



THE LONDON ACADEMY
FOR HIGHER EDUCATION



Diploma in Management Studies

DMS Level 7

Study Manual



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How to use this Manual

This course manual is geared towards students wishing to complete a Postgraduate Diploma in Management Studies (DMS) and wish to hence forth complete an MBA. The Manual gives a brief overview of The London Academy for Higher Education as well as setting out the structure of the DMS. Included in this manual is a timetable as well an application form which can be photocopied and then submitted along with other relevant documentations needed.

About the London Academy for Higher Education

The London Academy for Higher Education has different access routes to kick-start your global career at the heart of Europe.

Our aim is to provide the best quality education for the real world. We offer a wide range of courses and the contents are broad and closely match the major professions worldwide. Through our various programmes, students are encouraged to develop practical skills, team working, leadership, career development and potentials, which will enhance their future goals.

Our Programmes are tailored made to suit the technologically oriented international labour market. Professional and vocational tuition is provided to achieve necessary knowledge and skills.

Challenges of global demands are met by our Postgraduate Diploma in Management Studies / MBA with specialities in Strategic Planning, Resourceful Marketing, Corporate Social Responsibilities and Business Ethics.

The London Academy for Higher Education has set out to equip students with the necessary practical skills required by the current standards of education and employment to enable them live better and happier lives.

About the Postgraduate Diploma in Management Studies

This section contains an outline of the units and associated guidance for the National Qualifications Framework (NQF) Edexcel Level 7 BTEC Advanced Professional Diploma Qualification in Management Studies. Each unit sets out the required outcomes and content and includes advice regarding appropriate delivery and assessment strategies.

The guidance contains further details of the teaching, learning, assessment and quality assurance of these qualifications. It includes advice about Edexcel's policy regarding access to its qualifications, the design of programmes of study and delivery modes.

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. It incorporates all the qualifications previously awarded under the Edexcel and BTEC brands. Edexcel provides a wide range of qualifications including general (academic), vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel accredited centres receive the support they need to help them deliver their education and training programmes to learners.

Course Module

Postgraduate Diploma in Management Studies is a 270- hour qualification comprising **nine** units of 30 hours each.

To achieve the whole qualification, a learner must successfully complete **three** core unit and **six** specialist units.

Unit Number	Unit Title	Guided Learning Hours	Unit Level
Core Unit – all units are compulsory			
1,	Advanced Professional Development	30	7
2,	Managing Change in Organisations	30	7
3,	Management Research — Project and Presentation	30	7
Specialist units — six units³			
4,	Strategic Planning and Implementation	30	7
5,	Human Resources Planning and Development	30	7
6,	Management in the Wider Environment	30	7
7,	Creative manager	30	7
8,	Managing Finance for Strategic Managers	30	7
9,	Strategic Marketing Management	30	7

Postgraduate Diploma in Management Studies (DMS)

The nine-unit Diploma extends and deepens the specialist focus available in the six-unit Certificate. This qualification has three core units supported by six specialist units chosen from a wide range of available specialist units. This qualification broadens and deepens the learners' management skills and knowledge.

These qualifications offer an engaging programme for higher education and adult learners who are clear about the area of employment they wish to enter or to which they wish to progress within existing employment. It also provides a suitable qualification for those wishing to change career or move into employment in management following a career break. Access to suitable management work situations is fundamental to successful completion of this qualification, either through permanent full- or part-time employment or through a collaborative work placement.

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: publications@linneydirect.com

Related publications include:

- The current Edexcel publications catalogue and update catalogue
- Key skills publications — specifications, tutor support materials and question papers
- *Guidance for Centres Offering Edexcel/BTEC NQF Accredited Programmes* (Edexcel, distributed to centres annually)
- *Accreditation of Prior Learning* — available on the webpage: www.edexcel.org.uk
- *The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland* (QCA, 2004).

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally-related programmes may be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

Pathway to an MBA

The DMS is widely recognised as the pathway to an MBA and most UK Universities including the University of Sunderland and Herriot Watt University consider this as an entry requirement to complete an MBA when a student does not have the prerequisite academic qualifications.

Entrance Requirements to the Postgraduate Diploma in Management Studies (DMS)

Applicants must possess one of the following qualifications before they may be considered for admission on the course:

- a) A Bachelors degree
- b) HND or BEC Award
- c) An approved professional qualification deemed to be of an equivalent standard
- d) Mature students with at least 3 years experience in post involving professional or administrative responsibilities

Applicants from overseas who have attended institutions where the medium of instruction is not English must satisfy the College of their proficiency in English by providing evidence of one of the following :

- a) An English language test for entry into British Universities organised by British Council (I.E.L.T.S)
- b) Cambridge First Certificate Proficiency
- c) TOEFL or SAT test results
- d) JMB test in English for overseas students or GCSE 'O' level in English with a minimum of Grade C pass

Core Units

Unit 1: Advanced Professional Development

Learning hours: 30

Description of unit:

This unit is designed to enable learners to take responsibility for their learning and development needs to meet personal, professional and organisational goals and objectives. This will be achieved through analysing current skills and preparing and implementing personal development plans. This unit highlights the importance of seeking feedback from others to improve performance continuously reviewing learning needs as these skills will equip the learner for future demanding responsibilities and career progression.

Evidence provided to achieve this unit will be continuous throughout the qualification, thereby enabling learners to take ownership of their future development needs. Learners will be able to demonstrate they have a regularly updated and realistic personal development plan which fits with their preferred learning style. This unit will also enable learners to evaluate the effectiveness and impact of their learning on their chosen career path.

* This unit is a core unit for only the Certificate and Diploma

Summary of learning outcomes:

To achieve this unit a learner must:

1. Explore **methods to improve personal and professional skills** to meet organisational and own goals and objective
2. Carry out a **personal skills audit** which identifies preferred learning style.
3. Prepare and implement a **personal development plan**.

Content:

1. Methods to improve personal and professional skills

Professional skills: counselling and mentoring to support staff with their own learning and development requirements, coaching skills, multitasking, leadership skills, theories of leadership e.g. Adair; management styles, leadership styles, continuing self-development to meet requirements for industry sector professional bodies, leading and chairing meetings, delivering effective presentations.

Personal skills: time management, what is time management, benefits of good time management, how to use time effectively, analysing time spent over a period, e.g. day, week, monthly logs; setting objectives, prioritising work tasks, effective delegation of tasks and monitoring, procrastination, comfort zones, dealing with interruptions to planned work, planning aids, stress management (recognising stress, dealing with stress), problem solving.

Methods: using conceptual tools, identifying own strengths and limitations, developing personal networks, management development programmes, Continuing Professional Development (CPD) programmes.

2. Personal skills audit

Skills audit: personal profile using appropriate self-assessment tools, psychometric testing, personal SWOT analysis (listing Strengths, Weakness, identifying Opportunities for improvement or career progression, identifying Threats to such progress), assessment against relevant management competence standards, importance of feedback from others, defining the gap, identifying learning and development needs to meet organisational objectives, identifying own learning style

3. Personal development plan

Personal development plans them, review and monitor plan — the importance of self-review, provide a reflective record of management experience; gaining support from others to achieve goals and work objectives

Outcomes and assessment criteria:

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1. Explore methods to improve personal and professional skills to meet organisational and own goals and objectives	<ul style="list-style-type: none"> - Evaluate the personal and professional skills required to meet both organisational and own goals and objectives. - Evaluate more effective ways to learn in the future.
2. Carry out a personal skills audit which identifies preferred learning style	<ul style="list-style-type: none"> - Undertake a personal skills audit, identifying preferred learning style, which focuses on the skills required for effective management and leadership

Assessment:

Assessment for this unit should be evidenced through a personal development plan which is monitored throughout the programme. Evidence for professional and personal skills can involve written reports and/or assignments or role plays.

It is important that learners evaluate their current skills using a skills audit and identify their preferred learning style. The personal development plan should demonstrate the learner's ability to identify the skills required for both current and likely future roles and responsibilities, reflect on their learning and development needs, identify target dates for review, and show how needs have been met.

Learning Material:**Resources:**

Access to the internet, psychometric testing and self-assessment interpretation and feedback is required for this unit.

