



# **Business and Technology International Campus**

**B-TIC Level 7 Extended Diploma in  
Strategic Management and Leadership**

**Qualification Specification**

**Version - 02**

**2024**

**B-TIC**

**BUSINESS AND TECHNOLOGY  
INTERNATIONAL CAMPUS**

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# Changes of Specification with Previous Version

<b>Previous Version Number</b>	01	<b>Current Version Number</b>	02
<b>Summary of Changes</b>			<b>Page number</b>
N/A			N/A

<b>Qualification Title</b>			B-TIC Level 7 Extended Diploma in Strategic Management and Leadership		
<b>Qualification Number (QN)</b>			N/A		
<b>Level</b>			7		
<b>Duration</b>			1 Year		
<b>Grading System</b>			Pass/Resubmission		
<b>Awarding Organization</b>			Business and Technology International Campus		
<b>Credit Value</b>			120		
<b>Total Qualification Time (TQT)</b>	1200	<b>Guided Learning Hours (GLH)</b>	600	<b>Independent Learning Hours (ILH)</b>	600
<b>Entry Requirements</b>			Learners must be at least 21 years old A level 6 Qualification or Equivalent IELTS 5.5 or Equivalent for non-native speakers No formal requirement		
<b>Mode of Delivery</b>			Full Time, Part Time, Face to Face Blended Distanced or any other mode that meet the Learner needs without any unlawful or unfair discrimination to any Learner		
<b>Assessment Method</b>			Course work and appropriate methods		
<b>Language of Instruction and Assessment</b>			English		
<b>Placement Requirements</b>			N/A		

# About this Qualification

## Qualification Objectives

1. To provide knowledge, skills and understanding to achieve high performance
2. To assist every Learner a successful completion of the Qualification meeting Learner needs through a variety of delivery modes with the preferred choice of location
3. To allow every Learner a successful completion of Qualification at their own pace
4. To make opportunities to enter employment or to progress in the current employment or to set up a business
5. To make the Learners eligible to progress to Higher Education Qualifications in related fields
6. To provide navigation map for Professional Body memberships

## Meeting the Qualification Objectives

1. Teaching and assessing up to date skill, knowledge and understanding for higher performance
2. Assisting a range of delivery and learning assessment modes
3. Allowing flexible timeframes and duration to compete the Qualifications
4. Help to ground in employment or to progress in current employment as Learners apply to diversified roles and responsibilities in the relevant industry and to help start up businesses of their preferred choice
5. Developing University partnerships and developing academic skills for Learners and helping appropriate Unit selection to advanced entry progression to Higher Education in Universities
6. Assisting progression to professional Qualifications from Professional Bodies.

## Developing Transferable Skills

Transferable skills (Employability skills) are core to improve the career prospect and personal professional development of Learners.

Business and Technology International Campus Qualifications intend to develop the following transferable skills:

### Problem-solving skills

- Critical thinking
- Creative skill to solve routine and non-routine problems
- Digital technology skills

### Independent skills

- Self-awareness and self-management
- Adaptability and resilience
- Reflection
- Planning and
- Prioritising

### Interpersonal skills

- Leadership skills
- Communication skills
- Presentation skills
- Team-ability skills
- Negotiating skills

**Commercial skills**

- Awareness of the relevant industry sector
- Understanding customer needs
- Finance and Budgeting
- Management Skills

# Qualification Framework

Business and Technology International Campus commits all the necessary actions to design its Qualification in accordance with Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, Regulated Qualifications Framework (RQF), Quality Assurance Agency (QAA), Subject Sector Benchmarks and European Qualification Framework. Further Business and Technology International Campus sought to design the Qualification in accordance with relevant Professional Body's requirements.

## Equivalences

B-TIC Level 7 diplomas have been designed equivalent to Level 7 of Regulated Qualifications Framework (RQF) which is at the same level as a Master's degrees.

**Collaboration in Qualification Design**

Learners completing Business and Technology International Campus Qualifications may enter employments or progress to Higher Education. Thus our Qualifications are designed in collaboration with employers, Universities, Higher Education Institutes, professionals, Professional Bodies, businesses and educational institutions, Learners and Centres to ensure that Qualifications meet needs and expectations of stakeholders.

## Progression

Business and Technology International Campus develop articulation arrangements with Universities locally and internationally that provide advanced entry for Business and Technology International Campus Learners from Level 3 to Level 8. However University admission criteria may change time to time and remain at the discretion of them.

On successful completion of the B-TIC Level 7 Extended Diploma in Strategic Management and Leadership Learners may:

- Progress to University with advanced entry
- Find an employment
- Continue current employment with progressive competencies
- Commit to Continuing Professional Development (CPD) and
- Start a business

## Prior Learning Assessment and Recognition (PLAR)

PLAR is where Learners can meet entry criteria to be eligible to meet the entry requirement of the Qualification or Unit assessment through skill, knowledge and understanding which they already possess.

