



SEVERN
BUSINESS
COLLEGE

Qualifi Level 5 Extended Diploma in
Business Management

Course Handbook

Qualification

Qualifi Level 5 Extended Diploma in Business Management

Ofqual Number

610/1675/5

Level

5

Total Qualification Time

2400

Credit Value

240

Aim of the Course

The qualifications offered provide the opportunity for individuals to forge a career in business by seeking a greater knowledge and understanding industry, and to support the individual's development into senior positions. The course aims for the following:

1. To enable Learners to apply analytical and evaluative techniques to business in private and public sectors
2. To enhance analytical and evaluative skills relating to business across a number of industries
3. To develop the Learner's ability to recognise and reflect on the process of personal learning and development which facilitates the enhancement of key personal, sociable and other transferable skills
4. To encourage the Learner's self-reflection, analytical, intellectual and transferable skills

Assessment

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

Course Structure

Qualifi Level 5 Extended Diploma in Business Management			
Unit number	Units	Unit level	Unit credit
D/507/1581	Communications in Organisations	4	20
H/507/1582	Leadership and the Organisation	4	20
M/507/1584	Financial Awareness	4	20
A/507/1586	Managing Change	4	20
F/507/1587	Business Operations	4	20
J/507/1588	Developing Teams	4	20
R/507/1612	Responding to the Changing Business Environment	5	20
Y/507/1513	Effective Decision Making	5	20
D/507/1614	Business Development	5	20
H/507/1615	Business Models and Growing Organisations	5	20
K/507/1616	Customer Management	5	20
T/507/1618	Risk Management and Organisations	5	20

Assessment Grades

Marks Ranges %	Assessment Criteria
Fail (0-39)	Insufficient information about each assessment criteria
Pass (40-59)	Describe main ideas with evidence on each assessment criteria
Merit (60-69)	Evaluation of ideas with evidence on each assessment criteria
Distinction (70-100)	Critical evaluation of ideas with evidence on each assessment criteria
No Marks	Plagiarism

UNIT SPECIFICATIONS**Unit Title**

Communication in an Organisation

Level

4

Learning Time Hours

200

Credit Value

20

Unit aim

The unit aims to develop the learner's awareness of organisational, personal, team and external communications. Communication practices, systems, styles and tools are explored and how they support individual and group's commitment to organisations and their objectives. Interpersonal communication with an emphasis on analysing the learner's own personal style to empower and improve personal communication skills is central to the unit. For this purpose, learners should obtain feedback on their input at meetings, presentations, interviews and in discussions with peers and tutors.

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.

Learning Outcome	Assessment Criteria
1. Analyse communications in organisations.	1.1 Understand the importance of effective communications in organisations. 1.2 Identify and explain communication practices and systems that allow organisation policy and procedures to be understood and followed; and how ideas, new initiatives and developments can be shared. 1.3 Evaluate how workforce commitment to organisational change can be achieved using different communication practices. 1.4 Analyse communication barriers and weaknesses and remedies to such problems.
2. Understand and develop personal interpersonal communications.	2.1 Explain interpersonal communications and communication styles. 2.2 Show awareness of personal interpersonal communication skills and provide evidence of your skills including presentation style, meetings management and networking. 2.3 Apply approaches to improve personal communication style.
3. Evaluate the management of internal and external workplace communications.	3.1 Identify and explain how management can support teams and other groups, departments or sections within and outside an organisation to communicate effectively. 3.2 Investigate organisational practices that support internal and external workplace communications. 3.3 Evaluate communication tools, approaches and practices that support effective internal and external communications. 3.4 Plan improvements in workplace communications and implement the plan.