Support materials:**Books**

Bailey K et al — *Pursuing Professional Development* (Heinle & Heinle, 2000)
ISBN: 0838411304

Earley P and Bubb S — *Leading and Managing Continuing Professional Development* (Paul Chapman Publications, 2004) ISBN: 0761943226

Harrison R — *Learning and Development* (Chartered Institute of Personnel and Development, 2002) ISBN: 0852929277

Megginson D — *Continuing Professional Development* (Chartered Institute of Personnel and Development, 2003) ISBN: 0852929900

Moon J — *Reflection in Learning and Professional Development: Theory and Practice* (RoutledgeFalmer, 2000) ISBN: 074943452X

Mumford A and Gold J — *Management Development* (Chartered Institute of Personnel and Development, 2004) ISBN: 0852929846

Treacy D — *Successful Time Management in a Week* (Hodder Stoughton, 1998)
ISBN: 0340705477

Journals/magazines

Management Today (Chartered Institute of Management)

People Management (Chartered Institute of Personnel and Development)

Websites

www.cipd.co.uk

Chartered Institute of Personnel and Development

www.managers.org.uk

Chartered Management Institute

www.peoplemanagement.co.uk

Current online magazine of the Chartered Institute of Personnel and Development

Unit 2: Managing Change in Organisations

Learning hours: 30

Description of unit:

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. With such change comes uncertainty and insecurity. No longer can organisations, even in the public sector, where 'steady state' was ever the watchword, sit back. All are being increasingly challenged by change. As a result, organisations can either progress or perish.

This unit will look at the reasons for change and alternative models for its management. It will not look at change at local operational level. Rather it will focus on the need to implement processes and systems for ongoing, continuous structural and cultural change in organisations, through such methods as organisational development, business process re-engineering and the learning organisation model. In effect, it will ask learners to look to developing organisational models that challenge the bureaucracy of the past age.

Therefore, this unit will help learners come to realise that the ongoing management of change is really today the crucial role of any manager and requires a more open and participate approach. This, in turn, requires more than the traditional hierarchical skills of the old bureaucratic or mechanistic models of organisations.

*This unit is a core unit for only the Certificate and Diploma.

Summary of learning outcomes

To achieve this unit a learner must:

1. Explore the **background to change** affecting the current organisation
2. Develop **systems for understanding and involving others in the process of change**
3. Plan to **implement models for ensuring ongoing change**.

Content:

1. **Background to change**

Factors: bureaucracy, hierarchy, mechanistic versus organic, scientific management, human relations school, Fordism; knowledge age, environmental turbulence, planned and emergent change, organisational life-cycle and development, strategy-structure fit, formal versus informal organisation.

2. Systems for understanding and involving others in the process of change

Systems: 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.

3. Implement models for ensuring ongoing change

Models: organisational development, business process re-engineering, learning organisation, Kaizen, layering and right-sizing, matrix organisations, network organisations, adhocracy, virtual organisation, push and pull strategies, conflict handling, transformational leadership, empowerment, contextual planning, contingency planning

Outcomes and assessment criteria:

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1. Explore the background to change affecting the current organisation	<ul style="list-style-type: none"> - Discuss the background to change that exists in today’s economy - Evaluate the strengths and weaknesses of bureaucratic organisations - Compare alternative forms of organisational development
2. Develop systems for understanding and involving others in the process of change	<ul style="list-style-type: none"> - Develop systems to involve appropriate stakeholders in the introduction of change - Analyse and evaluate these systems
3. Plan to implement models for ensuring ongoing change	<ul style="list-style-type: none"> - Develop and adapt appropriate models for change - Plan the implementation process and outcomes

Assessment

Evidence of outcomes may be in the form of at least two of the following:

- Direct involvement in the development of radical change in an organisation known to the student
- An investigation into the practices of one organisation undergoing radical change
- A reflective report following placement in an organisation managing radical change
- A participation in a group learning process looking to compare radical change processes in a range of organisations followed by an individual report of learning
- A presentation justifying to an organisation a particular plan for radical change
- A report of a professional discussion on any of the above.

Support materials:

Resources:

Access to local organisations is important with a case study library as back up. In addition, speakers from local organisations can prove beneficial. Access to textbooks, journals, newspapers and websites is essential.

Sufficient library resources need to be available to enable learners to achieve this unit. Learners need to be encouraged to read 'broadsheet' daily newspapers and weekly business magazines.

Books

There is a wide range of books and other useful texts on the market and the list below is indicative. The list includes some standard texts that need to be used appropriately as well as some other texts that include case studies.

Belasco J A — *Teaching the Elephant to Dance* (Century Business, 1992) ISBN: 0712655395

Burnes B — *Managing Change: A Strategic Approach to Organisational Dynamics* (FT Prentice Hall, 1995) ISBN: 0273611186

Carnall C — *Managing Change in Organisations* (FT Prentice Hall, 2002) ISBN: 0273657356

Henry J and Mayle D (editors) — *Managing Innovation and Change* (Open University Business School/Sage, 2002) ISBN: 0761966099

Kotter J and Cohen D S — *The Heart of Change; Real Life Stories of How People Change Their Organisations* (Harvard Business School Press, 2002) ISBN: 1578512549

Mabey C and Maynon-White B (editors) — *Managing Change* (Paul Chapman Publishing, 1993) ISBN: 1853962260

Plant R — *Managing Change and Making it Stick* (Harper-Collins 1987) ISBN: 0006368735

Senior B — *Organisational Change* (FT Prentice Hall, 2001) ISBN: 02736251536

Smith D K — *Taking Charge of Change* (Perseus Books, 1997) ISBN: 0201916045

Journals/magazines

Academy of Management Journal (Academy of Management)

British Journal of Management (Blackwell)

California Management Review (University of California, Berkeley)

European Management Journal (Elsevier)

Harvard Business Review (Harvard Business School)

Journal of General Management (Braybrooke Press Ltd)

Journal of Management Studies (Blackwell)

Management Today (Chartered Institute of Management)

MIT Sloan Management Review (MIT Sloan School of Management)

Websites

Appropriate websites available will depend on the sector, market and organisation chosen. However, an indicative range of general websites is given below.

www.bbc.co.uk

British Broadcasting Corporation

www.bized.co.uk

learning materials and case studies

www.business.com

business search engine on business background

www.cipd.uk

Chartered Institute of Personnel and Development

www.enterprisenetworks.co.uk

Enterprise networks, advice on communications networks

www.findarticles.com

Looksmart — search for from more than 500 publications

www.ft.com

Financial Times Archive

www.direct.gov.uk

UK Online, Office of the e-Envoy

www.i-l-m.com

Institute of Leadership and Management

www.managers.org.uk

Chartered Institute of Management

www.mintel.co.uk

Mintel International on consumer markets

www.statistics.gov.uk

UK National Government Statistics

Unit 3: Management Research - Project & Presentation

Learning hours: 30

Description of unit:

The purpose of this unit is to provide learners with an opportunity to integrate all the learning from the whole programme. This unit, together with *Unit 7: Management Research Methods*, recognises the importance of effective project management in today's economy. The fact that there are two units on the subject recognises the scale of work that is 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 7* before tackling this unit if they have no experience of research methodology.

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 for managers to have project management skills and expertise to enable this to happen. In effect, this unit requires managers to plan the implementation of a new product, service or process.

Learners need to take a full and active role in all aspects of the development of the project and the selection of an appropriate management issue is crucial to success. The learners 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 of a style appropriate for the consideration of senior management.

*This unit is only a core unit for the Diploma.