PLAR can be referred by different institution as follows:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Learning and Achievement (APLA)

Business and Technology International Campus has developed PLAR Policy that allow Learners to skip formal learning which Learner already possess with appropriate demonstration as per the B-TIC PLAR Policy.

# Equality and Diversity

In accordance with the B-TIC Equality and Diversity Policy, Business and Technology International Campus offers equal opportunity to all Learners without regard to age, disability, gender, marital status, civil partnership, pregnancy, maternity, race, colour, nationality, ethnicity, national origins, religion, sexual orientation, or any other basis.

When a certain certification's characteristic disadvantages a particular set of Learners, we explicitly state this in the qualification specification.

## Qualification Structure

The B-TIC Level 7 Diploma in Strategic Management and Leadership consists of 3 mandatory Units and 3 optional Units:

Unit Number	Core Units	Credit	TQT	GLH	ILH
7SML1	Strategic Leadership and Developing Leaders	20	200	100	100
7SML2	Strategic Financial Management	20	200	100	100
7SML3	Strategic Management	20	200	100	100
Unit Number	Optional Units				
7SML4	Strategic Human Resource Management	20	200	100	100
7SML5	Advanced Business Research Methods	20	200	100	100
7SML6	Strategic Marketing Management	20	200	100	100
7SML7	Strategic Change Management	20	200	100	100

## Total Qualification Time (TQT)

Total Qualification Time (TQT) is the total number of hours a learner commits to engage on all forms of activities that demonstrate their mastery of a particular Qualification's Learning Outcomes.

TQT consists of “Guided Learning Hours” (GLH) activities and all the other forms of “Independent Learning Hours” (ILH) activities.

## Guided Learning Hours (GLH)

Guided Learning Hours (GLH) are the estimated time duration that the Learner is guided to learn in facilitation of Lecturers, Supervisors, Tutors, Trainers and facilitated workshops (hereafter called “FACILITATORS”) etc., for Learners enabling to complete Unit Learning Outcomes at the appropriate standard.

GLH counts real time activities completed by the Learner under direct instruction, supervision and / or immediate guidance) via Physical or Virtual Attendance such as:

- Assignments Reviews
- Building a poster with facilitator
- Classroom-based learning supervised by a teacher
- Class room lectures
- Class room discussions
- E-learning supervised by a teacher in real time

- E-mail conversations
- Formative assessment and feed back
- Invigilated examinations or assessments
- Interview
- Learner feedback with a teacher in real time
- Live webinar or telephone tutorial with a teacher in real time
- Presentation and feedback
- Personal meetings
- Professional discussions
- Question and answer sessions
- Reviewing cases with lecturers
- Supervised induction sessions
- Supervised independent learning
- Supervised literature review
- Summative assessment and feedback
- Work-based learning supervised by a teacher

All other forms of learning activities that are under immediate guidance, instruction, observation or supervision of a facilitator may be counted into Guided Learning Hours (GLH).

## Independent Learning Hours (ILH)

“Independent Learning Hours” (ILH) are hours of learning activities that Learners undertake without direct instruction, supervision or immediate guidance.

Depending on the Qualifications and level of Qualifications, a number of autonomous learning activities without direct instruction, supervision, or immediate guiding of the facilitator may occur, such as:

- Independent preparation for classes
- Independent reading and research
- Independent work on projects and work-based learning
- Independent compilation of a portfolio of work experience
- Independent e-learning
- Independent e-assessment
- Independent coursework
- Independent watching of a pre-recorded podcast or webinar
- Independent discussion
- Independent voluntary work

Any other form of learning, education or training, in absence of direct instruction, supervision or immediate guidance of facilitator may be counted as Independent Learning Hours (ILH).

## Credit

A Learner who has studied and evaluated the Learning Outcomes of a Unit at a particular level standard of a Qualification will receive the specified number of credits, according to the credit value.

The awarded credits are recorded in a credit transcript that can lead to a Qualification that support the entry to the next progress of Higher Education.

Each credit represents 10 hours of learning time which is equivalent to 10 hours of “TOTAL QUALIFICATION TIME”.

The credit value of the Unit is constant in all contexts regardless of result (Pass or Resubmission), the assessment method or the mode of delivery.

Learners will only be awarded credits for the successful completion of the whole Unit.

Specific requirement of individual Learners and the differing delivery styles that may cause variation in the actual time to complete a Qualification thus values for Total Qualification Time, Guided Learning Hours, Independent Learning Hours and Credit are estimates.