Suggested Resources

- Kelly M., Williams M., (2015) BUSN 7, Business Communications, Chapter 5, Cengage
- Huber, D., (2013) Leadership and Nursing Care Management, Elsevier, Chap 7 pp111 - 124 ISBN: 978-1-4557-4071-0
- Stanton, N., (2013) Mastering Communications, 5th Edition, Palgrave, ISBN: 0-333-69343-4
- West, R., Turner, L., (2009) Understanding Interpersonal Communication 2nd edition, Cengage
- Guirdham, M., (2011) Communicating Across Cultures at Work, 3rd edition, Palgrave Macmillan.
- Fitzpatrick, L., Valskov, K., (2014) Internal Communications: A manual for practitioners, Kogan Page.
- Hargie, O and Tourish, D (2009), Auditing Organizational Communication, A Handbook of Research, Theory and Practice, Routledge.
- Hargie, O and Tourish, D (2009), Auditing Organizational Communication, A Handbook of Research, Theory and Practice, Routledge.
- McKay, M., Davies, M., Fanning, P., (2009) Messages: The Communication Skills Book, New Harbinger Publications, Inc.
- Răducan, R., & Răducan, R. (2014). Communication Styles of Leadership Tools. Procedia - Social and Behavioural Sciences, 149, 813–818
- Schramm, W. (1955). How communication works. In W. Schramm (Ed.). The process and effects of mass communication. Urbana: University of Illinois Press
- Wood, J. T. (2009). Communication in our Lives! (4th edition.), Belmont, ThomsonHadsworth

UNIT SPECIFICATIONS

Unit Title

Level

4

Learning Time Hours

200

Credit Value

20

Unit aim

Through a study of leadership styles, current theory and models learners will be gain an appreciation of leadership skills and their importance at all levels in organisations and for specific purposes.

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.

Learning Outcome	Assessment Criteria
1. Evaluate the impact of different leadership qualities and skills in organisations.	1.1 Identify different skills and characteristics of successful leaders. 1.2 Assess how different leadership styles can influence an organisation.
2. Research current theories, models and principles of leadership.	2.1 Appreciate and comment on different leadership theories, models and principles. 2.2 Discriminate between the leadership skills needed for different tasks in organisations and at different levels, from strategic to team leader. 2.3 Evaluate the usefulness of leadership theories, models and principles.
3. Analyse the leadership skills required for specific situations.	3.1 Discuss how an organisation’s objectives can influence choice of leadership style. 3.2 Evaluate different industries and sectors and what leadership styles may be most suited to them. 3.3 Evaluate different organisation functions and situations and what leadership styles may be most suited to them. 3.4 Identify methods of leadership development suitable for a range of different contexts.

Suggested Resources

- Kelly M., Williams M., (2015) BUSN 7, Management, Motivation and Leadership, Chapter 14, Cengage
- Yukl, G. (2010) Leadership in Organizations, 7th Edition, New Jersey: Pearson8

UNIT SPECIFICATIONS

Unit Title

Financial Awareness

Level

4

Learning Time Hours

200

Credit Value

20

Unit aim

The overriding aim of the unit is to provide the learner with the necessary knowledge to be able to critically evaluate the financial systems, processes and procedures in their own organisations. Learners will gain understanding of accounting conventions, appreciate measurement for efficiency, profitability and solvency, and the different demands made by different stakeholders. Learners will gain understanding of financial commentary.

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.

Learning Outcome	Assessment Criteria
1. Explore the nature and use of financial information.	1.1 Discuss the need for financial information, its purpose, limitations and the main stakeholders interested in the information. 1.2 Identify accounting arrangements and conventions used by organisations.
2. Investigate the principles and standards used to produce accounting and financial information.	2.1 Explain how accounting frameworks and regulation influence accounting and financial arrangements. 2.2 Explain the uses of published financial information. 2.3 Explain how an organisation uses management accounting practices.
3. Examine financial commentary that interprets and analyses published financial information.	3.1 Explain the main items commented on and explain their importance. 3.2. Identify trends in published accounting information.

Suggested Resources

- Kelly M., Williams M., (2015) BUSN 7, Accounting: Decisions by the Number, Chapter 8, Cengage
- Atrill P and McLaney E (2012) Accounting an Introduction 6e, Pearson Education \Bamber, M., Parry, S., Accounting and finance for Managers, Kogan , 2014
- Weetman, P., (2013) Financial and management accounting, 6th ed Edition, Pearson.
- Holmes, G., Sugden, A., Gee, P., Holmes, G., (2008) Interpreting company reports and accounts, 10th Edition, Financial Times Prentice Hall Elliott, B.,
- Elliott, J., (2015) Financial accounting and reporting, 17th edition Edition, Pearson, 2015

UNIT SPECIFICATIONS

Unit Title

Managing Change

Level

4

Learning Time Hours

200

Credit Value

20

Unit aim

The aim of this model is to introduce different models and practices of change management. The model further aims to help Learners to develop an understanding of the issues and practices involved in the management of change and those activities that contribute to positive organisational change. Learners are encouraged to develop and use their problem solving skills.

