impact of an organisational culture on the management of human resources</p> <p>4.3 examine how the effectiveness of human resources management is monitored in an organisation</p> <p>4.4 make justified recommendations to improve the effectiveness of human resources management in an organisation</p>

	attitude surveys, stakeholder perspectives; benchmarking HR performance; HRM service level agreements and standards; utility analysis to evaluate the costs and benefits of HRM activities; proposing improvements	
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### Essential resources

There are no essential resources required for this unit.

### Indicative resource materials

#### Textbooks

Armstrong M – *Strategic Human resource Management: A Guide to Action, 4<sup>th</sup> Edition* (Kogan Page, 2008) ISBN 0749453753  
Holbeche L – *Aligning Human Resources and Business Strategy, 2nd Edition* (Butterworth-Heinemann, 2008) ISBN 0750680172  
Saunders M, Millmore M, Lewis P, Thornhill A and Morrow T – *Strategic Human Resource Management: Contemporary Issues* (Financial Times/Prentice Hall, 2007) ISBN 027368163X

#### Journals/newspapers

*Management Today* (Haymarket Business Media)  
*People Management* (Chartered Institute of Personnel and Development)  
*Professional Manager* (Chartered Management Institute)  
*The Economist* (The Economist Newspaper Ltd) has articles on human resource related topics from time to time

#### Websites

[www.businesslink.gov.uk](http://www.businesslink.gov.uk) Business Link – information on human resource management policies  
[www.cipd.co.uk](http://www.cipd.co.uk) The Chartered Institute of Personnel and Development has a range of material on strategic human resource management  
[www.managementhelp.org](http://www.managementhelp.org) Free management library with links to human resource management articles

## UNIT SPECIFICATIONS

### Unit Title

Creative and Innovative Management

### Level

7

### Learning Time Hours

100

### Credit Value

10

### Unit aim

This unit provides the learner with the understanding to recognise the value to organisations of creative and innovative management ideas and the skills to implement this understanding.

### Unit introduction

The prevalent forces for organisational change, including globalisation and the supply of ideas at much faster speeds and lower costs, have been evident for some time. Many advocate the fact that the world of business is now in a permanent state of flux and constant innovation is the only strategy for survival.

This need to innovate is propelled by the demands of increasingly competitive markets and the need for organisations to improve their competitive advantage in these markets. In response, companies can reduce costs, improve quality, increase productivity or effect innovation. However, the changes introduced by most organisations commonly address the first three factors but, less often, the last.

This unit will help learners to develop skills to effect innovation. They will understand the benefits of creativity and innovation, and how to evaluate current levels of innovation in an organisation, to lead others to embrace and support innovation.

It is essential that there is support within the organisation for ongoing innovation and creativity. Learners will recognise the crucial part that mission and vision play in this. They will also find out how to identify creative ideas and assess their viability and, through the understanding of change models, support the implementation of innovative ideas.

Often, individuals within an organisation cannot easily see the benefits of an innovative idea. Learners will find out how to produce an appropriate rationale and identify key goals and priorities to help persuade and communicate ideas to stakeholders.

In spite of developing a creative strategy through the mission and vision, there are often barriers to innovation within an organisation such as fear of change, risk adversity, expertise and fear of failure. In this unit, learners will find out how to assess these barriers and develop and implement a strategy to overcome them.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning Outcome	Content for Learning Outcome	Assessment Criteria
1 Understand the importance of creative and innovative management in organisations	<p><i>Organisational processes:</i> processes for the evaluation, selection and development of ideas; ideas – value chain, inside/outside, cross-pollination, selection, development, diffusion; role of incubation; need to be systematic</p> <p><i>Leading the case for innovation:</i> leadership styles and behaviours – strengths, adopting appropriate style for different circumstances; theory and practice of influencing and motivating others – methods of rewarding staff for appropriate behaviours, effecting change management, strengths and weaknesses; relationship between transformational and transactional change; decisionmaking processes and style; key stakeholders in organisations – their perceptions and motivational influences and how to influence them; different methods of communication – strengths and weaknesses in different circumstances</p>	<p>1.1 evaluate current creative and innovative management processes in an organisation</p> <p>1.2 explain how to lead others to positively embrace innovation and change</p>
2 Be able to support creative and innovative management processes for an organisation	<p><i>Vision and mission:</i> influence of vision and mission; indicators of organisational performance; influence of an organisational strategic plan and business plan on innovation; methods; concept that policies and procedures are supported by a culture that reinforces consistently what the organisation is about</p> <p><i>Tools for creative and innovative solutions:</i> theory and application of lateral thinking, visioning and problem-solving techniques; theory and use of analytical tools – SWOT (strengths, weaknesses, opportunities, threats), PESTLE (political, economic, social, technological, legal, environmental) analysis; cost-benefit analysis; decision-making processes and styles</p> <p><i>Risks:</i> risk analysis, risk management techniques</p> <p><i>Change models:</i> eg IDEAL model (initiating, diagnosing, establishing, acting and learning)</p>	<p>2.1 assess the influence of vision and mission on generation of creative and innovative management processes in an organisation</p> <p>2.2 use analytical tools to identify potential creative and innovative management ideas</p> <p>2.3 assess risks and benefits of creative and innovative management ideas</p> <p>2.4 use change models to support the implementation of creative and innovative management ideas</p>
3 Be able to influence others to effect change in an organisation	<p><i>Benefits and limitations of innovation:</i> benefits – first to market, premium prices, large market share, increased shareholder return, increased employee motivation and morale, improved systems and processes; limitations – risk, investment needed, continual change; expertise in organisation, technological know-how; strategy – strengths and weaknesses</p>	<p>3.1 produce an appropriate rationale to persuade stakeholders of an organisation of the benefits of a creative and innovative management idea</p> <p>3.2 communicate a creative and innovative management idea to stakeholders of an organisation</p> <p>3.3 establish key goals and priorities for implementation of a creative and innovative management idea using feedback from stakeholders</p>
4 Be able to plan to overcome barriers to implementation of creative and innovative management ideas in an organisation	<p><i>Obstacles and barriers to innovation:</i> political, bureaucratic and resource barriers, techniques for addressing them; analysis of trends; conflict resolution; culture; attitudes; the politics of working relationships; theory and practice of reward management; techniques and their applications in managing expectations; theory and application of the change/performance curve; strategy – identifying obstacles and barriers in innovation strategies</p> <p><i>Communication strategy:</i> identifying potential barriers and ensuring strategies for each; differentiated strategy for</p>	<p>4.1 assess the barriers to the implementation of a creative and innovative management idea in an organisation</p> <p>4.2 plan a strategy to overcome identified barriers to the implementation of a creative and innovative management idea in an organisation</p> <p>4.3 explain how a strategy plan for</p>