# Unit Specifications

# Strategic Leadership and Developing Leaders

<b>Unit Title</b>	Strategic Leadership and Developing Leaders
<b>Unit Code</b>	7SML1
<b>Unit Level</b>	Level 7
<b>Credit Value</b>	20
<b>Guided Learning Hours</b>	100
<b>Independent Learning Hours</b>	100
<b>Unit Type</b>	Core
<b>Grading System</b>	Pass / Resubmission

## Unit Aims

- To analyse leadership practice in organisations
- To assess the impact of leadership on organisational values
- To develop the leadership strategy for organisational performance
- To develop leaders in organisations

## Assessment

Assignment briefs are part of this Unit specification and available to all the Centres and Learners. Centres assess all the Units internally and Business and Technology International Campus externally verify for quality assurance

<b>Learning Outcomes to meet</b>	All 4 Learning Outcomes
<b>Assessment Criteria to cover</b>	All ACs of each Learning Outcome
<b>Assessment method</b>	Course work and appropriate methods
<b>Word count</b>	4500 words approximately

On completion of this Unit the Learner should:

<b>LO - 01</b>	<b>Be able to analyse leadership practice in organisations</b>
AC – 1.1	Explain the importance of strategic leadership in organisations
AC – 1.2	Analyse the leadership styles in organisations
AC – 1.3	Critically explore the exercise of leadership in organisations
<b>LO - 02</b>	<b>Be able to assess the impact of leadership on organisational values</b>
AC – 2.1	Analyse the impact of leadership on strategic decision making
AC – 2.2	Analyse the impact of leadership on organisational culture values
AC – 2.3	Critically review the impact of leadership on values of ethics and corporate social responsibilities to organisations
<b>LO - 03</b>	<b>Be able to develop the leadership strategies for organisational performance</b>
AC – 3.1	Create leadership strategies to improve performance in organisations
AC – 3.2	Generate leadership strategies for organisational sustainability
AC – 3.3	Evaluate leadership strategies for organisational performance and sustainability
<b>LO - 04</b>	<b>Be able to develop leaders in organisations</b>
AC – 4.1	Analyse current leadership requirements in organisations
AC – 4.2	Provide a plan to develop leaders for organisations
AC – 4.3	Evaluate the plan in developing leaders in organisations

## Unit Teaching Content:

<b>Learning Outcome - 01: Be able to analyse leadership practice in organisations</b>
AC – 1.1 Explain the importance of strategic leadership in organisations
Definitions of leadership in a range of organisational context; leadership as a strategic competitive advantage; the relationship between management and leadership; strategic goals; streamline processes; strategic productivity; promote innovation; characteristics of strategic leaders; employee motivation; decision making; people skill; driving force; human capital development; ethical practice; strategic direction; change management; execution; vision; mission
AC – 1.2 Analyse the leadership styles in organisations
The qualities approach; traits approach; functional approach; group approach, action-centered leadership; leadership as a behavioural category: styles of leadership; servant leadership, transformational leadership, charismatic leadership, transactional leadership, delegate (Laissez-Faire) leadership, participative (democratic) leadership, authoritarian (autocratic) leadership, contingency theories, transitional or transformational leadership, inspirational or visionary leadership, authentic leadership
AC – 1.3 Critically explore the exercise of leadership in organisations
Leadership and strategy; stakeholder relationships, change and change management; levels of leadership; future thinking, storytelling and scenarios; leadership and ethics; vision, mission and values; process of decision making power and decision making control: power, authority, sources of power, power involvement and compliance; strategic control, power, order and flexibility, delegation, trust and empowerment
<b>Learning Outcome - 02: Be able to assess the impact of leadership on organisational values</b>
AC – 2.1 Analyse the impact of leadership on strategic decision making
Vision; mission; strategic management and leadership; reviewing strategic aims and objectives, improving organisational performance, provide the direction, the purpose for growth, context; creating, communicating and implementing change, developing and leading high performance teams; change management; innovation; managerial roles: follower ship, direct versus indirect leadership, competition, competitive advantage, SMART, employee agreement; skills of the leader to achieve the strategic objectives
AC – 2.2 Analyse the impact of leadership on organisational culture values
Positive culture; negative culture; toxic culture; cultural change; achieving strategic goals; employees communication; importance to ensure that staff can perform their job effectively, team and department collaboration; provide opportunities; learning culture: meet individual learning needs, social learning, flexibility and adaptability when responding to change, leveraging mistakes as a source of learning; customer services; methods; tools; models; frameworks; inspiring confidence in the face of challenges; developing personal networks; uniformity; work-life balance; retention rates; appreciation; connection; meaningful work; customer service; ensuring alignment on mission, purpose and vision; permissibility of making mistakes; management development and Continuous Professional Development (CPD) programmes

AC – 2.3 Critically review the impact of leadership on values of ethics and corporate social responsibilities to organisations

Models of ethics; ethical decision making; integrity; increased loyalty; company scandals; ethical issues; transparency; ethical dilemmas; value-based leadership; values and corporate social responsibility; the concept of corporate social value; profitability; public reputation; codes of business conduct; sustainability; CSR awards

### **Learning Outcome - 03: Be able to develop leadership strategies for organisational performance**

AC – 3.1 Create leadership strategies to improve performance in organisations

Organisation efficiency and effectiveness; optimisation of result; encourage recognition; innovation, new market; new product; financial performance; market performance; shareholder value; culture and creativity, communicate vision; excellence models; delegate and empower; organisational change; commitment to continue education; opportunity seeking; profit; revenue; transform people; developing leaders; organisational growth; cost; productivity; customer service; groups; teams; virtual teams and operational teams; EFQM Excellence Model