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.

Learning Outcome	Assessment Criteria
1. Research and analyse issues that concern significant organisational change.	1.1 Identify and analyse the resources impact of change on the organisation. 1.2 Explain positive and negative implications for making the change. 1.3 Evaluate organisation plans and arrangements and their fitness to accommodate the change.
2. Develop plans to involve stakeholders in planning for and supporting change.	2.1 Provide reasons and recommendations to support a team approach to managing change. 2.2 Consider options for an organisation that needs to make changes. 2.3. Evaluate options and provide reasons to select a particular option or set of options.
3. Plan the implementation and evaluation of a change process.	3.1 Produce plans that prepare the organisation for change and support implementation. 3.2. Monitor and evaluate the change implementation. 3.3 Review the successes and/or failures of the change process.

Suggested Resources

- Kelly M., Williams M., (2015) BUSN 7, Business Now: Change is the only Constant, Chapter 1, Cengage.
- Burnes, B., (2014) Managing Change, 6th edition, Pearson Education
- Bothma, R., Brewster, C., Carey, L., Holland, P., Warnich, and Edited by Grobler, P., (2012) Contemporary Issues in Human Resource Management, 4th edition Chapter 11 Change Management and Building the Learning Organisation.
- Anderson D., Ackerman L., (2010) Beyond Change Management: How to Achieve Breakthrough Results Through Conscious Change Leadership, Second Edition, Wiley.
- Drucker, P., (2009) Managing in a Time of Great Change (Drucker Library).
- Holman, P., Devane, T., Cady S., (2007) The Change Handbook: The Definitive Resource on Today's Best Methods for Engaging Whole Systems, BK
- HBR's 10 Must Reads on Change Management, (2011) Harvard Business Review.
- Kotter J and Cohen D S (2012) The Heart of Change; Real Life Stories of How People Change Their Organisations (Harvard Business School Press,)
- Kotter, J. (2012). The 8-step process for leading change. Kotter International.
- Hayes, J., (2010). The Theory and Practice of Change Management: Third Edition, Palgrave.
- Quinn, R., Cameron, S., (2011). Diagnosing and Changing Organizational Culture, Wiley

UNIT SPECIFICATIONS

Unit Title

Business Operations

Level

4

Learning Time Hours

200

Credit Value

20

Unit aim

This unit aims to enable learners to develop an understanding of the issues relating to the management of activities with a particular focus on problem solving. The unit provides a basis for understanding how different organisations are structured and controlled, and the importance of business goals and objectives. The workings and operations of the organisation are examined and Learners are required to develop and deliver operational plans.

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.

Learning Outcome	Assessment Criteria
1. Examine the importance of business processes in delivering business goals and objectives.	1.1 Identify and evaluate organisational functions, their main processes and the relationships between the functions. 1.2 Review methods and approaches for mapping organisational processes.
2. Investigate how business goals and objectives affect business operations.	2.1 Explain the effect of organisation mission, aims and objectives on the structure and culture of an organisation. 2.2 Analyse different approaches to goal setting for organisations. 2.3 Set SMART objectives.
3. Develop and implement plans for an operational area.	3.1 Develop and introduce plans that support the achievement of organisational goals and objectives. 3.2. Use SMART objectives. 3.3 Monitor and control plans to make sure objectives are achieved.

Suggested Resources

- Wickham, P.A, (2012) Management Consulting; Delivering an Effective project, Fourth Edition, Pearson.
- Bedi, K (2016) Production and Operations Management, 3rd edition, Oxford University Press
- Slack, N., Brandon A., Johnson R., (2013) Operations Management, 7nd Edition, Pearson
- Hill, A & Hill, T (2011), Essential Operations Management, Palgrave.
- Oakland, J.S. (2014). Total Quality Management and Operational Excellence: text and cases, 4th edn. Routledge

- Pugh, Derek S., & Hickson, David J. (2007). Great Writers on Organizations (Third Edition). Ashgate Publishing.
- Shafritz, Jay M., Ott, J. Stephen, & Jang, Yong Suk. (2010). Classics of Organisation Theory, Seventh Edition. Wadsworth
- Williamson, Oliver E. (2008). Outsourcing: Transaction cost economics and supply chain management, Journal of Supply Chain Management, Vol. 44, No. 2, pages 5–16.