	stakeholders; developing self-awareness of own organisational culture	overcoming barriers will ensure innovative change is achieved 4.4 communicate a strategy plan for overcoming barriers to relevant stakeholders in an organisation
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## Essential resources

There are no essential resources required for this unit.

## Indicative resource materials

### Textbooks

Ashkenas R, Ulrich D, Jick T and Kerr S – *The Boundaryless Organization* (Jossey-Bass, 2002) ISBN 078795943X  
 Birkinshaw J and Hagström P – *The Flexible Firm* (Oxford University Press, 2001) ISBN 0199248559  
 Cairncross F – *The Death of Distance* (Harvard Business School Press, 2001) ISBN 157851438X  
 Christensen C – *Innovation and the General Manager* (McGraw-Hill, 2002) ISBN 0071183809  
 Christiansen J A – *Competitive Innovation Management: Techniques to Improve Innovation Performance* (Palgrave USA, 2003) ISBN 0312230257  
 Clegg B – *Creativity and Innovation for Managers* (Butterworth-Heinemann, 1999) ISBN 0750642556  
 Drucker P F – *Innovation and Entrepreneurship* (Butterworth-Heinemann, 2007) ISBN 0750685085  
 Financial Times – *Mastering Global Business* (Financial Times/Prentice Hall, 1998) ISBN 0273637061  
 David Ford D, Gadde L E, Håkansson H and Snehota I – *Managing Business Relationships* (John Wiley and Sons, 2003) ISBN 0470851252  
 Galbraith J R – *Designing the Global Corporation* (Jossey-Bass, 2000) ISBN 0787952753  
 Gupta A K and Westney E – *Smart Globalization: Designing Global Strategies, Creating Global Networks* (Jossey-Bass, 2003) ISBN 0787965324  
 Hammer M and Champy J – *Reengineering the Corporation: A Manifesto for Business Revolution* (Harper, 2004) ISBN 0060559535  
 Hofstede G and Hofstede G J – *Cultures and Organizations: Software for the Mind* (McGraw-Hill Professional, 2004) ISBN 0071439595  
 Jones T – *Innovating at the Edge* (Butterworth-Heinemann, 2002) ISBN 0750655194  
 Konopaske R and Ivancevich J M – *Global Management and Organizational Behavior* (McGraw-Hill Education, 2003) ISBN 0071232516  
 Mead R and Andrews T G – *International Management: Culture and Beyond, 4<sup>th</sup> Edition* (Wiley-Blackwell, 2009) ISBN 1405173998  
 Mercado S, Welford R and Prescott K – *European Business, 4th Edition* (Financial Times/Prentice Hall, 2000) ISBN 0273646001  
 Mole J – *Mind Your Manners, 3rd Edition* (Nicholas Brealey Publishing, 2003) ISBN 1857883144  
 Neuhauser P, Bender R and Stromberg K – *Culture.Com: Building Corporate Culture in the Connected Workplace* (John Wiley and Sons, 2000) ISBN 0471645397  
 Schneider S C and Barsoux J L – *Managing Across Cultures* (Financial Times/Prentice Hall, 2002) ISBN 027364663X  
 Thussu D K – *International Communication: Continuity and Change, 2nd Edition* (Hodder Education, 2006) ISBN 034088892X  
 Tidd J and Bessant J – *Managing Innovation* (John Wiley and Sons, 2009) ISBN 0470998105

### Journals/newspapers

*Academy of Management Journal* (Academy of Management)  
*British Journal of Management* (John Wiley and Sons)  
*California Management Review* (University of California, Berkeley)  
*EuroMedia* (Advanced Television Ltd)  
*European Management Journal* (Elsevier)  
*Global Trade Review* (Exporta Publishing and Events)  
*Harvard Business Review* (Harvard Business Publishing)  
*Journal of Management Studies* (John Wiley and Sons)  
*Management Today* (Haymarket Business Media)  
*MIT Sloan Management Review* (Massachusetts Institute of Technology)