Summary of learning outcomes

To achieve this unit a learner must:

1. Identify **the development of a new product, service or process** in terms of overall profitability
- 2 Calculate, agree and plan for the **necessary resources** required for the project
- 3 Plan and agree the **implementation of the product, service or process and the measures for monitoring and evaluating success.**

Content:

1 The development of a new product, service or process

Development: defining the product, service or process, developing a business case, case justification, primary and secondary sources, official sources, tacit knowledge, project lifecycle, added value, market and customer expectations, profit margins and vulnerability, market analysis, benchmarking, networking, stakeholder analysis, scoping process, political dimensions, informal contacts and networking, relationship to corporate strategy and planning, sustainability, MIS (market intelligence systems), environmental scanning, market research, market segmentation

2 Necessary resources

Resources: economy, efficiency and effectiveness, cost dimensions — labour, training and development, materials, supplies, their sources, equipment hire, accommodation or space, delivery, accessing funds, overheads, administration, budgeting and cash flow, cost margins, sources and evaluation of training and development, workforce planning, cost benefit analysis, contingency factors

3 Implementation of the product, service or process and the measures for monitoring and evaluating success

Implementation: market or pilot testing, leadership, delegation and motivation, teambuilding, stages breakdown, developing specifications, Gantt chart, PERT/CPA

modeling, quality control and analysis, total quality management, quality chain, milestone charting, auditing, integration and negotiation roles, developing feedback systems, communication systems, time management, progress meetings, corrective measures, allocating project roles, variance analysis, bottlenecks, contracting, pricing policy, differentiation, market positioning and strategy, packaging, promotion and advertising, distribution costs, branding

Outcomes and assessment criteria:

<p>Outcomes</p>	<p>Assessment criteria for pass</p> <p>To achieve each outcome a learner must demonstrate the ability to:</p>
<p>1. Identify the development of a new product, service or process in terms of overall profitability</p>	<ul style="list-style-type: none"> - Develop a business case for a new product, service or process built upon recent research - Review current theoretical debate that supports this business case - Incorporate into this business case information on market competitiveness and activity
<p>2. Calculate, agree and plan for the necessary resources required for the project</p>	<ul style="list-style-type: none"> - Identify and cost all materials, equipment, labour and other resources required for developing the product, service or process - Identify and cost the training and development of staff required - Identify sources of all resources required
<p>3. Plan and agree the implementation of the product, service or process and the measures for monitoring and evaluating success</p>	<ul style="list-style-type: none"> - Plan and agree the timescale for management and implementation of the project, service or process - Plan and develop an appropriate marketing strategy for this implementation - Develop appropriate measures to monitor and evaluate progress

Assessment:

Assessment to be based on the following:

- The completed management project report
- The presentation and its visual aids
- A report by the learner reflecting on the learning from the whole process.

Support materials:

Resources

Learners will need access to the internet and to appropriate organisations and case studies for learning and comparison. Sufficient library facilities need to be available to enable learners to achieve this unit. In addition, learners need to regularly read the broadsheet press and weekly business magazines.

Books

There is a growing range of books and other useful texts on the market and the list below is indicative. The list includes standard texts, that need to be used appropriately, as well as some other texts that include case studies. The year of first publication has been included below, but many texts have been reprinted and updated over the years and the use of latest editions is encouraged.

Avgerou C — *Information Systems and Global Diversity* (Oxford University Press, 2003)
ISBN: 0199263426

Boddy D, Marrakas A and Kennedy G — *Managing Information Systems; An Organizational Perspective* (FT Prentice Hall, 2004) ISBN: 0273655957

Drucker P F (editor) — *Harvard Business Review on Decision Making* (Harvard Business School, 2000) ISBN: 1578515572

Kovacic B — *New Approaches to Organizational Communication* (State University of New York Press, 1994) ISBN: 0791419185

Little S, Quintas P and Ray T — *Managing Knowledge: An Essential Reader* (Sage Publications, 2001) ISBN: 0761972137

March J G — *Primer on Decision Making; How Decisions Happen* (Free Press, 1994)
ISBN: 0029200350

McKenzie J and van Winkelen C — *Understanding the Knowledgeable Organisation* (Thomson Learning, 2003) ISBN: 1861528957

Preston P — *Reshaping Communications* (Sage Publications, 2001) ISBN: 0803985630

Quirke B — *Communicating Corporate Change* (McGraw-Hill, 1996) ISBN: 0077093119

Stewart T A — *Intellectual Capital: The New Wealth of Organisations* (Nicholas Brearley Publishing Ltd, 1998) ISBN: 1857881834

Welch D — *Decisions, Decisions: The Art of Decision Making* (Prometheus, 2001) ISBN: 1573929341

Journals/magazines

Most general management journals contain relevant articles and these have been included in the list below along with specialist journals

Academy of Management Journal (Academy of Management)

British Journal of Management (Blackwell)

California Management Review (University of California, Berkeley)

Harvard Business Review (Harvard Business School)

Information Management (Elsevier)

Information Technology and People (Emerald, Bradford)

International Journal of Information Management (Pergamon Press)

Journal of Information Technology (Association of Information Technology Trust/Routledge)

Journal of Management Studies (Blackwell)

Knowledge Management (Arkgroup)

Management Today (Chartered Institute of Management)

MIT Sloan Management Review (MIT Sloan School of Management)

Organisation Studies (Sage Publications)

Organisations (Sage Publications)

Videos

BBC and The Centre for Tomorrow's Company 'Communications' from the 'Building Tomorrow's Company' series (1999), available from:

235 Blackfriars Road

London SE1 8NW

Telephone: 020 7021 0550

Fax: 020 7021 0549

Email: info@tomorrowscompany.com

Website: www.tomorrowscompany.com

Websites

The range of appropriate websites available will depend on the sector, market and organization chosen. However, an indicative range of more general websites is given below.

www.bbc.co.uk	British Broadcasting Corporation
www.bized.co.uk	Business case studies for educational purposes
www.business.com	Business search engine on business background
www.cipd.uk	Chartered Institute of Personnel and Development
www.enterprisenetworks.co.uk	Sunday Times Archive
www.findarticles.com	Looksmart — search for articles from more than 500 publications
www.ft.com	Financial Times Archive
www.gov.uk/www.direct.gov.uk	UK Online, Office of the e-Envoy
www.i-l-m.com	Institute of Leadership and Management
www.kmmagazine.com	<i>Knowledge Management</i> magazine
www.managers.org.uk	Chartered Institute of Management
www.mintel.co.uk	Mintel International on consumer markets
www.statistics.gov.uk	UK National Government Statistics

Specialist Units

Unit 4: Strategic Planning & Implementation

Learning hours: 30

Description of unit:

This unit together: *Strategic Review*, recognises the importance of effective forecasting and planning in the current global economy. Organisations need to be proactive, with their direction determined by logical analysis. It is not always possible to calculate accurately future events but without any sense of progression it is easy to lose competitiveness, market position and customer loyalty.

Learners are required to plan and develop the implementation of a management strategy for an organisation they know well. Learners will need to interact with senior management and stakeholders as the emphasis is on a participative approach.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Construct a **management strategy**
- 2 Develop **vision, mission, objectives and measures**
- 3 Plan for the **implementation of the strategy**.

Content:

1 Management strategy

Management strategy: 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 modeling; sensitivity analysis; balanced scorecard approach; potential globalisation and internet advantages; financial, workforce, and identification of other resources issues

2 Vision, mission, objectives and measures

Vision Vs mission: core organisational values e.g. ethical, cultural, environmental, social and business; growth, profit, customer orientation, workforce expectation, management style.

Objectives and measures: SMART(ER) objectives; business ethics; raising awareness; promoting good practice; role modeling; stakeholder involvement; managing diversity; spiritual and cultural issues; environmental considerations

3 Implementation of the strategy

Planning: gaining general organisational agreement, organisational development, timetable for implementation, business process re-engineering, 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

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1. Construct a management strategy	<ul style="list-style-type: none"> - Propose a suitable structure to ensure appropriate participation in the process - Develop criteria for reviewing potential options - Construct an agreed strategy and include its resource implications
2. Develop vision, mission, objectives and measures	<ul style="list-style-type: none"> - Consider the organisation's ethical, cultural, environmental, social and business background against current standpoints - Develop appropriate vision and mission statements - Agree appropriate objectives and develop measures for evaluation
3. Plan for the implementation of the strategy	<ul style="list-style-type: none"> - Develop outline timetable for implementation - Create appropriate dissemination processes to gain commitment - Set up monitoring and evaluation systems

Assessment:

The unit, by definition, requires the development of a plan for the implementation of a strategy on which assessment needs to be based. However, learners also need to be assessed on the learning that took place in relation to the participation with others and the integration of separate factors and this can be assessed by a reflective report, oral presentation or professional discussion.