UNIT SPECIFICATIONS

Unit Title

Developing Teams

Level

4

Learning Time Hours

200

Credit Value

20

Unit aim

The unit focuses on building, developing and supporting teams to enable them to achieve their goals and objectives. Learners will identify the skills and potential of teams and individuals. Opportunities for teams to develop, gaining new skills and experiences and ways to evaluate and improve their performance are important to the unit too.

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.

Learning Outcome	Assessment Criteria
1. Analyse the characteristics of teams.	1.1 Identify the attributes of a successful team. 1.2 Review theoretical models and approaches used to evaluate teams.
2. Evaluate methods for team development.	2.1 Assess motivational factors affecting different teams. 2.2 Evaluate relevant theory.
3. Evaluate methods of setting team objectives, and monitoring and evaluating team performance.	3.1 Identify different approaches to setting team objectives and evaluating team performance. 3.2. Produce recommendations on how to improve team performance.

Suggested Resources

- Kelly M., Williams M., (2015). BUSN 7, Management, Motivation and Leadership, Chapter 15, Human Resource Management: Building a Top Quality Team, Cengage Publishing
- Whetton, D., Cameron, K., Developing Management Skills (2011). Chapter 6, Motivating Others, 8th Edition, Pearson
- Belbin M., (2003), Management Teams - Why They Succeed or Fail, ButterworthHeinemann.
- Hawkins, P., (2015). Leadership Team Coaching: Developing Collective Transformational Leadership, Kogan Page.
- Huczynski, A. and Buchanan, D. (2010), Organizational Behaviour, New Edition (7th Revised edition)- Pearson Education.
- Lencioni, P., Overcoming (2005). The Five Dysfunctions of a Team: A Field Guide for Leaders, Managers, and Facilitators, Wiley.
- Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small-group development revisited. Group & Organization Management, 2(4), 419-427.

UNIT SPECIFICATIONS

Unit Title

Responding to the Changing Business Environment

Level

5

Learning Time Hours

200

Credit Value

Unit aim

The aim of the unit is to introduce the learner to a number of dynamic factors that affect how an organisation operates and the change in management that is required. By understanding how relationships between public and private sector organisations are affected by socio-economic factors the learner will be better placed to manage that relationship.

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.

Learning Outcome	Assessment Criteria
1. Evaluate and analyse the factors that influence business and the responses that can be deployed to manage these factors.	1.1 Identify and make use of different approaches to understanding the macro and micro environments for business. 1.2 Review business resources and external factors and trends to identify where business performance could be positively or negatively affected. 1.3 Recommend responses to external factors and trends.
2. Appreciate how an integrated approach to understanding the business context and decision making can support business development.	2.1 Identify and prioritise organisational changes to individual businesses that would counteract negative or support positive business environmental factors and trends. 2.2 Use case examples to illustrate the impact of responding to business environmental factors and trends. 2.3 Evaluate the role of management in responding to a changing business environment.
3. Investigate the changing relationship between the private and public sector.	3.1 Explain changes in the relationship between business, government and the public sector. 3.2. Use scenarios and models to illustrate changes in relationships. 3.3 Identify opportunities that may arise due to changes in relationships.

Suggested Resources

- Worthington, I., Britton, C., (2009) The Business Environment, Chapter 1,2,3, 5, 6, 13 Pearson 7/E
- Needle, 2010, Business in Context, Chapter 4 p 98 – 122, Fifth Edition, Cengage.
- Burnes, B., (2015) Managing Change, Chapter 2, 4 and 7, 6th Edition, Person.
- Whetton, 2011, Developing Management Skills, Pearson Education, Chapter4, 5 and 10
- Anderson A., Anderson D., (2010). The Change Leader's Roadmap: How to Navigate Your Organization's Transformation, 2 edition, Wiley
- Bremer, M., Lamers, M., (2012). Organizational Culture Change: Unleashing your Organization's Potential in Circles of 10
- Bui, H., & Baruch, Y. (2010). Creating learning organizations: a systems perspective. The Learning Organization, 17(3), 208–227
- Czinkota et al, (2005). International Business, Chap 5, The Theory of international Trade, pp148 -179, Thomson South Western
- Holt, Quelch, Taylor, (2005). How Consumer Value Global Brands, Harvard Business School, Working Knowledge
- Garvin, D. a, Edmondson, A. C., & Gino, F. (2008). Is yours a learning organization? Harvard Business Review, 86(3), 109–16, 134. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/18411968>
- Kotter, J., (1996) "Developing a Vision and Strategy". Leading Change. 72. Library of Congress, Cataloging-In-Publication Data.
- Kotter J., (1995). Leading Change: Why Transformation Efforts Fail, Harvard Business Review, March to April.
- OECD (1997), In Search of Results: Performance Management Practices, OECD, Paris.
- Shek, P., Wong, P., & Lam, K. Y. (2012). Facing Turbulence: Driving Force for Construction Organizations to Regain Unlearning and Learning Traction, (October), 1202–1212.
- Chartered Management Institute: <http://businesscasestudies.co.uk/cmi/developing-theskills-for-managing-change/managing-change.html#ixzz3nDtsFarz> extract from Rees, G., Hall, D., Managing Change, Chapter 6, accessed April 2016.