### Websites

[www.asa.org.uk](http://www.asa.org.uk) Advertising Standards Authority  
[www.bbc.co.uk](http://www.bbc.co.uk) British Broadcasting Corporation  
[www.benchmarkingnetwork.com](http://www.benchmarkingnetwork.com) The Benchmarking Network Inc  
[www.bized.co.uk](http://www.bized.co.uk) Learning materials and case studies  
[www.britishcouncil.org.uk](http://www.britishcouncil.org.uk) British Council  
[www.business.com](http://www.business.com) Business search engine on business background  
[www.cipd.co.uk](http://www.cipd.co.uk) Chartered Institute of Personnel and Development  
[www.direct.gov.uk](http://www.direct.gov.uk) Public service information  
[www.findarticles.com](http://www.findarticles.com) BNET – for articles in more than 500 publications  
[www.ft.com](http://www.ft.com) *Financial Times* archive

www.i-l-m.com Institute of Leadership and Management  
 www.ico.gov.uk Information Commissioner’s Office – data protection and freedom of information advice  
 www.iso9000.org International Quality Systems Directory  
 www.managers.org.uk Chartered Management Institute  
 www.mintel.co.uk Mintel International on consumer markets  
 www.newsint-archive.co.uk *The Times* and *Sunday Times* archive  
 www.ons.gov.uk Office for National Statistics

## UNIT SPECIFICATIONS

### Unit Title

Managing Financial Principles and Techniques

### Level

7

### Learning Time Hours

150

### Credit Value

15

### Unit aim

This unit provides the learner with the skills to apply financial principles relevant to strategic management in an organisational context, including forecasting, capital appraisal, budgeting, financial appraisal and analysis.

### Unit introduction

Organisations operate in a very competitive and continually changing environment where effective decision making is crucial if an organisation is to survive or even be profitable. An important resource for decision making is financial information and it is important for managers to be able to interpret, analyse and evaluate this information effectively.

This unit will give learners a foundation in financial principles and techniques relevant to the strategic management process. It encourages learners to explore the nature of cost-based financial data and information, the impact of the budgeting process on the organisation, and the development of cost reduction and management procedures and processes. It also focuses on the management of these costs through the use of forecasting, appraisal and financial reporting procedures. One of the main objectives of this unit is for learners to develop the confidence to apply, analyse and evaluate financial and cost information. Learners will develop the ability to judge the sources, nature, accuracy and completeness of cost-based information and influence others to make decisions that are based on well-researched options. These important decision-making skills will be enhanced further through the use and validation of forecasting techniques, the consideration of financial statements and making judgements on the validity of information sources used in the decision-making process.

Learners will also apply strategies associated with determining sound management information with reference to sources of funds, the potential investment of resources and the interpretation of financial statements.

Learners will study issues of cost, responsibility and control in the contexts of management accounting and the management process. This unit gives learners the opportunity to enhance their competency in the construction, review and evaluation of cost-based financial information, and introduces them to the analysis and control or reduction of costs in a range of situations.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning Outcome	Content for Learning Outcome	Assessment Criteria
1 Be able to apply cost concepts to the decision-making process	<p><i>Costs and prices:</i> absorption and marginal costing – their nature, similarities, differences and use in pricing; relationship to pricing policy; influences on pricing strategy</p> <p><i>Cost systems:</i> classifications in terms of object; function, product/service and behaviour; opportunity cost, recording and analysing costs; job costing; batch costing; process costing; contract costing; standard costing; variance calculations; variance analysis and management by exception</p> <p><i>Responsibility and control of systems:</i> cost centre; profit centres; investment centres; accountable management;</p>	<p>1.1 explain the importance of costs in the pricing strategy of an organisation</p> <p>1.2 design a costing system for use within an organisation</p> <p>1.3 propose improvements to the costing and pricing systems used by an organisation</p>