AC – 3.2 Generate leadership strategies for organisational sustainability

Fads and trends concept of sustainability leadership; sustainability leadership model; leadership and sustainable development; leadership and the triple bottom line; regulators; activists; pressure groups; markets; investment; social relationship; responsible business practices; resource based view (rbv); strategic priorities; build buy-in amongst colleagues; guide resources and investment into the areas that are most important; engage external stakeholders in a meaningful dialogue; drive performance by stretching the company to achieve goals; stakeholder input; innovation for growth; risk and resilience; reputation and brand; cost savings; motivated employees

AC – 3.3 Evaluate leadership strategies for organisational performance and sustainability

Evaluation tools: surveys, observation, case studies, data, focus groups, interviews, pre-evaluation, ongoing evaluation, post-project evaluation, cost; time; resources used; Return on Investment (ROI); Cost-Benefit Analysis (CBA); budget utilisation; SWOT; PEST; MOST (Mission, Objectives, Strategy and Tactics); heptalysis analysis; De Bono's Six Thinking Hat; Catwoe; MoSCow

### **Learning Outcome - 04: Be able to develop leaders in organisations**

AC – 4.1 Analyse current leadership requirements in organisations

Assess leadership requirements; training and learning; generic challenges: eg virtual organisations, diversity, globalisation, economic climate, world threats, geopolitics; coaching; ethics and corporate social responsibility; knowledge management; e-leadership; career progression; empowerment and support; restructuring; integrity leadership; diverse teams; self-awareness; transparency; ethical behaviour; partnerships and alliances; regulatory: compliance, changes in reporting and control, new technology, interim leadership; succession planning; Leader-Member Exchange Theory

### AC – 4.2 Provide a plan to develop leaders for organisations

Applicability to support organisational direction: efficiency, reliability, innovation, adaptation, course corrective strategy, turnaround leadership, cultural issues, personal skills, realistic time-based objectives; using time effectively; time Vs productivity; communication skills; active listening; questioning; conflict management skills; setting SMART; prioritising work tasks; dealing with time wasters; effective delegation skills; stress management skills; problem solving skills; decision making skills; learning and development skills.

Professional skills; counselling; mentoring skills; coaching skills; leadership skills; multi-tasking; using occupational standards to identify competencies; simultaneous tasks; continuing self-development to meet requirements for professional bodies: eg learning new skills and knowledge, developing in current and future leadership roles, leading and chairing meetings, delivering effective presentations

### AC – 4.3 Evaluate the plan in developing leaders in an organisation

EFQM Excellence Model; balanced scorecard; strategy maps; development of leadership skills; different methods of developing leaders through formal learning; self-help and developmental activities: eg training courses, job rotation, seminars, executive coaching, mentoring, assessment centres; action learning; self-directed learning: reading articles, partnership with key academics; changing methodology in leadership development programmes; benefits of self-help activities: eg learning from mistakes, viewing events from multiple perspectives; developing leaders; recruiting leaders; model for assessing future leadership requirements: eg Council for Excellence in Leadership and Management diagnostic tools; leadership competencies: eg thinking and acting strategically, emotional intelligence, social intelligence, ability to learn, systems thinking; evaluation tools: surveys, observation, case studies, data, focus groups, interviews pre-evaluation, ongoing-evaluation, post-project evaluation; cost; achieving strategic goals; learning culture; methods: eg using conceptual tools to identify.

## Essential Reading and Resource List

### Core Text books

- Adair, J. (2007) *How to grow leaders: the seven key principles of effective leadership development*. London: Kogan Page.
- Mullins, L. (2010) *Management and Organisational Behaviour*. London: Pearson Ltd.
- Northouse, P. (2010) *Leadership: Theory and Practice*. 5th Ed, Sage Publications.

### Additional Reading

- Avery, G. C. (2005) *Understanding Leadership*. London: Sage Publications.
- Bass, B. M. and Riggio, R. (2005) *Transformational Leadership*. 2nd ed. Mahwah, NJ: Lawrence Erlbaum Associates.
- George, B. (2003) *Authentic Leadership*. San Francisco: Jossey-Bass.
- Hargreaves, A. Fink, D. (2006) *Sustainable Leadership*. San Francisco: Jossey Bass.
- Sinclair, A. and Agyeman, B. (2004) *Building Global Leadership: Strategies for success*. Roffey Park Institute.