Support materials:

Resources

Access to local organisations is the most valuable resource here with a case study library as back up. Local speakers can also prove beneficial. Access to books, journals, newspapers and websites is essential.

Books

There is a wide range of books and other useful texts on the market and the list below is purely indicative. The list includes some standard texts that need to be used appropriately, as well as some other texts that include case studies. The year of first publication has been included, but many have been reprinted and updated over the years and the use of latest editions is encouraged.

Asch D and Bowman C — *Readings in Strategic Management* (Palgrave Macmillan, 1989)
ISBN: 0333518098

Caplan R and Norton D — *The Strategy-focused Organization* (Harvard Business School Press, 2000) ISBN: 1578512506

Cusumano M and Markides C — *Strategic Thinking for the Next Economy* (Jossey Bass, 2001)
ISBN: 0787957291

Grant R — *Contemporary Strategy Analysis* (Blackwell, 2004) ISBN: 1405119993

Gratton L — *Living Strategy: Putting People at the Heart of Corporate Purpose* (Prentice Hall, 2000) ISBN: 0273650157

Harrison J — *Strategic Management of Resources and Relationships: Concepts and Cases* (Wiley, 2002) ISBN: 0471222925

Johnson G and Scholes K — *Exploring Corporate Strategy* (Prentice Hall, 2003)
ISBN: 0582844495

Johnson G and Scholes K — *Exploring Public Sector Strategy* (Prentice Hall, 2000)
ISBN: 0273646877

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

Lynch R — *Corporate Strategy* (Prentice Hall, 2002) ISBN: 0273658549

Mintzberg H — *The Rise and Fall of Strategic Planning* (Prentice Hall, 2000) ISBN: 0273650378

Mintzberg H, Ahlstrand B and Lampel J — *Strategy Safari: A Guided Tour through the Wilds of Strategic Management* (Prentice Hall, 2001) ISBN: 0273656368

Pettigrew A, Thomas H and Whittington R — *The Handbook of Strategy and Management* (Sage, 2001) ISBN: 0761958932

Schwartz P — *The Art of the Long View* (Wiley, 1997) ISBN: 0471977853

Stacey R — *Strategic Management and Organisational Dynamics* (Prentice Hall, 2002) ISBN: 0273658980

Journals/magazines

Most management journals contain some articles at least on the subject and have been included together with more specialised journals

Academy of Management Journal (Academy of Management)

British Journal of Management (Blackwell)

California Management Review (University of California, Berkeley)

European Management Journal (Elsevier)

BA015647 – Guidance and units – Edexcel Level 7 BTEC Advanced Professional Award, Certificate and Diploma in Management Studies – Issue 1 – September 2005

Harvard Business Review (Harvard Business School)

Journal of Business Strategy (Blackwell)

Journal of Management Studies (Blackwell)

Long Range Planning (Elsevier)

MIT Sloan Management Review (MIT Sloan School of Management)

Strategic Change (John Wiley & Sons Ltd)

Strategy and Leadership (Emerald)

Websites

A number of websites is available depending on the sector, market and organization chosen.

www.ft.com

Financial Times

www.managers.org.uk

Chartered Institute of Management

www.sps.org.uk

Strategic Planning Society

Unit 6: Human Resources Planning and Development

Learning hours: 30

Description of unit:

This unit will enable learners to focus on the knowledge, understanding and skills necessary for the planning and development of an organisation's human resources (HR). Learners will research the role of the HR function, analyse HR planning and development methods and how they contribute to organisational objectives and requirements, and analyse performance enhancements.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Investigate how **Human Resources Management (HRM)** contributes to the achievement of organisational objectives
- 2 Examine **HR planning and development** methods
- 3 Analyse ways in which **performance** of HR may be enhanced.

Content:

1 Human Resources Management (HRM)

Human resource management: definition, characteristics of HRM approach, models of HRM e.g. contingency model, best practice model, Harvard Framework, Guest, Patterson; key HRM activities, HRM and personnel management, HR consultancy

Human resource (HR) function: the role of the HR practitioner, models of HR management roles e.g. Legge, Tyson and Fell; activities e.g. guidance, advice, service provision, redeployment and outplacement, redundancy processes and procedures, organisational and legal constraints, integration to different organisational objectives, evaluating the HR function

2. HR planning and development

Human resource planning: functions and roles of HR planning, recruitment and selection processes and methods e.g. defining requirements, advertising approaches, selection methods, interviewing, evaluating the effectiveness of recruitment and selection processes, legislation relating to recruitment and selection

Human resource development: definition of human resource development (HRD), organisational learning, learning organisation, learning theory e.g. learning cycle, transfer of learning; identifying and developing effective training methods for people to achieve organisational objectives through training needs analysis, e.g. on-the-job training, off-the-job training, in-house training, management training; internal training courses, secondments, job rotation, open/distance learning, day release, seminars, workshops, evaluating effectiveness of training delivered

3 Performance

Performance: performance — monitoring methods e.g. performance appraisal, appraisal procedures and techniques, enhancement processes, reward management e.g. job evaluation purpose and methods, factors determining pay; motivation and job satisfaction, strategies for addressing under-performance e.g. discipline and grievance procedures, ACAS Codes of Practice; measures of staff satisfaction e.g. absenteeism, turnover rates, poor quality work, mechanisms for staff involvement and empowerment, methods of improvement

Outcomes and assessment criteria:

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1. Investigate how Human Resources Management (HRM) contributes to the achievement of organizational objectives	<ul style="list-style-type: none"> - Identify three key HRM activities of an identified organisation - Justify how the objectives of these were achieved by effective management of human resources - Refer to at least two HRM models
2. Examine HR planning and development methods	<ul style="list-style-type: none"> - For an identified organisation select at least three HR planning and development methods - Critically evaluate their effectiveness to meet organisational objectives
3. Analyse ways in which performance of HR may be enhanced	<ul style="list-style-type: none"> - critically review how HR performance in an identified organisation is currently indicated and monitored - suggest ways to improve this

Assessment

Assessment may be in the form of assignments, investigations of specific business organisations or case studies.

Support materials

Resources

The following resources are recommended:

- Case study materials
- Visiting human resource practitioners
- Visits to other organisations
- Internet access for up-to-date legislation and information

Books

Armstrong M — *A Handbook of Human Resource Management Practice* (Kogan Press, 2003)
ISBN: 0749441054

Beardwell I and Holden L — *Human Resource Management: A Contemporary Approach*
(Prentice Hall, 2003) ISBN: 0273679112

Belbin M — *Team Roles at Work* (Butterworth-Heinemann, 1996) ISBN: 0750626755

Bratton J and Gold J — *Human Resource Management: Theory and Practice* (Palgrave-Macmillan, 2003) ISBN: 0333993268

Mullins L — *Management and Organisational Behaviour* (Prentice Hall, 2004)
ISBN: 0273688766

Journals/magazines

Management Today (Chartered Management Institute)

People Management (Chartered Institute of Personnel and Development)

Websites

www.acas.org.uk

This site contains current ACAS leaflets and publications, advice, training and other employment information learning materials and case studies.

www.bized.ac.uk

This site contains information about HR practices and current legislation relating to employment

www.cipd.co.uk

www.managers.org.uk

www.peoplemanagement.co.uk

Unit 7: Management in the Wider Environment

Learning hours: 30

Description of unit:

The increase in information and communication technology, the consequent globalisation of markets and competition and the need to respect today's more diverse society means that organisations have to ensure they are more aware of the wider environment. Managers need to be much more concerned with the cultural, moral, ethical, spiritual and environmental effects of their activities, to ensure that these do not cause conflict within their sphere of operations. In addition, managers need to be aware of current and developing national and European legislation.

The need for corporate social responsibility or governance lies at the heart of this unit. Its objective is to encourage managers to look beyond organisational success and progress, and to realise the importance of respecting and taking responsibility for societal values in general. It looks at this through a number of spheres — global, international and European, legal, environmental, social, cultural, ethnic and moral, including the need to enhance the welfare of the workforce generally.