	planning and control methods	
2 Be able to apply forecasting techniques to obtain information for decision making	<i>Forecasting techniques:</i> forecasting costs; cash flow forecasts; scatter graphs; linear regression; time series methods; forecasting and price movement; using indices, limitations of index numbers; forecasting problems and limitations; place of qualitative data; recommendations <i>Funds:</i> sources; supporting proposals for obtaining funds internally and externally; gearing ratios; effect of different types of funding on shareholder and market perception; selecting appropriate sources of funds for different projects – comparison of costs	2.1 apply forecasting techniques to make cost and revenue decisions in an organisation 2.2 assess the sources of funds available to an organisation for a specific project
3 Be able to participate in the budgetary process of an organisation	<i>Target setting:</i> comparison to previous years; links between targets; realism; organisational objectives <i>Process:</i> importance to management; the steps in the process from subsidiary/functional to master budget; relationship to cost and quality control, resource utilisation and profitability; computer-assisted processes <i>Budgets:</i> types; flexible and fixed budgets; zero-based budgeting <i>Monitoring process:</i> budgeted and actual figures, accounting for and investigating variances; favourable and adverse variances; the need for prompt and relevant corrective action; behavioural issues relating to budgeting eg management participation authority, performance evaluation	3.1 select appropriate budgetary targets for an organisation 3.2 participate in the creation of a master budget for an organisation 3.3 compare actual expenditure and income to the master budget of an organisation 3.4 evaluate budgetary monitoring processes in an organisation
4 Be able to recommend cost reduction and management processes for an organisation	<i>Cost reduction:</i> purpose compared with cost control (standard costing and budgetary control); value analysis and value engineering; difficulties with introducing cost reduction programmes; quality and value, Total Quality Management (TQM), measuring the costs of quality <i>Activity-based costing:</i> development of activity-based costing (ABC); use in calculating costs and pricing policy; activity-based budgeting; merits and limitations of these systems	4.1 recommend processes that could manage cost reduction in an organisation 4.2 evaluate the potential for the use of activity-based costing
5 Be able to use financial appraisal techniques to make strategic investment decisions for an organisation	<i>Investment:</i> definition; capital and revenue expenditure; types and interaction with risk; sensitivity analysis <i>Investment appraisal:</i> accounting rate of return; payback period and cash flows, discounted cash flow – net present value and internal rate of return, time value of money and allowance for inflation in money and real rates of discount, taxation and project appraisal; post-audit	5.1 apply financial appraisal methods to analyse competing investment projects in the public and private sector 5.2 make a justified strategic investment decision for an organisation using relevant financial information 5.3 report on the appropriateness of a strategic investment decision using information from a post audit appraisal
6 Be able to interpret financial statements for planning and decision making	<i>Statements:</i> estimates and assumptions relating to the profit and loss account; balance sheet and cash flow statement; use of spreadsheets in financial planning; financial resource audits and the use of balanced scorecards – Kaplan and Norton <i>Financial ratios:</i> employment of financial ratios internally and externally; financial profiles of organisations; calculation of key ratios reflecting business liquidity; efficiency and profitability <i>Interpretation and limitations of ratio analysis:</i> emphasis on the interpretation of ratios and encouragement of the use of contingency and risk analysis to justify and make strategic portfolio decisions	6.1 analyse financial statements to assess the financial viability of an organisation 6.2 apply financial ratios to improve the quality of financial information in an organisation's financial statements 6.3 make recommendations on the strategic portfolio of an organisation based on its financial information

### Essential resources

There are no essential resources required for this unit.



## Indicative resource materials

### Textbooks

- Atrill P and McLaney E – *Management Accounting for Non-specialists, 3rd Edition* (Financial Times/Prentice Hall, 2002) ISBN 0273655914
- Berry A and Jarvis R – *Accounting in a Business Context, 4th Edition* (Cengage Learning EMEA, 2005) ISBN 1844802515
- Brookson S – *Managing Budgets* (Dorling Kindersley, 2000) ISBN 0751307718
- Cox D and Fardon M – *Management of Finance* (Osborne Books, 1997) ISBN 872962238
- Drury C – *Management Accounting for Business, 4th Edition* (Cengage Learning EMEA, 2009) ISBN 1408017717
- Glynn J, Perrin J, Murphy M and Abraham A – *Accounting for Managers, 3rd Edition* (Thomson Learning, 2003) ISBN 186152904X
- Harris R and Sollis R – *Applied Time Series Modelling and Forecasting* (John Wiley and Sons, 2003) ISBN 0470844434
- Lumby S and Jones C – *The Fundamentals of Investment Appraisal* (Thomson Learning, 2000) ISBN 1861526075
- Monden Y – *Cost Reduction Systems: Target Costing and Kaizen Costing* (Productivity Press, 1995) ISBN 1563270684
- Makridakis S, Wheelwright S C and Hyndman R J – *Forecasting, 3rd Edition* (John Wiley and Sons, 1998) ISBN 0471532339
- Pettinger R – *Investment Appraisal: A Managerial Approach* (Palgrave Macmillan, 2000) ISBN 0333800591
- Secrett M – *Mastering Spreadsheets, Budgets and Forecasts, 3rd Edition* (Financial Times/Prentice Hall, 1999) ISBN 0273644912
- White G I, Sondhi A C and Fried D – *The Analysis and Use of Financial Statements, 3rd Edition* (John Wiley and Sons, 2003) ISBN 0471375942
- Yoshikawa T, Innes J and Mitchell F – *Strategic Value Analysis* (Financial Times/Prentice Hall, 2002) ISBN 0273654292

### Journals/newspapers

Newspapers can be a useful source for financial issues in both the private and public sector. Examples include *The Financial Times*, *The Guardian*, *The Independent* and *The Times*. Specialist periodicals also provide current articles on developments in related topic areas. Examples include:

- Management Accounting Quarterly* (Institute of Management Accountants)
- Management Today* (Haymarket Business Media)
- Strategic Finance* (Institute of Management Accountants)

### Websites

There are many websites that provide useful information, case studies and examples of the application of financial techniques in business situations. Company reports can be accessed and ordered through the *Financial Times* website or through the Registrar of Companies, whose website contains useful information on the style of reporting for company accounts and information on the content of company reports. Public limited companies have websites which normally give access to their published accounts and accompanying reports.

Most of the professional accounting bodies (CIMA, ICA, CIPFA, AAT) have their own websites with access to library facilities (although if you are not a member, access may be restricted).