### Journals & Newspapers:

- European Management Journal
- Journal of Leadership and Organisational Studies
- Journal of Leadership Studies
- Management Today (Haymarket Business Media)
- People Management (Chartered Institute of Personnel and Development)
- Professional Manager (Chartered Management Institute)
- The Leadership Quarterly

**Websites:**

[www.aqa.co.uk](http://www.aqa.co.uk)

[www.cipd.co.uk](http://www.cipd.co.uk)

[www.cityandguilds.co.uk](http://www.cityandguilds.co.uk)

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

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

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

[www.mindtools.com](http://www.mindtools.com)

# Strategic Financial Management

<b>Unit Title</b>	Strategic Financial Management
<b>Unit Code</b>	7SML2
<b>Unit Level</b>	Level 7
<b>Credit Value</b>	20
<b>Guided Learning Hours</b>	100
<b>Independent Learning Hours</b>	100
<b>Unit Type</b>	Core
<b>Grading System</b>	Pass / Resubmission

## Unit Objectives:

- To understand the basic principles of accounting
- To apply cost techniques in making strategic decisions
- To understand the various budgeting processes for decision making
- To analyse and recommend effective long and short term funding sources for organisations
- To analyse and interpret financial data using investment appraisal techniques

## Assessment

Assignment briefs are a part of this Unit Specification and available to all the Centres and Learners. Centres assess all the Units internally and Business and Technology International Campus externally verify for quality assurance.

<b>Learning Outcomes to meet</b>	All 5 Learning Outcomes
<b>Assessment Criteria to cover</b>	All ACs of each Learning Outcome
<b>Assessment method</b>	Course work and appropriate methods
<b>Word count</b>	6000 words approximately



On completion of this Unit the Learner should:

<b>LO - 01</b>	<b>Be able to understand the basic principles of accounting</b>
AC – 1.1	Assess the relationship between cost, management and financial accounting
AC – 1.2	Explain the importance of the basic principles of accounting
<b>LO - 02</b>	<b>Be able to apply cost techniques in making strategic decisions</b>
AC – 2.1	Critically analyse and assess the cost concepts, importance of costs and the different systems of costing
AC – 2.2	Assess the impact of the current costing method used by organisations
AC – 2.3	Suggest the best costing system suitable for the organisations and justify why the costing system was selected
<b>LO - 03</b>	<b>Be able to understand the various budgeting processes for decision making</b>
AC – 3.1	Critically analyse the current budgeting system of organisations and suggest appropriate budgetary targets for organisations
AC – 3.2	Critically analyse the budgetary variances in the current budgeting system
AC – 3.3	Propose a suitable budgetary system for organisations
<b>LO - 04</b>	<b>Be able analyse and recommend effective long and short term funding sources for organisations</b>
AC – 4.1	Compare and contrast different sources of finances
AC – 4.2	Critically analyse the implications of the different sources of finance
AC – 4.3	Justify the choices of sources of funds and the importance of matching the right source of finance to a project
<b>LO - 05</b>	<b>Be able to analyse and interpret financial data using investment appraisal techniques</b>
AC – 5.1	Compare and contrast the financial statements of the organisations
AC – 5.2	Recommend organisational decisions based on the evaluation of the financial statement using financial ratios
AC – 5.3	Apply suitable financial appraisal methods to analyse competing investment projects
AC - 5.4	Select a suitable project based on the appraisal analysis and justify

## Unit Teaching Content:

<b>Learning Outcome - 01: Be able to understand the basic principles of accounting</b>
AC – 1.1 Assess the relationship between cost, management and financial accounting
Definitions: of cost, management and financial accounting; differences of cost, management and financial accounting; introduction to strategic financial management; importance of strategic financial management for organisations; financial planning; importance of financial planning for organisations
AC – 1.2 Explain the importance of the basic principles of accounting
Basic principles of accounting: matching, materialistic, separate entity, going concern, full disclosure, reliability, accrual, conservatism, revenue recognition; importance of accounting principles; basic definitions of terms in accounting: assets, liabilities, cash flow, capital, accounts payable, account receivable etc.
<b>Learning Outcome - 02: Be able to apply cost techniques in making strategic decisions</b>
AC – 2.1 Critically analyse and assess the cost concepts, importance of costs and the different systems of costing
Explanation on cost concepts (Ex; Fixed cost, variable cost, opportunity cost, direct cost, indirect cost etc); objectives; importance and elements of cost accounting; introduction to costing methods and systems; cost drivers; cost centres; cost unit etc
AC – 2.2 Assess the impact of the current costing method used by organisations
Costing methods: job costing, process costing, standard costing, ABC and traditional costing systems; definition of process costing terms: normal loss, abnormal loss, abnormal gain, work in progress etc; calculation on ABC and traditional costing; comparison of both methods; discussion on pros and cons of ABC and traditional costing methods: introduction to absorption and marginal costing; calculation on absorption and marginal costing
AC – 2.3 Suggest the best costing system suitable for the organisations and justify why the costing system was selected
Features, advantages and disadvantages of costing systems; costing methods pros and cons
<b>Learning Outcome - 03: Be able to understand the various budgeting processes for decision making</b>
Ac -3.1 Critically analyse the current budgeting system of the organisations and suggest appropriate budgetary targets for organisations
What is budgeting and the importance of budgeting for an organisation; types of budgeting systems; characteristics; different types of budgeting: fixed, flexible, zero, incremental budgeting systems
AC – 3.2 Critically analyse the budgetary variances in the current budgeting system
Budgeting variances; adverse and favourable variances; budgetary control