This unit is, designed to help managers realise the implications of 'wider curriculum'. The unit will also help them to respond to the increasing expectation of society that all decisions, policies, processes and activities undertaken by organisations take into account standards beyond business success.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Examine **the wider implications and effects of European and global integration on organisations**
- 2 Investigate **the range and effects of environmental legislation, directives and guidance and the processes organisations need to adopt**
- 3 Explore **the socio-cultural, ethical and moral issues that affect organisations in the current economic environment to establish and implement good practice.**

Content:

- 1 **The wider implications and effects of European and global integration on Organisations**

European and global integration: corporate social responsibility, human rights, corporate values, international institutions — World Bank, IMFR, GATT, WTO, OECD, cultural imperialism and hegemony, sovereignty, intensification and ‘interpenetration’, deregulation, technological determinism, enmeshment and marginalisation, foreign direct investment, MNCs and TNCs, core and periphery economies, corporate governance, comparative practice, developing business relationships, respecting other cultures

European Union: role, responsibility, membership, European directives and legislation, the principle of subsidiary, effects of enlargement, welfare provision

2 The range and effects of environmental legislation, directives and guidance and the processes organisations need to adopt

Environmental legislation: European legislation, European Social Fund, employment mobility legislation, education and training provision, Investors in People, LSEs

Processes: green debate, biodiversity, environment degradation, decentralised management, ecological controlling and accounting, ecological modernisation theory, externalities, public goods, free goods, organic management, risk management, genetic engineering, Gaia theory, ecological and anthropocentric world views, global warming, toxic waste and pollution, health and safety at work, accident prevention, corporate responsibility, employment contracts, implied terms, employer’s duty of care

3 The socio-cultural, ethical and moral issues that affect organisations in the current economic environment to establish and implement good practice.

Social, cultural, ethical and moral issues and implementing good practice: managing diversity, workforce profiling, equal opportunities, equal opportunity legislation, dignity in the workplace, multi-culturalism, racism, harassment, bullying and whistle-blowing, privacy, confidentiality, contracts of employment and implied terms, stereotyping and labelling, political correctness, prejudice, ethnicity, disability, direct and indirect discrimination, ‘glass ceiling’, institutional racism, positive action, civil rights, Citizen’s Charter, moral imperatives, value rigidity, empowerment, stress, management style, balanced lifestyles, childcare provision, vocational education and training standards, worker participation, retirement policies

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Examine the wider implications and effects of European and global integration on organisations	<ul style="list-style-type: none"> • Identify the effects of globalisation on national economies • Discuss the influence of international institutions • Summarise the role and responsibility of European Union membership on the workplace
2 Investigate the range and effects of environmental legislation, directives and guidance and the processes organisations need to adopt	<ul style="list-style-type: none"> • Discuss the economics of adopting a policy of environmental awareness • Summarise actions that need to be taken by organisations to maintain the environment • Specify the measures that exist to improve workplace health and safety practice
3. Explore the socio-cultural, ethical and moral issues that affect organisations in the current economic environment to establish and implement good practice	<ul style="list-style-type: none"> • Analyse the responsibilities of organisations to improving workforce welfare • Review approaches to the management of diversity • Compare organisational approaches to ensuring positive policies of workforce diversity

Guidance

Delivery

The social, ethical and value themes in this unit means that it cannot be taught as straightforward knowledge. Discussions with advocates of the various aspects may be the best mode of delivery. Group discussions and group work should be encouraged throughout. The approach to assessment is that individual learners need to gain an awareness of the full range of corporate responsibilities as well as specialising in one particular aspect of it.

Assessment

As the subject matter in this unit is very wide, learners need to develop one general discussion and one specific subject assessment as follows:

- A report on a company that the learner knows well, evaluating its general approach to corporate social responsibility as a whole.
- A presentation on a company that the learner knows well, evaluating its general approach to corporate social responsibility as a whole.
- A group report and presentation on a company that the learner knows well, evaluating its general approach to corporate social responsibility as a whole.
- A research report comparing different organisational approaches to one factor of corporate social responsibility.
- A presentation comparing different organisational approaches to one factor of corporate social responsibility.
- A group report and presentation comparing different organisational approaches to one or more factors of corporate social responsibility.

Links

The unit covers the whole area of organisational or business ethics and thus lies at the core of every other unit. It has particular links, however, to *Unit 15: Managing Virtual Organisations* and *Unit 9: Culture Climate Values*. It also has links to *Unit 3: Leadership* in the Level 4 BTEC Professional Qualifications in Management Studies.

Many links can be made to units within the National Occupational Standards in Management, in particular:

- Unit B8: Ensure compliance with legal, regulatory, ethical and social requirements
- Unit B11: Promote diversity in your area of responsibility
- Unit B12: Promote diversity in your organisatio

Support materials

Resources

Access to local organisations is the resource most needed here with a case study library as back up. Local speakers can also prove beneficial. Access to books, journals, newspapers and websites is also essential.

Sufficient library resources need to be available to enable learners for this unit. Learners need to be encouraged to read the ‘broadsheet’ daily newspapers and weekly business magazines.

Support materials

Books

There is a wide range of books and other useful texts on the market and the list below is purely indicative. The list includes some standard texts that need to be used appropriately, as well as some other texts that include case studies. The year of first publication has been included but many have been reprinted and updated over the years and the use of latest editions is encouraged:

Af Malmborg M and Strath B (editors) — *The Meaning of Europe* (Berg, 2002)
ISBN: 1859735819

Andriof J and McIntosh M — *Perspectives on Corporate Citizenship* (Greenleaf Publishing, 2001) ISBN: 187471939X

Balanya B — *Europe Inc.* (Pluto Press, 2004) ISBN: 0745321631

Beck U — *The Brave New World of Work* (Polity Press, 2000) ISBN: 0745623980

Braithwaite J and Drahos P — *Global Business Regulation* (Cambridge University Press, 2000)
ISBN: 0521784999

Chryssides G and Kaler J — *Essentials of Business Ethics* (McGraw-Hill 1996)
ISBN: 007707856X

Cram L and Dinan D — *Developments in the European Union* (Palgrave Macmillan, 1999)
ISBN: 0333736338

Crane R — *European Business Culture* (FT Prentice Hall, 1999) ISBN: 0135745594

Friedman T — *The Lexus and the Olive Tree* (HarperCollins, 2000) ISBN: 0006551394

Galford R and Drapeau A — *The Trusted Leader: Bringing Out the Best in Your People and Your Company* (Simon & Schuster, 2003) ISBN: 0743235398

Griseri P — *Managing Values: Ethical Change in Organisations* (Palgrave Macmillan, 1998)
ISBN: 0333711076

Guirdham M — *Communicating Across Cultures* (Palgrave Macmillan, 1999)
ISBN: 0333754107

Hilton S and Gibbons G — *Good Business* (Thomson Learning, 2004) ISBN: 1587991616

Kandola R and Fullerton J — *Diversity in Action: Managing the Mosaic* (Institute of Personnel and Development, 1998) ISBN: 0852927428

Konopaske R and Ivancevich J — *Global Management and Organisational Behaviour* (McGraw-Hill, 2003) ISBN: 0071232516

McEwan T — *Managing Values and Beliefs in Organisations* (Prentice Hall, 2001)
ISBN: 0273643401

Nixon B — *Global Forces: A Guide for Enlightened Leaders on what Companies and Individuals Can Do* (Chalford Management Books, 2000) ISBN: 1852523530

Robbins P — *Greening the Corporation: Management Strategy and the Environmental Challenge* (Earthscan, 2001) ISBN: 1853837725

Rugman A — *The End of Globalization* (Random House, 2001) ISBN: 0712684956

Solomon J and Solomon A — *Corporate Governance and Accountability* (Wiley, 2004)
ISBN: 0470843659

Weiss J — *Business Ethics: A Stakeholder and Issues Management Approach* (Thomson Learning, 2000) ISBN: 0030184584

Journals/magazines

Most general management journals contain relevant articles at least and these have been included in the list below along with more specialist journals:

Academy of Management Journal (Academy of Management)
British Journal of Management (Blackwell)
Business Week (McGraw-Hill)
California Management Review (University of California, Berkeley)
European Journal of Industrial Relations (Sage Publications)
Equal Opportunities Review (Lexis Nexis UK)
European Management Journal (Elsevier)
Harvard Business Review (Harvard Business School)

IRS Employment Review (IRS Croydon)
Journal of General Management (The Braybrooke Press Ltd)
Journal of Management Studies (Blackwell)
Journal of World Business (Elsevier)
Management Services (Institute of Management Services)
Management Today (Chartered Institute of Management)
MIT Sloan Management Review (MIT Sloan School of Management)
Organisational Dynamics (Elsevier Science Inc)
People Management (Chartered Institute of Personnel and Development)

Websites

Appropriate websites will depend on the sector, market and organisation chosen. However, an indicative range of general websites is given below:

www.acas.org.uk	Advisory Conciliation and Arbitration Service
www.bbc.co.uk	British Broadcasting Corporation
www.bized.ac.uk	learning materials and case studies
www.business.com	Business search engine on business background
www.cipd.uk	Chartered Institute of Personnel and Development
www.cre.gov.uk	Commission for Racial Equality
www.direct.gov.uk	Public service information
www.drc.gov.uk	Disability Rights Commission
www.enterprisenetworks.co.uk	Enterprise Networks conference and exhibition
www.eoc.org.uk	Equal Opportunities Commission
www.findarticles.com	Looksmart — search for articles from more than 500 publishers
www.ft.com	Financial Times Archive
www.hse.gov.uk	Health and Safety Executive
www.icomesdata.co.uk	Incomes Data Services
www.i-l-m.com	Institute of Leadership and Management
www.managers.org.uk	Chartered Management Institute
www.mintel.co.uk	Mintel International on consumer markets
www.statistics.gov.uk	UK National Government Statistics

Unit 13: The Creative Manager

Learning hours: 30

Description of unit:

This unit is concerned with creativity and innovation. Innovative people generally challenge the status quo and seek a variety of options, displaying a curiosity to learn and try out new things and generating and recognising imaginative solutions. Innovators take calculated and managed risks, having learnt from experience and reflected on experiences, using them to inform future actions. They set demanding but achievable objectives and respond positively and creatively to setbacks. Importantly, they anticipate likely scenarios based upon realistic analysis of trends and developments and they seek out and act on new opportunities. Innovators are imaginative and are creative.

The unit seeks to provide learners with the knowledge and skills to be effective innovators.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Challenge **current ways of working and current services and products**
- 2 Generate and recognise **creative and innovative solutions**
- 3 Articulate **cases for innovation** and persuade and influence others
- 4 Overcome **obstacles and barriers to innovation** to ensure effective innovative change is achieved.

Content:

1 Current ways of working and current services and products

Methods of unlocking own creativity and the creativity of others: current and emerging political, economic, social, technological, environmental and legal developments; the importance of customer expectations and perceptions and how to monitor and visualise future trends; the importance of competitors and identifying trends and changes in their behaviour

The importance and influence of an organisation's vision, values and culture: indicators of organisational performance; the influence of the organisation's strategic plan and business plan on innovation; methods, theory and practice of influencing and motivating others, including methods of rewarding staff for appropriate behaviours

2 Creative and innovative solutions

Creative and innovative solutions: theory and application of lateral thinking, visioning and problem-solving techniques; theory and use of analytical tools — SWOT and PESTLE techniques; the use of cost/benefit analysis; decision-making processes and styles; risk analysis and risk-management techniques

3 Cases for innovation

Cases for innovation: main models and methods for effecting change management and their relative strengths and weaknesses; relationship between transformational and transactional change; leadership styles and behaviours, their relative strengths and how to adopt the appropriate style for different circumstances; decision-making processes and style; key stakeholders in organisations, their perceptions and motivational influences and how to influence them; different methods of communication and their relative strengths and weaknesses in various circumstances

4 Obstacles and barriers to innovation

Obstacles and barriers to innovation: political, bureaucratic and resource barriers techniques for addressing them; conflict resolution; 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

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Challenge current ways of working and current services and products	<ul style="list-style-type: none"> • evaluate current ways of working and develop innovative ways of working, services and products • lead others into welcoming innovation and change as a positive opportunity
2 Generate and recognise creative and innovative solutions	<ul style="list-style-type: none"> • learn from experiences, reflecting regularly on own and others experiences, using these to inform innovation • identify and evaluate opportunities, threats, relevant strengths and weaknesses • realistically assess risks and benefits associated with innovations and evaluate a strategy for managing the risks involved, basing innovations upon key strengths
4 Overcome obstacles and barriers to innovation to ensure effective innovative change is achieved	<ul style="list-style-type: none"> • identify and evaluate the obstacles to innovation and address these effectively to ensure people understand their accountabilities and what is expected of them • analyse issues and trends, evaluate their impact upon the innovation • identify strategies for achieving the vision and communicate these clearly to all involved

Delivery

Delivery should normally be a mixture of lectures and seminars. Learners will be required to work on case studies and learners should be able to undertake research and investigation in their own workplace, supplemented by visits to organisations, wherever possible, so that learners can consider a range of policies, strategies and processes. The unit should be delivered as practically as possible as it provides numerous opportunities for experiential learning.

Visiting speakers from external organisations who can provide current examples of e-procurement (eg online businesses) would be helpful so that learners learn about approaches adopted by different types of organisations including those involved in global sourcing.

Assessment

Evidence may be in the form of assignments, examinations and/or case studies. Assignments may be based around investigations into actual online business organisations or case study material. As part of the assessment process, learners should produce a work-related or work-based report focused on supply chain management in their own organisation.

Where workplace case studies are used for assessment purposes, learners should give a clear explanation of the situations and the importance of the policies and strategies of their organisation to the situation.

Links

This unit has links with units within the National Occupational Standards in Management, in particular:

- Unit C1: Encourage innovation in your team
- Unit C2: Encourage innovation in your area of responsibility
- Unit C3: Encourage innovation in your organisation
- Unit C4: Lead change
- Unit C5: Plan change
- Unit C6: Implement change.

Resources

Sufficient library resources should be available to enable learners to achieve this unit.

Support materials:

Books

Ashkenas R, Ulrich D, Jick T and Kerr S — *The Boundaryless Organization* (Jossey-Bass, 2002)
ISBN: 078795943X

Birkinshaw J and Hagstrom P — *The Flexible Firm* (Oxford University Press, 2001)
ISBN: 0199248559

Cairncross F — *The Death of Distance* (Harvard Business School Press, 2001)
ISBN: 157851438X

Chell E — *Entrepreneurship: Globalization, Innovation and Development* (Thomson Learning, 2000) ISBN: 1861523181

Christensen C — *Innovation and the General Manager* (McGraw-Hill, 1999)
ISBN: 0073659150

Christiansen J — *Competitive Innovation Management: Techniques to Improve Innovation Performance* (Palgrave MacMillan, 1999) ISBN: 0333800524

Clegg B — *Creativity and Innovation for Managers* (Butterworth-Heinemann, 1999)
ISBN: 0750642556

Drucker P — *Innovation and Entrepreneurship: Practice and Principles* (Butterworth-Heinemann, 1999) ISBN: 0750643889

Financial Times — *Mastering Global Business* (FT Prentice Hall, 1998) ISBN: 0273637061

Ford D et al — *Managing Business Relationships* (Wiley, 2003) ISBN: 0470851252

Galbraith J — *Designing the Global Corporation* (Jossey-Bass, 2000) ISBN: 0787952753

Gupta A and Westney E — *Smart Globalization* (Jossey-Bass, 2003) ISBN: 0787965324

Hammer M and Champy J — *Reengineering the Corporation* (HarperBusiness, 2004)
ISBN: 0060559535

Hofstede G — *Cultures and Organizations: Software of the Mind* (McGraw-Hill, 2004)
ISBN: 0071439595

Jones T — *Innovating at the Edge* (Butterworth-Heinemann, 2002) ISBN: 0750655194

Konopaske R and Ivancevich J — *Global Management and Organizational Behavior*
(McGraw-Hill, 2003) ISBN: 0071232516