- [www.aat.co.uk](http://www.aat.co.uk) Association of Accounting Technicians
- [www.bized.co.uk](http://www.bized.co.uk) Learning materials and a wide range of company information
- [www.cimaglobal.com](http://www.cimaglobal.com) Chartered Institute of Management Accountants
- [www.cipfa.org.uk](http://www.cipfa.org.uk) Chartered Institute of Public Finance and Accountancy
- [www.companies-house.gov.uk](http://www.companies-house.gov.uk) Companies House
- [www.corporate.marksandspencer.com](http://www.corporate.marksandspencer.com) Example of company website containing information on its published accounts
- [www.guardian.co.uk](http://www.guardian.co.uk) Example broadsheet newspaper website
- [www.icaew.co.uk](http://www.icaew.co.uk) Institute of Chartered Accountants in England and Wales
- [www.icsa.org.uk](http://www.icsa.org.uk) Institute of Chartered Secretaries and Administrators
- [www.thetimes100.co.uk](http://www.thetimes100.co.uk) Company case studies

## UNIT SPECIFICATIONS

### Unit Title

Research Methods for Strategic Managers

### Level

7

### Learning Time Hours

150

### Credit Value

15

### Unit aim

This unit provides the learner with an understanding of the methods and techniques used and required when carrying out formal research. The unit addresses a variety of research methodologies and offers the learner the opportunity to develop research skills.

### Unit introduction

This unit is designed to introduce learners to the techniques and methods required to carry out formal research. The unit addresses a variety of research methodologies.

Learners will be required to propose a unique research question related to an area of professional business practice that interests them and will add to their professional development. They will carry out a literature review on the topic, critically evaluating its relevance to their research question.

Learners will understand the techniques, both quantitative and qualitative, used in research to analyse data. They will select an appropriate research methodology for their question, and record and present their findings.

Tutor approval should be sought before learners begin their research and their final report should be presented in a format agreed by the tutor.

### Learning Outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

Learning Outcome	Content for Learning Outcome	Assessment Criteria
1 Understand how to select a research question	<p><i>Research question:</i> definition; suitability; skills and knowledge to be gained; aims; objectives; terms of reference; duration; rationale for selection; methodology for data collection and analysis; type of research eg qualitative, quantitative, systematic, original; methodology; resources; statistical analyses; validity; reliability; control of variables; literature review; implications eg resources; ethical issues</p> <p><i>Action plan:</i> rationale for research question or hypothesis; task dates; review dates; monitoring/reviewing process; strategy</p> <p><i>Preparation:</i> identifying ideas/topics/areas of investigation; research question(s); scope and feasibility; hypothesis; literature search; agreeing the process; targets; milestones; action plan; timetable and procedure; monitoring and revision</p> <p><i>Methodology:</i> literature search eg library, internet, sector data sources; pure and applied research, developmental, longitudinal, survey, case study; research and development; concepts and theories; terminology; validity and reliability</p>	<p>1.1 select a research question</p> <p>1.2 explain the factors that contribute to the process of successful research question selection</p> <p>1.3 justify their choice of research question</p>
2 Be able to conduct a literature review	<p><i>Secondary research:</i> books; journals; papers; conferences; library search; use of IT; internet; media</p> <p><i>Evaluation of literature:</i> credibility; validity; reliability; frequency of references and esteem in which publications are held; use and acceptance by others</p>	<p>2.1 conduct research to find literature relevant to the research question</p> <p>2.2 undertake a critical review of the key literature for inclusion in a research proposal</p>
3 Understand techniques used to interpret data in a research proposal	<p><i>Qualitative data analysis:</i> interpreting transcripts and records, coding techniques, categorisation, relationships, trends, processes, use of computers; presentation of data and information</p> <p><i>Quantitative data analysis:</i> coding/values, manual/electronic methods, specialist software; presentation of data eg bar/pie charts, graphs, statistical tables; comparison of variables, trends, forecasting</p>	<p>3.1 evaluate techniques for use with quantitative data in a research proposal</p> <p>3.2 evaluate techniques for use with qualitative data in a research proposal</p>
4 Be able to choose the appropriate methodology to research the question	<p><i>Research methodologies:</i> intervention, non-intervention, action research</p> <p><i>Implement:</i> according to research design and method; test research question/ hypotheses; considering test validity; reliability</p> <p><i>Methodology for quantitative data:</i> questionnaires (type, layout, questions, distribution, original research data); interviews (selecting interviewees, bias, verification of data,</p>	<p>4.1 evaluate appropriate research methodologies in terms of the research question</p> <p>4.2 choose an appropriate methodology in terms of the research question</p> <p>4.3 justify the methodology selected in terms of the research question</p>