UNIT SPECIFICATIONS

Unit Title

Effective Decision Making

Level

5

Learning Time Hours

Credit Value

20

Unit aim

The unit aims to equip the learner with the means to manage the process of decision making rather than the outcome or decision itself. By recognising methods of decision taking, the learner can stress the need for greater participation of stakeholders to ensure pro-activity and innovation.

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.

Learning Outcome	Assessment Criteria
1. Review relevant issues that are important to making business decisions.	1.1 Review several different business issues where decisions are needed and analyse stakeholder needs and expectations for each case. 1.2 Research and review all relevant information and knowledge on the business issues where decisions are needed.
2. Explore approaches to the decision making process and how to improve approach.	2.1 Evaluate processes for obtaining relevant information on business issues for given organisations and identify where any strengths or weaknesses in approach exists. 2.2 Take decisions based upon information gained, provide justifications and say how the decision should be disseminated. 2.3 Make recommendations for improvements to the decision making process and make sure there is relevant participation in the process.
3. Recommend approaches to improve decision making.	3.1 Plan for, communicate and oversee new approaches to decision making. 3.2. Identify and develop measures to allow the effectiveness of the decision making process to be evaluated.

Suggested Resources

- Whetton D., Cameron, K., (2011). Developing Management Skills, Chapter 3 and 10, Pearson.
- Johnson, G., Whittington, R., Angwin, D., Regner, P., Scholes, K., & Pyle, S. (2013). Exploring Strategy: Text and Cases. Pearson.
- Dibbs S., Simkins, (2016). Marketing Concepts and Strategies, Chapter 2 Competitive strategy and Dibbs Chapter 22 Managing the Marketing Mix, Cengage.
- Robbins, D., (2011) Fundamentals of Management Chapter 2 The Management Environment, Pearson.
- Bazerman, M. & Moore, D. A. (2013) Judgment in Managerial Decision Making, Chapters 9 and 10, 8th Edition; Wiley
- Boddy D, Marrakas A and Kennedy G (2004) Managing Information Systems; An Organizational Perspective, FT Prentice Hall, 2004.
- Drucker P F (editor) (200) Harvard Business Review on Decision Making, Harvard Business School.
- French, Maule, & Papamichail N (2009) Decision behaviour, analysis and support, Cambridge University Press.
- Goodwin, P. and Wright, G., (2009). Decision Analysis for Management Judgment, (4th edition), Wiley, Chichester.
- McKenzie J and van Winkelen C (2003) Understanding the Knowledgeable Organisation, Thomson Learning.
- Thompson, P. and McHugh, D. (2009) Work Organisations, Basingstoke, Palgrave.
- Maurizio C., (2013). Organizational myopia: problems of rationality and foresight in organizations, Cambridge.
- Kahane, A., (2012). Transformative scenario planning: working together to change the future, Reos Publications.

UNIT SPECIFICATIONS**Unit Title**

Business Development

Level

5

Learning Time Hours

200

Credit Value

20

Unit aim

The aim of this unit is to provide the Learner with the knowledge and skills to research a market and plan a development strategy such as the launch of a new business model, new enterprise, product or service line. Learners will need to fully develop and pitch their business development strategy

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.