AC – 3.3 Propose a suitable budgetary system for the organisations

Preparing operating budgets and master budgets; monitoring and evaluating budgets; advantages and disadvantages of budgeting systems

**Learning Outcome - 04: Be able to analyse and recommend effective long and short term funding sources for organisations**

AC – 4.1 Compare and contrast different sources of finances

Long and short term sources of finances; internal sources of finance: personal savings, retained earnings, reduced inventory levels etc; external sources of finance: bank O/D, debt factoring, ordinary and preference shares, angles investors etc; advantages and disadvantages of each sources of finance; working capital; importance of working capital; working capital cycle

AC – 4.2 Critically analyse the implications of the different sources of finance

Implications of the different sources of finance; capital and revenue expenditure

AC – 4.3 Justify the choices of sources of funds and the importance of matching the right source of finance to a project

Factors to consider in selecting sources of finances: matching, flexibility, refunding risks, interest rates

**Learning Outcome - 05: Be able to analyse and interpret financial data using investment appraisal techniques**

AC – 5.1 Compare and contrast the financial statements of the organisations

Financial statements: Manufacturing Accounts, Statement of Income Statement, Cash Flow Statement, Statement of Financial Position; interpretation of financial statements; comparative analysis; annual reports; structure of financial statements

AC – 5.2 Recommend organisational decisions based on the evaluation of the financial statement using financial ratios

Financial ratios: introduction to liquidity, efficiency, profitability, debt management and investors ratios; importance and limitations of financial ratios; calculation and interpretations of financial ratios

AC – 5.3 Apply suitable financial appraisal methods to analyse competing investment projects

Investment appraisal methods: payback period discounted and non discounted, ARR, NPV, IRR; calculations and interpretation of discounted and non discounted payback period, ARR, NPV, IRR

AC – 5.4 Select a suitable project based on the appraisal analysis and justify

Analysis of the projects; advantages and disadvantages of investment appraisal methods

## Essential Reading and Resource List

### Core Text books

ACCA. (2020) *Financial Accounting*. Berkshire: Kaplan Publishing.

Atrill, P. and McLaney, E. (2019) *Financial Management for Decision Makers*. 9th edition. Harlow: Pearson.

Christensen, T.E., Cotrell, D.M. and Budd, C.J.H. (2016) *Advanced Financial Accounting*. 11th edition. New York: McGraw Hill.

Van Horne, J. C. and Wachowicz, Jr. J. M. (2008) *Fundamentals of Financial Management*. 13th edition. Harlow: Pearson.

### Additional Reading

Marsh, C. (2009) *Mastering Financial Management*. Harlow: FT Prentice Hall.

Scott, W.R. (2015) *Financial Accounting Theory*. 7th edition. Toronto: Pearson.

### Journals and Newspapers:

Financial Post

Global Finance

International Journal of Financial Management

Journal of Banking and Finance

Journal of Accounting Research

Journal of International Financial Management and Accounting

Management Today

The Financial Times

The Journal of Finance

### Websites:

Most of the professional accounting bodies in the UK have their own websites (CIMA, ICA, CIPFA, AAT)

[www.aat.co.uk](http://www.aat.co.uk) (Association of Accounting Technicians)

[www.cimaglobal.com](http://www.cimaglobal.com) (Chartered Institute of Management Accountants)

[www.cipfa.org.uk](http://www.cipfa.org.uk) (Chartered Institute of Public Finance and Accountancy)

[www.companies-house.gov.uk](http://www.companies-house.gov.uk) (Companies House)

<https://www.londonstockexchange.com/> (London Stock Exchange)

# Strategic Management

<b>Unit Title</b>	Strategic Management
<b>Unit Code</b>	7SML3
<b>Unit Level</b>	Level 7
<b>Credit Value</b>	20
<b>Guided Learning Hours</b>	100
<b>Independent Learning Hours</b>	100
<b>Unit Type</b>	Core
<b>Grading System</b>	Pass / Resubmission

## Unit Aims

- To evaluate current strategic plan of organisations
- To formulate strategies of organisations
- To develop a strategic plan for organisations
- To execute and monitor implementation of strategic plan

## Assessment

Assignment briefs are a part of this Unit specification and available to all the Centres and Learners. Centres assess all the Units internally and Business and Technology International Campus externally verify for quality assurance

<b>Learning Outcomes to meet</b>	All 4 Learning Outcomes
<b>Assessment Criteria to cover</b>	All ACs of each Learning Outcome
<b>Assessment method</b>	Course work and appropriate methods
<b>Word count</b>	4500 words approximately

On completion of this Unit the Learner should:

<b>LO - 01</b>	<b>Be able to evaluate current strategic plan of organisations</b>
AC – 1.1	Critically analyse the strategic position of organisations in its current market
AC – 1.2	Analyse corporate, business and operational strategies of organisations in its current market
AC – 1.3	Evaluate the existing strategic plans on organisations in its current market.
<b>LO - 02</b>	<b>Be able to formulate strategies of organisations</b>
AC – 2.1	Create vision and mission for organisations
AC – 2.2	Produce management objectives and goals for organisations
AC – 2.3	Evaluate management objectives and goals for organisations
<b>LO - 03</b>	<b>Be able to develop a strategic plan for organisations</b>
AC – 3.1	Generate strategic options for organisations using strategic models and tools
AC – 3.2	Evaluate generated strategic options for organisations
AC – 3.3	Construct strategic plan (strategic choices) for organisations
<b>LO - 04</b>	<b>Be able to execute and monitor implementation of strategic plan</b>
AC – 4.1	Develop a system for the implementation of strategic plans
AC – 4.2	Assess potential risks of implementation plan
AC – 4.3	Design key success indicators in order to monitor the implementation of the strategic plan

Unit Teaching Content:

**Learning Outcome - 01: Be able to evaluate current strategic plan of organisations**

AC – 1.1 Critically analyse the strategic position of organisations in its current market

Market analysis; competitive profile matrix; organisational position measurement; strategic business planning tools; SWOT (strength, weakness, opportunity and threats) analysis; Porter’s Five Forces analysis; value chain analysis; Boston growth-share (BCG) matrix; market equilibrium; market share; sustainability measures, competitive advantage

AC – 1.2 Analyse corporate, business and operational strategies of organisations in its current market

Strategic fit; market trends fluctuation; corporate strategies; business strategies; functional level strategies; operational strategies; communication models; horizontal and vertical communication; strategy formulation; strategic drift; benchmarking; competitor analysis; benefit-cost analysis; information review; organisational value consistency; position in markets; market share; globalisation effect; geopolitics, impacts of technological advancements.  
 What new businesses to enter and exit?  
 Corporate Level—chief executive officer  
 Division Level—division president or executive vice president  
 Functional Level—finance, marketing, R&D, manufacturing, information systems and HR managers  
 Operational Level—plant managers, sales managers

AC – 1.3 Evaluate the existing strategic plans on organisations in its current market

Impact of organisational plan and planning; working with other organisations; communication with stakeholders; organisational planning development; management objectives; action planning; strategic fit, structural fit, cultural fit; Business Process Re-engineering; performance implementation plan; process appraisal; policy development; systems of communication; alignment and realignment; tracking progress

**Learning Outcome - 02: Be able to formulate strategies of organisations**

AC -2.1 Create vision, mission for organisations

A declaration of attitude; situational analysis; setting vision and mission targets; core values of organisation; ethical value; marketing and business environment; conceptualising stakeholders; workforce management; organisational growth; competitive advantage; competitive disadvantage; Continuous Improvement in Management (CIM); Total Quality Management (TQM); profit; competitive trends; emergence of new trends (new technology, economy, customer change); evaluate corporate and divisional performance; spotting market opportunities; involvement of Chief Learning Officer and Chief Strategy Officer (CSO); customer orientation; management style; expand operations; diversification; enter international markets; merger; joint venture; mission statement; concern for survival; growth and profitability; philosophy; self-concept; concern for public image; concern for employees

AC – 2.2 Produce management objectives and goals for organisations
Objectives and measures: strategic objectives, financial objectives; The Balanced Scorecard SMARTER (specific, measurable, achievable, realistic, time-based, evaluate, re-evaluate) objectives; business ethics; raising awareness; promoting good practice; stakeholder involvement; diversity management; structural and cultural concerns; environmental considerations, establishing short-term objectives, mid-term objectives, long-term objectives
AC – 2.3 Evaluate management objectives and goals for an organisation
Evaluation tools

<b>Learning Outcome - 03: Be able to develop a strategic plan of organisations</b>
AC – 3.1 Generate strategic options for organisation using strategic models and tools
Strategic models; External Factor Evaluation (EFE) Matrix; identifying an organisation’s external opportunities and threats; determining internal strengths and weaknesses; Mintzberg’s strategies; Ansoff matrix strategies; Boston growth-share (BCG) matrix balanced mandatory card analysis; blue OCEAN strategy; sensitivity analysis; organisational integration; merger and acquisition; gap analysis; product portfolio; strategic options review; generating alternative strategies
AC – 3.2 Evaluate generated strategic options for an organisation
Industry; culture; national and supranational culture; models of culture; Trompenaars’s implicit-explicit factors; Schein’s three level strategy-supportive culture; strategy supportive structure; integrating strategy and culture identification; role analysis; comprehensive target setting for a business organisation; motivation to participate in strategic planning; strategy formulation; strategy implementation; monitoring and evaluation of stakeholders’ performance
AC – 3.3 Construct strategic plan (strategic Choices) for organisations
Business ethics; good practices; effective participation of stakeholders; value chain analysis; diversity management; organisational environment; consideration; awareness raising; objectives settings; strategic alliance; benchmarking; leadership; Resource-Based View (RBV); Cost/Benefit Analysis; Management Information System (MIS); Strategic-Planning Software; The Internal Factor Evaluation (IFE) Matrix; management strategy; reviewing options; attractiveness to stakeholders; stakeholder participation; criteria for judging options; feasibility studies; risk, cost-benefit analysis; consistency with organisational values; influence on market position; effect on share; benefit on investments; opportunity costs; scenario planning; sensitivity analysis; risk analysis, balanced scorecard approach; potential advantage; resources allocation; financial source; integration; market penetration; market development; product development; related diversification; unrelated diversification; retrenchment; divestiture