	<p>time, place, style, preparation, format, recording); surveys  <i>Methodology for qualitative data</i>: case study; observation; interviews  <i>Data collection</i>: selection of appropriate tools for data collection; types eg qualitative, quantitative; systematic recording; methodological problems eg bias, variables and control of variables, validity and reliability  <i>Data analysis and interpretation</i>: qualitative and quantitative data analysis – interpreting transcripts; coding techniques; specialist software; statistical tables; comparison of variables; trends; forecasting</p>	
5 Be able to present the findings of a research proposal	<p><i>Presentation</i>: eg formal written format, by <i>viva voce</i> or oral presentation, diagrammatic or graphical figures  <i>Methodology</i>: presentation eg IT, audio, visual aids, time, pace; delivery critique of the methods used in the study, recommendations, eg using the findings, recommendations for the future, areas for future research  <i>Evaluation</i>: planning, objectives, focus, benefits, difficulties; an overview of the success or failure of the research project planning, aims and objectives, evidence and findings, validity, reliability, benefits, difficulties, conclusion(s)  <i>Future consideration</i>: significance of research investigation; application of research results; implications; limitations of the investigation; improvements; recommendations for the future, areas for future research  <i>Criteria</i>: purpose, editing, format, sequencing success, critical analysis, discussion of evidence and findings  <i>Format</i>: professional delivery format appropriate to the audience; use of appropriate media</p>	<p>5.1 record findings on a research question, literature review and methodology in an agreed format  5.2 summarise the findings using suitable methods  5.3 present the findings using suitable methods  5.4 critically analyse the findings</p>

### Essential resources

Where learners are engaged in primary research, tutors must check that access has been negotiated and that ethical research procedures are being followed. Learners will need access to ICT and appropriate commercial organisations. Learners will also need access to ICT facilities when analysing their findings and writing up their reports.

### Indicative resource materials

#### Textbooks

- Bell J – *Doing your Research Project, 5th Edition* (Open University Press, 2010) ISBN 0335235824  
Best J W and Kahn J V – *Research in Education, 10th Edition* (Allyn and Bacon, 2005) ISBN 0205458408  
Coghlan, D and Brannick T – *Doing Action Research in Your Own Organization, 3rd Edition* (Sage Publications, 2009) ISBN 1848602162  
Cohen L, Manion L and Morrison K – *Research Methods in Education, 6th Edition* (Routledge, 2007) ISBN 0415368782  
Coolican H – *Research Methods and Statistics in Psychology, 5th Edition* (Hodder Education, 2009) ISBN 0340983442  
Elliott J – *Action Research for Educational Change* (Open University Press, 1991) ISBN 0335096891  
Gill J and Johnson P – *Research Methods for Managers, 4th Edition* (Sage Publications, 2010) ISBN 1847870945  
Hart C – *Doing a Literature Review* (Sage Publications, 1998) ISBN 0761959750  
Hoinville G and Jowell R – *Survey Research Practice* (Avebury, 1985) ISBN 0566051567  
Kane E – *Doing Your Own Research, 2nd Edition* (Marion Boyars, 2001) ISBN 0714530433  
Lock D – *Project Management, 9th Edition* (Gower Publications, 2007) ISBN 0566087723  
Marshall L – *A Guide to Learning Independently, 3rd Edition* (Longman, 1998) ISBN 0582811708  
McNiff J and Whitehead J – *Doing and Writing Action Research* (Sage Publications, 2009) ISBN 1847871755  
Murray R – *How to Write a Thesis, 2nd Edition* (Open University Press, 2006) ISBN 0335219683  
Robson C – *Real World Research, 2nd Edition* (John Wiley and Sons, 2002) ISBN 0631213058  
Saunders M, Lewis P and Thornhill A – *Research Methods for Business Students, 5th Edition* (Financial Times/Prentice Hall, 2009) ISBN 0273716867  
Thomas R and Lynn P – *Survey Research in Practice* (Sage Publications, 2009) ISBN 0761971076

## UNIT SPECIFICATIONS

### Unit Title

Project Development and Implementation for Strategic Managers

**Level**

7

**Learning Time Hours**

200

**Credit Value**

20

**Unit aim**

This unit provides learners with an opportunity to develop their project management and research skills by developing a project where they plan and implement a new product, service or process.

**Unit introduction**

As the rate of change escalates, it is important for organisations to not just hold their place in the market but to plan to move ahead. This unit recognises the importance to managers of having project management skills and the relevant expertise to enable this to happen.

The purpose of this unit is to give learners an opportunity to integrate all the knowledge from their programme of learning by developing a project in which they plan and implement a new product, service or process.

This unit could follow on from *Unit 16: Research Methods for Strategic Managers*, where a research question is formulated and researched. The fact that there are two units on research and project development and implementation in this specification recognises the scale of work required to develop and implement a sound project. Learners can take either unit without the other, but may find it necessary to start with Unit 16 if they have no experience of research methodology.

Learners need to take a full and active role in all aspects of the project, and the selection of an appropriate management issue is crucial to success. Learners will cover a full range of management activities and roles, including resource and people management and implementation of change. The result needs to be a substantial report in a style appropriate for consideration by senior management.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning Outcome	Content for Learning Outcome	Assessment Criteria
1 Be able to develop a project specification	<p><i>Development:</i> defining the product, service or process; research; methods of evaluating feasibility of projects; initial critical analysis of the outline specification; selection of project option; initiating a project logbook/diary; estimating costs and resource implications; identifying goals and limitations; value of project; rationale for selection; agree roles and allocate responsibilities; developing a business case, case justification; primary and secondary sources, official sources; tacit knowledge; political dimensions, environmental scanning, market research, market segmentation</p> <p><i>Specification:</i> developing a list of requirements relevant to project specifications eg costs, timescales, scale of operation, standards, legislation, ethics, sustainability, quality, fitness for purpose, business data, resource implications; project lifecycle; added value of product, service or process; market and customer expectations; profit margins and vulnerability; market analysis; benchmarking; stakeholder analysis; scoping process; informal contacts and networking; relationship to corporate strategy and planning; sustainability; market intelligence systems (MIS)</p> <p><i>Project management:</i> principles; role of the project manager eg management of change, understanding of project management system elements and their integration, management of multiple projects; project environment and the impact of external influences on projects; identification of the major project</p>	<p>1.1 analyse the factors that contribute to the process of project selection</p> <p>1.2 develop outline project specifications for the implementation of a new product, service or process</p> <p>1.3 produce a specification for an agreed project to implement a new product, service or process</p>