Learning Outcome	Assessment Criteria
1. Analyse the role that planning has in developing new business streams.	1.1 Use the TOWS matrix to identify a response to a future opportunity or threat. 1.2 Identify the business planning links between marketing, finance, HR and operations.
2. Conduct research into demand and assess market potential.	2.1 Produce an 'opportunities matrix' that supports strategy development and responses to external threats. 2.2 Use primary and secondary research to define the size of an opportunity. 2.3 Identify both tangible and intangible resources that exist and those required to support a development strategy.
3. Prepare a business model and present a business sales plan.	3.1 Develop a business model to support a development strategy. 3.2. Produce sales measures and key success factors. 3.3 Prepare and deliver a pitch to raise support and finance for a development strategy. 3.4 Take feedback on their development strategy and make improvements.

Suggested Resources

- Sorensen, H., (2012) Business Development; A Market-Oriented Perspective, Wiley
- Burns, P. (2012) Entrepreneurship and Small Business, Second Edition, Palgrave ISBN 1- 4039-4733-3 Part 1 Chapters 1-4, Part 2 Chapters 5-7, Part 4 Chapters 13-14
- Barrow, C. and Barrow, P. (2001). The Business Plan Workbook., Kogan Page, London
- Bazerman, M. & Moore, D. A. (2013) Judgment in Managerial Decision Making. 8th Edition; Wiley.
- Bridge, S., O'Neill., & Martin, F. Understanding Enterprise, 3rd Edition, Palgrave Macmillan 2009.
- Hardman, D. (2009) Judgment and decision making: psychological perspectives. BPS Blackwell.
- Kahneman, Daniel (2012), Thinking, fast and slow, Penguin.
- Newell, B. R. Lagnado D. A and. Shanks D. R. (2007) Straight choices: the psychology of decision making. Psychology Press.
- Rae, D. (2007) Entrepreneurship: from opportunity to action. Palgrave
- Martin & Smith, 2010 What is it that entrepreneurs learn from experience? Industry and Higher Education, Vol 24, No 6, December 2010, pp 505–512
- Rappa, M. (2001), "Business models on the web: Managing the digital enterprise," [Online] . Accessed: April 2016

UNIT SPECIFICATIONS

Unit Title

Business Models and Growing Organisations

Level

5

Learning Time Hours

200

Credit Value

20

Unit aim

To introduce the concept of working for and managing creatively within a smaller growth organisation. This unit examines how the small business grows, reasons for success and how best to manage available growth options. This will give the learner a greater understanding of fast growth organisations in both private and social sectors of the economy. Learners will develop skills to support their ability to understand business strategy and development with an emphasis on business growth.

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.

Learning Outcome	Assessment Criteria
1. Examine growth options and the resource implications on organisation structures and operations.	1.1 Illustrate the differences between strategy and a plan. 1.2 Provide ideas and examples of different approaches to delivering business growth. 1.3 Analyse the impact and resource requirements likely for growth strategies in a range of organisations.
2. Develop an appreciation of different business models and how performance and success of ventures may be evaluated.	2.1 Analyse different business models and their revenue streams. 2.2 Identify and recommend ways in which business performance can be measured and new ventures evaluated. 2.3 Provide examples of innovation in businesses and comment on their success.
3. Evaluate environmental scanning and how growth options may be analysed.	3.1 Use environmental scanning as a tool to identify business opportunities. 3.2. Analyse businesses that have successfully used environmental scanning. 3.3 Provide examples of strategic fit in determining growth options.

Suggested Resources

- Johnston, G., Whittington, R and Scholes, K., Angwin, d., Regner, P., (2014) Exploring Strategy 10e, Pearson.
- Robbins, D., (2014) Fundamentals of Management Chapter 7 Managing Change and Innovation, Pearson.
- Kaplan, R. S., & Norton, D. P. (2000). Having trouble with your strategy? Then map it, Harvard Business Review, 78(5), 167–76, 202. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/11143152>
- Osterwalder, A., Pigneur, Y., Clark, T., (2010). Business model generation: a handbook for visionaries, game changers, and challengers.
- Storey, D. J., & Greene, F.J. (2010). Small Business and Entrepreneurship, FT Prentice Hall The most commonly adopted approach to business modelling is the business canvas. This is available from <http://www.businessmodelgeneration.com/canvas/bmc>

UNIT SPECIFICATIONS

Unit Title

Customer Management

Level

5

Learning Time Hours

200

Credit Value

20

Unit aim

The aim of the unit is to provide Learners with understanding and insight into customer behaviour. It will develop skills and Learners will use tools and practices an organisation can use to retain and improve customer retention and relationships.