Mead R — *International Management* (Blackwell Publishing, 1998) ISBN: 0631200037

Mercado S, Welford R and Prescott K — *European Business* (FT Prentice Hall, 2000)
ISBN: 0273646001

Mole J — *Mind Your Manners* (Nicholas Brealey Publishing, 2003) ISBN: 1857883144

Neuhauser P, Bender R and Stromberg K — *Culture.com* (Wiley, 2000) ISBN: 0471645397

Pasternack B and Viscio A — *The Centerless Corporation* (Simon & Schuster, 1998)
ISBN: 0684838354

Schneider S and Barsoux J L — *Managing Across Cultures* (Prentice Hall, 2002)
ISBN: 027364663X

Thussu D — *International Communications: Continuity and Change* (Oxford University Press, 2001) ISBN: 0340741317

Tidd J, Bessant J and Pavitt K — *Managing Innovation* (Wiley, 2001) ISBN: 0471496154

Journals/magazines

Academy of Management Journal (Academy of Management)

British Journal of Management (Blackwell)

California Management Review (University of California, Berkeley)

EuroBusiness (European Press Ltd)

EuroMedia (Headley Bros)

European Management Journal (Elsevier)

Global Trade Review (Exportia Publishing)

Journal of Management Studies (Blackwell)

Harvard Business Review (Harvard Business School)

Management Today (Chartered Institute of Management)

MIT Sloan Management Review (MIT Sloan School of Management)

Websites

Websites in this area are constantly changing. Tutors therefore need to investigate website availability and content. The following websites are examples currently worthy of investigation:

www.asa.org.uk	Advertising Standards Authority
www.bbc.co.uk	British Broadcasting Corporation
www.benchmarkingnetwork.com	The Benchmarking Network Inc
www.bized.ac.uk	Learning materials and case studies
www.britishcouncil.org.uk	British Council
www.business.com	Business search engine on business background
www.cipd.uk	Chartered Institute of Personnel and Development
www.dataprotection.gov.uk	Office for the Data Protection Registrar

www.direct.gov.uk	Public service information
www.enterprisenetworks.co.uk	Sunday Times Archive
www.findarticles.com	Look-smart — search for articles for more than 500 publications
www.ft.com	Financial Times Archive
www.i-l-m.com	Institute of Leadership and Management
www.informationcommissioner.gov.uk	Information Commissioner's Office
www.iso9000.org	International Quality Systems Directory
www.managers.org.uk	Chartered Institute of Management
www.mintel.co.uk	Mintel International on consumer markets
www.statistics.gov.uk	UK National Government Statistics

Unit 14: Managing Finance for Strategic Managers

Learning hours: 30

Description of unit:

This unit is the second of two that provide learners with a foundation in financial principles and techniques relevant to the strategic management process. To enable learners to use appropriate decision-making skills in their own organisations, this unit encourages them to explore the nature of cost-based financial data and information, the impact of the budgeting process upon the organisation, and the development of cost reduction and management procedures and processes.

To complete this unit effectively, learners will need to show an ability to create and prepare strategies to influence others, make decisions that are based on well-researched options, monitor quality of performance against organisational objectives and decide on the validity of information sources used in the decision-making process.

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

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Investigate **cost concepts and their application** to the decision-making process
- 2 Control costs and participate in the **budgetary process** within an organization
- 3 Investigate the scope and practicalities of **cost reduction and management** for an organisation.

Content:

1 Cost concepts and their application

Concepts and systems: classifications in terms of object, function, product (service) and behaviour, opportunity cost, recording and analysing costs, job costing, batch costing, process costing, contract costing

Responsibility and control: cost centres, profit centres, investment centres, accountable management, planning and control methods

Application: absorption and marginal costing, their nature, similarities, differences and uses in decision making, relationship to pricing policy, standard costing, variance calculations, variance analysis and management by exception

2 Budgetary process

Process: importance to management, brief coverage of the steps in the process from functional to master budget, relationship to cost and quality control, resource utilisation and profitability, computer-assisted processes

Budgets: types, flexible and fixed budgets, zero-based budgeting

Monitoring process: budgeted and actual figures, accounting for and investigating variances, favourable and adverse, the need for prompt and relevant corrective action, brief reference to the behavioural issues relating to budgeting eg management participation, authority, performance evaluation

3 Cost reduction and management

Cost reduction: 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

Cost management: development of activity-based costing (ABC), use in calculating costs and pricing policy, activity-based budgeting, merits and limitations of these systems

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1. Investigate cost concepts and their application to the decision-making process	<ul style="list-style-type: none"> - Classify costs and identify their importance in pricing strategy - Design an appropriate costing system for use within an organisation - Make recommendations on the use and suitability of different costing techniques in an organisation
2. Control costs and participate in the budgetary process within an organisation	<ul style="list-style-type: none"> - Select appropriate budgetary targets for an identified organisation - Participate in the creation of a master budget for an organisation - Evaluate the need for corrective action - Make recommendations on the implementation of a programme of corrective action, taking account of the behavioural issues created
3. Investigate the scope and practicalities of cost reduction and management for an organisation	<ul style="list-style-type: none"> - Make recommendations concerning the application of value analysis or value engineering principles within an organisation - Evaluate the potential for, or use of, activity-based costing in an organisation

Assessment

Assessment for this unit should reflect the learning outcomes set in context. The practical nature of the unit lends itself to tasks and exercises which will cover the costing and budgeting techniques available to managers. Tasks set may involve individual or group work with the opportunity to introduce a case study to enhance realism. However, where possible, learners should be using information, examples and research based on their own organisations or those with which they are familiar. Learners will be producing evidence of research into different approaches to cost control, participation in budgeting and capital budgeting processes, and analysis of specific approaches to cost reduction and cost management.

There must be evidence of research into cost classifications and control mechanisms, budgeting and budget-monitoring processes, and cost management. Learners should be able to provide clear explanations of the role of these technicians in the managerial decision-making process, giving relevant examples of current business practice. All learners should be able to compare and contrast approaches to management of cost, budgeting and cost reduction using relevant techniques.

The findings of learners' research, as related to the assessment mechanism used, should be presented logically and indicate some awareness of the application within the business context. It is appropriate at this level to expect outline summaries and reasoning in an acceptable report format.

Support materials

Books

Atrill P and McLaney E — *Management Accounting for Non-specialists, Third Edition* (FT Prentice Hall, 2002) ISBN: 0273655914

Berry A and Jarvis R — *Accounting in a Business Context* (Thomson Business Press, 1997) ISBN: 1861520905

Cox D and Fardon M — *Management of Finance* (Osborne Books, 1997) ISBN: 1872962238

Drury C — *Management Accounting for Business Decisions* (Thomson Learning, 2001) ISBN: 1861527705

Glynn J, Perrin J and Murphy M — *Accounting for Managers* (Thomson Learning, 2003) ISBN: 186152904X

Monden Y — *Cost Reduction Systems: Target Costing and Kaizen Costing* (Productivity Press, 1995) ISBN: 1563270684

Secrett M — *Mastering Spreadsheets, Budgets and Forecasts* (FT Prentice Hall, 1999)
ISBN: 0273644912

Sleight S — *Managing Budgets* (Dorling Kindersley, 2000) ISBN: 0751307718

Yoshikawa T et al — *Strategic Value Analysis* (FT Prentice Hall, 2002) ISBN: 0273654292

Journals/magazines/newspapers

Specialist periodicals often provide current articles on developments in related topic areas. Newspapers can be a useful source for financial issues in both the private and public sectors.

The Financial Times

The Guardian

The Independent

Strategic Finance (Institute of Management Accountants)

Management Accounting Quarterly (Institute of Management Accountants)

Management Today (Chartered Institute of Management)

The Times

Websites

Websites provide useful information, case studies and examples of the application of financial techniques in business situations. For those managing small businesses, useful general information, including financial advice, is available on www.clearlybusiness.com. Most of the professional accounting bodies (CIMA, ICA, CIPFA, and AAT) have their own websites with access to library facilities (though if you are not a member, this may be restricted)

www.aat.co.uk	Association of Accounting Technicians
www.bized.ac.uk	learning materials and a wide range of company information
www.cimaglobal.com	Chartered Institute of Management Accountants
www.cipfa.org.uk	Chartered Institute of Public Finance and Accountancy
www.companies-house.gov.uk	Companies House home page
www.icaew.co.uk	Institute of Chartered Accountants in England and Wales
www.icsa.org.uk	Institute of Chartered Secretaries and Administrators
www.thetimes100.co.uk	A series of company case studies

Unit 17: Strategic Marketing Management

Learning hours: 30

Description of unit

This unit introduces marketing strategy to learners who are not professional marketers but would like to understand how to support the strategic marketing process.