	<p>phases (initiate, plan, execute, monitor/control, evaluate/close) and why they are required, understanding of the work in each phase; the nature of work in the lifecycles of projects in various industries</p> <p><i>Success/failure criteria:</i> need to meet operational, time and cost criteria, measure success eg develop the project scope; product breakdown structure (PBS); work breakdown structure (WBS); project execution strategy and the role of the project team; consideration of investment appraisal eg use of discount cash flow (DCF) and net present value (NPV); benefit analysis and viability of projects; determine success/failure criteria; preparation of project definition report, acceptance tests; requirements for termination eg audit trails, punch lists, close-out reports and post-project appraisals, comparison of project outcome with business objectives</p> <p><i>Project management systems:</i> procedures and processes; knowledge of project information support (IS) systems; how to integrate human and material resources for success</p>	
<p>2 Be able to plan for the launch of a project to implement a new product, service or process</p>	<p><i>Procedures:</i> planning and monitoring methods; operating methods; lines of communication; risk analysis; structure of groups and collaborative working; targets and aims</p> <p><i>Project plan:</i> production of a plan for the project including timescales, deliverables, milestones, quality assurance systems and quality plans; monitoring progress</p> <p><i>Resources:</i> economy, efficiency and effectiveness; sources and evaluation of training and development; workforce planning; contingency factors</p> <p><i>Cost:</i> cost dimensions eg labour, training and development, materials, supplies, equipment hire, accommodation or space, delivery, accessing funds, overheads, administration, budgeting and cash flow, cost margins; cost-benefit analysis</p> <p><i>Planning:</i> identify and select product, service or process; scope and feasibility; agreeing the process; plan timeline; action plan; timetable and procedure; task dates; targets; milestones; review dates; monitoring/reviewing process; strategy</p> <p><i>Methodology:</i> research eg library, internet, sector data sources, pure and applied research, developmental, longitudinal, interviews, questionnaires, survey, case study; research and development; concepts and theories; terminology; validity and reliability</p> <p><i>Organisational structure:</i> functional, project and matrix structures eg consideration of cultural and environmental influences; organisational evolution during the project lifecycle; job descriptions and key roles eg the project sponsor, champion, manager, integrators; other participants eg the project owner, user, supporters, stakeholders</p> <p><i>Control and coordination:</i> the need for monitoring and control eg preparation of project plans, planning, scheduling and resourcing techniques; use of work breakdown structure to develop monitoring and control systems; monitoring performance and progress measurement against established targets and plans; project reporting; change control procedures</p> <p><i>Leadership requirements:</i> team roles, motivation and the need for team building; project leadership styles and attributes; delegation of work and responsibility; techniques for dealing with conflict; negotiation skills</p> <p><i>Human resources and requirements:</i> calculation, specification and optimisation of human resource requirements; job descriptions</p>	<p>2.1 produce a project plan for an agreed project</p> <p>2.2 match appropriate resources to a project</p> <p>2.3 cost all resources required for implementing a project</p> <p>2.4 agree timescales for the management and implementation of a project</p> <p>2.5 plan an appropriate strategy for the implementation of a project</p>