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.

Learning Outcome	Assessment Criteria
1. Examine the different ways that organisations deal with their customers.	1.1 Analyse customer behaviour and identify patterns and differences in approach. 1.2 Segment customers and identify target groups.
2. Develop skills and practices that will support customers retention.	2.1 Appraise CRM (customer relationship management) and customer relationship marketing activities. 2.2 Explain and provide examples of customer retention practices for different industries. 2.3 Create examples that demonstrate the concept of 'adding value' to customers.
3. Explore and learn from examples of customer centered organisations and the benefits of such an approach.	3.1 Research customer centres organisations across different industries and evaluate their approaches 3.2. Create recommendations for an organisation known by the Learner for

Suggested Resources

- Buttle F., Maklan, S., (2015), Customer Relationship Management, 3rd Edition Butterworth Heinemann.
- Dibbs, S., Simkins, L., Ferrell O., (2012) Marketing Concepts & Strategies, Chapter 5, 18 and 21, Cengage
- Ahearne, M., Rapp, A., Mariadoss, B. J., & Ganesan, S. (2012). Challenges of CRM Implementation in Business-to-Business Markets: A Contingency Perspective. *Journal of Personal Selling and Sales Management*, 32(1), 117–130
- Baran, R., (2013) CRM: The Foundation of Contemporary Marketing Strategy, Routledge
- Kostojohn, S., (2011). CRM Fundamentals, Apress
- Kumar, V., (2012). Customer Relationship Management, Second Edition, Springer
- Levitt, 1988 Essentials of Marketing, Lancaster & Massingham, McGraw Hill, p11-13.
- Mack, O., Mayo, M. C., & Khare, A. (2005). A Strategic Approach for Successful CRM: A European Perspective, 98–106.
- Payne, A., (20015) Handbook of CRM, Butterworth Heinman.
- Piercy, N. F. (2002). Market-Led Strategic Change: New Marketing for New Realities. *The Marketing Review*, Vol 2, 385–404.

UNIT SPECIFICATIONS

Unit Title

Risk Management and Organisations

Level

5

Learning Time Hours

200

Credit Value

20

Unit aim

This unit will involve the Learner developing risk profiles and identifying risk management strategies for selected case studies. These will be available on-line as used as a means to illustrate the different ways organisations approach change. The course material will be closely linked with creativity and innovation.

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.

Learning Outcome	Assessment Criteria
1. Review organisations risk tolerance in different environments.	1.1 Identify and evaluate different business environments and the likely risks of those environments. 1.2 Provide examples of organisation's tolerance to risk taking and evaluate how organisations can measure tolerance.
2. Develop skills to identify and assess the risk profiles of organisations.	2.1 Produce a risk profile for an organisation. 2.2 Review and comment on risk profiles of organisations in different industries. 2.3 Discuss enterprise wide risk and the benefits and drawbacks of such an approach.
3. Investigate how innovation can be used to reduce risk aversion in growing organisations.	3.1 Analyse the possible risks of innovation in an organisation. 3.2. Produce examples of how to manage innovation risk so that innovation can be used to create advantage.

Suggested Resources

- Hutter, B. and Power, M. (eds.) (2005) Organisational Encounters with Risk, Cambridge: Cambridge University Press
- Slack, N., Brandon-Jones A., Johnson, R., (2014). Operations Management, Chapter 9, Pearson.
- Learners may also wish to download A Risk Management Standard from the Institute of Risk Management available from https://www.theirm.org/media/886059/ARMS_2002_IRM.pdf
- Borodzicz, E. P. (2005) Risk, crisis and security management: John Wiley and Sons. Chichester.
- Drucker, P. (1974), Management: Tasks, Responsibilities, Practices, Heinemann Professional Publishing, London
- Christensen, C., (1997), The Innovator's Dilemma, Harvard Business School Press.

- Hyndman R., Athana-sopou-los, G., Forecasting: Principles and Practice (2013). Texts (Available for free online or in print). Available online at: <https://www.otexts.org/fpp>
- Smith, D. & Elliott, D. (2006) Key readings in crisis management: systems and structures for prevention and recovery Routledge, London

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