This unit introduces learners to the principles of marketing strategies. It develops learners' knowledge and understanding of the formulation of a marketing plan, allows them to investigate the current marketing environment and helps them to consider how all managers in an organisation can contribute towards the achievement of marketing objectives. Learners will learn about the theoretical concepts associated with a marketing strategy and the marketing planning process and its application to different market situations.

The unit combines theory and practice. Learners will demonstrate their knowledge and understanding of marketing strategy concepts, tools and techniques and then apply the knowledge to specific situations.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Investigate the **planning principles and range of tools and techniques** involved in developing a marketing strategy
- 2 Examine a range of **marketing strategy options**
- 3 Explore the **implications of changes in the marketing environment** for organisations.

Content:

1 Planning principles and range of tools and techniques

Principles: concepts, systematic approach, sequencing and scheduling of activities, integration of activities, resource requirements, time scaling, monitoring and control elements *Processes:* strategic marketing planning processes (e.g. Peter Doyle, Malcolm McDonald) including strategic marketing analysis, marketing strategy objective setting, option evaluation, choice, formulation, implementation and control.

Strategic marketing: key definitions of strategic marketing from the Chartered Institute of Marketing and key authors, (e.g. Hugh Davidson; Peter Doyle; Philip Kotler; Malcolm McDonald), the nature of strategy and marketing links to corporate strategy (e.g. Michael Porter), role and importance of strategic marketing in an organization

Marketing strategy: setting marketing objectives and marketing strategy, segmenting, targeting and positioning, marketing activity strategies for product/service, pricing, distribution, promotion (advertising, sales promotion, personal selling, direct marketing, public relations), people (internal, intermediaries, customer service), processes and physical evidence, e-marketing strategy, customer relationship management, resource requirements (financial, people, marketing), integration of marketing activity strategies

Tools and techniques: organisation, industry and market environment situation analysis tools and techniques (Porter's Five Forces model; structure, conduct and performance model; SWOT analysis, STEEPLE analysis, marketing audit), portfolio analysis techniques (e.g. BCG matrix, Product Life Cycle model)

Plan: current corporate and marketing situation, key market factors, nature and potential of key market segments, corporate objectives and strategy considerations, marketing objectives and strategy, marketing activity objectives and strategies, resource requirements including marketing budget, timescales, monitoring, review and control mechanisms

2 Marketing strategy options

Options: 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 challenger, market follower, market niche, market pioneer, offensive, defensive and value-based marketing strategies

3 Implications of changes in the marketing environment

Changes in the marketing environment: shift from supply to demand environment, fashionisation of markets, micro-markets, rising expectations, technological change, competition, globalisation, importance of service, commoditisation, erosion of brands, new constraints

Implications: changing marketing strategies: speed of new product developments, customisation, Information handling as competitive advantage, e-marketing, core focus, partnerships with customers and other stakeholders, changes to organisations — delayering, small business units, self-managing teams, re-engineering, networks and alliances, transnational organisations, learning organisations, innovation strategies, account managers, expeditionary marketing, future orientation.

Outcomes and assessment criteria

Outcomes	<p>Assessment criteria for pass</p> <p>To achieve each outcome a learner must demonstrate the ability to:</p>
<p>1. Investigate the planning principles and range of tools and techniques involved in developing a marketing strategy</p>	<ul style="list-style-type: none"> - Provide a clear and accurate outline of the planning principles and processes involved in developing a marketing strategy with appropriate supporting examples - Accurately describe and critically evaluate a range of tools and techniques used to produce a strategic marketing plan - Provide a range of supporting examples
<p>2. Examine a range of marketing strategy options</p>	<ul style="list-style-type: none"> - Explain with clarity a range of marketing strategy options available and evaluate their benefits and limitations, using supporting examples
<p>3. Explore the implications of changes in the marketing environment for organisations</p>	<ul style="list-style-type: none"> - Assess the current changes in the marketing environment for an organisation - Analyse how an organisation could respond to the changes - Specify how a range of functional areas may develop to contribute to the achievement of an organisation's marketing objectives over a period of at least three years

Assessment

The assessment for this unit involves learners in the study of marketing strategy principles, activities and practice. Evidence produced for this unit should include a combination of demonstrating knowledge and understanding of marketing strategy principles and activities and their practical application to marketing strategy situations.

A range of assessment methods is suitable for use with this unit including:

- A business-style report
- Case study analysis and decision activity
- A presentation
- Application of portfolio and strategic analysis models
- Marketing audit activities
- Marketing strategy proposal and/or critical review activity
- A collection of portfolio for supporting evidence to demonstrate learners understanding of marketing strategy in practice.

Assessment involving a range of assessment methods and a combination of individual and group activities should be encouraged.

Learners should demonstrate knowledge and understanding of the concepts, tools and techniques of marketing strategy and planning, along with providing appropriate examples of marketing strategy and planning in practice. Learners should provide evidence of an understanding of the integration of marketing activity strategies and of the implications for other functional areas.

Support materials:

Books

Brassington F and Pettitt S — *Principles of Marketing, Third Edition* (FT Prentice Hall, 2002) ISBN: 0273657917

Chaffey D — *E-business and E-commerce* (FT Prentice Hall, 2003) ISBN: 0273683780

Chaston I — *E-Marketing Strategy* (McGraw-Hill, 2000) ISBN: 007709753X

Christopher M, Payne A and Ballantyne D — *Relationship Marketing: Creating Stakeholder Value* (Butterworth-Heinemann, 2001) ISBN: 0750648392

Dibb S et al — *Marketing: Concepts and Strategies, Fourth Edition* (Houghton Mifflin, 2000) ISBN: 0395962447

Doyle P — *Marketing Management and Strategy* (FT Prentice Hall, 2001) ISBN: 027365501

Fifield P — *Marketing Strategy, Second Edition* (Butterworth-Heinemann, 1998) ISBN: 0750632844

Hatton A — *The Definitive Marketing Plan* (FT Prentice Hall, 2000) ISBN: 0273649329

McDonald M — *Marketing Plans: How to Prepare Them, How to Use Them, Fifth Edition* (Butterworth-Heinemann, 2002) ISBN: 0750656255

O'Connor J and Galvin E — *Marketing in the Digital Age, Second Edition* (Prentice Hall, 1999) ISBN: 0273641956

Sleight S — *Moving to E-Business* (Dorling Kindersley, 2001) ISBN: 0751312150

Journals/magazines

Admap (World Advertising Research Centre)

Campaign (Haymarket Publishing)

European Journal of Marketing (Emerald Group Publishing)

Journal of the Academy of Marketing Science (Academy of Marketing Science)

Journal of Consumer Behaviour (Academy of Marketing Science)

Journal of Marketing Management (Westburn Publishers)

Marketing Business (The Chartered Institute of Marketing Magazine)

Marketing Intelligence and Planning (Emerald Group Publishing)

Marketing Week (Centaur Communications Ltd)

Revolution (Haynet)

Websites

www.businesslink4london.com

Business Link London with freely available resources designed to support small and medium sized businesses

www.cim.co.uk

Chartered Institute of Marketing — resources available only to members

www.hbsp.harvard.edu

extracts from Harvard Business Review articles

www.knowthis.com

Know This.com — a marketing virtual library with many free articles

www.mad.co.uk

Marketing Week magazine online

www.managers.org.uk

Chartered Management Institute — searchable database with access to articles and books for members only

www.marketing.haynet.com

Marketing magazine online

www.marketingpower.com

American Marketing Association with access to searchable free resources

www.westburn.co.uk

Journal of Marketing Management online