<p>3 Be able to implement a project</p>	<p><i>Implementation:</i> market or pilot testing; leadership, delegation and motivation, teambuilding, roles; stages breakdown; developing specifications, Gantt chart, PERT/CPA modelling, quality control and analysis, Total Quality Management (TQM), quality chain, milestone charting, auditing; feedback systems, communication systems; time management, progress meetings, corrective measures, variance analysis, bottlenecks; contracting; pricing policy; differentiation; market positioning and strategy; packaging, promotion and advertising; distribution costs; branding</p> <p><i>Project management plans:</i> the why, what, how, when, where and by whom of project management eg contract terms, document distribution schedules, procurement, establishing the baseline for the project</p> <p><i>Implement:</i> proper use of resources, working within agreed timescale, use of appropriate techniques for generating solutions, monitoring development against the agreed project plan, maintaining and adapting project plan where appropriate</p> <p><i>Record:</i> systematic recording of relevant outcomes of all aspects and stages of the project to agreed standards</p> <p><i>Project organisation:</i> the product breakdown structure (PBS) and the work breakdown structure (WBS), project execution strategy and the organisation breakdown structure (OBS) eg preparation of organisational charts, task responsibility matrix, statement of work (SOW) for project tasks</p> <p><i>Scheduling techniques:</i> relationship between schedules, OBS and WBS, bar charts, milestone schedules, network techniques, resourcing techniques, computer-based scheduling and resourcing packages, project progress measurement and reporting techniques, staff-hours earned value and progress 'S' curves, critical path analysis and reporting, milestone trending</p> <p><i>Cost control:</i> cost breakdown structure eg types of project estimate, resources needed, estimating techniques, estimating accuracy, contingency and estimation, bid estimates, whole-life cost estimates, sources of information, cost information sensitivity, computer-based estimating</p> <p><i>Techniques:</i> allocation of budgets to packages of work, committed costs, actual costs, cash flow, contingency management</p> <p><i>Performance:</i> cost performance analysis eg budgeted cost for work scheduled (BCWS), budgeted cost for work performed (BCWP); concept of earned value, actual cost of work performed (ACWP), cost performance indicators</p> <p><i>Change control:</i> the need for formal control of changes eg impact of changes on the project, principles of change control and configuration management; changes to scope, specification, cost or schedule; change reviews and authorisation, the formation of project teams, project initiation and start-up procedures</p>	<p>3.1 implement a project in accordance with an agreed specification</p> <p>3.2 develop appropriate measures to monitor and evaluate progress and outcomes</p> <p>3.3 monitor the implementation of a project</p>
<p>4 Be able to evaluate the outcomes of a project</p>	<p><i>Criteria:</i> purpose; targets and achievement; sequencing success or problems; critical analysis; feedback from stakeholders; significance of project; application of project results; implications; limitations of the project; improvements; recommendations for further consideration</p> <p><i>Evaluation:</i> planning; objectives; focus; benefits; successes; difficulties; recommendations; analysis of results and planned procedures; use of appropriate evaluation</p>	<p>4.1 analyse the outcomes of a project in terms of the original project specification</p> <p>4.2 evaluate the outcomes of a project</p> <p>4.3 make justified recommendations for improvements to the project</p>



	techniques; application of project evaluation and review techniques (PERT); opportunities for further studies and developments <i>Interpretation:</i> use of appropriate techniques to justify project progress and outcomes in terms of the original agreed project specification	
5 Be able to present the outcomes of a project	<i>Presentation:</i> eg formal written format, by viva voce or oral presentation, diagrammatic or graphical figures <i>Record of procedures and results:</i> relevant documentation for all aspects and stages of the project <i>Format:</i> professional delivery format appropriate to the audience; appropriate media <i>Methodology:</i> presentation eg IT, audio, visual aids, time, pace; delivery critique of the methods used in the project; recommendations eg using the findings, recommendations for the future; areas for future research	5.1 produce a report of all project procedures used 5.2 present the outcomes of the project to an audience using an agreed format and appropriate media

### Essential resources

Sufficient library facilities need to be available to learners. In addition, learners need to read the broadsheet press and weekly business magazines regularly.

### Indicative resource materials

#### Textbooks

- Coghlan, D and Brannick T – *Doing Action Research in Your Own Organization, 3<sup>rd</sup> Edition* (Sage Publications, 2009) ISBN 1848602162
- Harvard Business Review on Decision Making* (Harvard Business School Press, 2001) ISBN 1578515572
- Hart C – *Doing a Literature Review* (Sage Publications, 1998) ISBN 0761959750
- Kovacic B – *New Approaches to Organizational Communication* (State University of New York Press, 1994) ISBN 0791419185
- Little S E, Quintas P and Ray T (Eds) – *Managing Knowledge* (Sage Publications, 2001) ISBN 0761972137
- March J G – *A Primer on Decision Making; How Decisions Happen* (Simon and Schuster Ltd, 1994) ISBN 0029200350
- McKenzie J and van Winkelen C – *Understanding the Knowledgeable Organization: Nurturing Knowledge Competence* (Thomson Learning, 2003) ISBN 1861528957
- Murray R – *How to Write a Thesis, 2nd Edition* (Open University Press, 2006) ISBN 0335219683
- Preston P – *Reshaping Communications* (Sage Publications, 2001) ISBN 0803985630
- Quirke B – *Making the Connections: Using Internal Communication to Turn Strategy into Action, 2nd Edition* (Gower Publishing Ltd, 2008) ISBN 0566087804
- Quirke B – *Communicating Corporate Change: A Practical Guide to Communication and Corporate Strategy* (McGraw-Hill, 1996) ISBN 0077093119
- Sadler P – *Building Tomorrow's Company: A Guide to Sustainable Business Success* (Kogan Page, 2002) ISBN 0749437103
- Stewart T A – *Intellectual Capital: The New Wealth of Organizations, 2nd Edition* (Nicholas Brealey Publishing, 1998) ISBN 1857881834
- Welch D – *Decisions, Decisions: The Art of Effective Decision Making* (Prometheus Books, 2001) ISBN 1573929344

#### Journals/newspapers

- Academy of Management Journal* (Academy of Management)
- British Journal of Management* (John Wiley and Sons)
- California Management Review* (University of California, Berkeley)
- Harvard Business Review* (Harvard Business Publishing)
- Information Management* (SourceMedia)
- Information Technology and People* (Emerald)
- Inside Knowledge* (Waterlow Legal and Regulatory Limited)
- International Journal of Information Management* (Elsevier)
- Journal of Information Technology* (Palgrave Macmillan)
- Journal of Management Studies* (John Wiley and Sons)
- Management Today* (Haymarket Business Media)
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