<b>Learning Outcome - 04: Be able to execute and monitor implementation of strategic plan</b>
AC – 4.1 Develop a system for the implementation of strategic plans.
<p>Organisational culture analysis; understanding basic values of a business organisation; ethical, social, economic, business; SMARTER (specific, measurable, achievable, realistic, time-based, evaluate, re-evaluate); target selection; resource audit; risk analysis; resources allocation, time allocation, time management, time scheduling; planning implementation schedules; success factors; success factors identification; planning implementation; monitoring system; control system; cascading process and dissemination process; management audit</p> <p>Strategic department agreement on the plan; communication with plan stakeholders; organisational up skilling for implementation; fresh recruitment; time schedule for implementation; Business Process Re-Engineering (BPR); management by objectives; action plan, 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, resources allocation; establish annual objectives; implementation policies; employees motivation; resources allocation; resource deployment</p> <p>Preparing budgets; BI tools, information systems, project management system; employee compensation to organisational performance; reviewing external and internal factors that are the bases for current strategies; measuring performance and taking corrective actions</p>
AC – 4.2 Assess potential risks of implementation plan
<p>Risk factors; risk assessment; levels of risk; low risk, medium risk, high risk; features; implementation risks; implementation of risks avoidance; contingency planning: contingency corrective development, risk preventive actions; plan a and plan b; alternative plan</p>
AC – 4.3 Design key success indicators in order to monitor the implementation of the strategic plan
<p>Key Performance Indicators (KPIs); formative assessments; summative assessment; qualitative indicators; quantitative indicators; goal-based evaluation; deadlines; milestones; process-based evaluation; outcome-based evaluation; regular reports; meetings; quality circles; progress reviews</p>

**Essential Reading and Resource List**

**Core Text books**

Ansoff, I.H. (2007) *Strategic Management*. Palgrave MacMillan: New York.

Johnson, G. and Scholes, K. (2017) *Fundamentals of Strategy*. New York: Pearson Education.

Johnson, G., Scholes, K. and Whittington, R. (2008) *Exploring Corporate Strategy*. Harlow: Financial Times/Prentice Hall.

Hill, C., Jones, G. and Schilling, M. (2013) *Strategic Management: Theory: An Integrated Approach*. Stamford, CT: Cengage Learning.

**Additional Reading**

Barney, J. (2010) *Gaining and Sustaining Competitive Advantage*. New York: Pearson Education.

Cusumano, M. A. and Markides, C. (2001) *Strategic Thinking for the Next Economy*. Mason, OH: Cengage Learning EMEA.

De Wit, B. and Meyer, R. (2004) *Strategy: Process, Content, Context*. Stamford, CT: Cengage Learning EMEA.

Finlay, P. N. (2000) *Strategic Management: An Introduction to Business and Corporate Strategy*. Harlow: Prentice Hall.

- Gratton, L. (2000) *Living Strategy: Putting People at the Heart of Corporate Purpose*. Harlow: Financial Times/Prentice Hall.
- Grant, R. (2010) *Contemporary Strategy Analysis*. Hampshire: John Wiley and Sons.
- Gupta, S. and Starr, M. (2014) *Productions and Operations Management Systems*. Boca Raton, FL: CRC Press.
- Harrison, J. S. (2002) *Strategic Management of Resources and Relationships: Concepts and Cases*. Hampshire: John Wiley and Sons.
- Kaplan, R. and Norton, D. (2000) *The Strategy-focused Organisation: How Balanced Mandatory Card Companies Thrive in the New Business Environment*. Massachusetts: Harvard Business School Press.
- Lynch, R. (2005) *Corporate Strategy*. Harlow: Financial Times/Prentice Hall.
- McGee, J., Thomas, H. and Wilson, D. (2005) *Strategy: Analysis and Practice*. New York: McGraw-Hill Higher Education.
- Mintzberg, H. (2000) *The Rise and Fall of Strategic Planning*. Harlow: Financial Times/Prentice Hall.
- Mintzberg, H., Ahlstrand, B. and Lampel, J. (2008) *Strategy Safari: Your Complete Guide Through the Wilds of Strategic Management*. Harlow: Financial Times/Prentice Hall.
- Pettigrew, A. M., Thomas, H. and Whittington, R. (eds.) (2006) *The Handbook of Strategy and Management*. London: Sage.
- Stacey, R. D. (2010) *Strategic Management and Organisational Dynamics*. Harlow: Financial Times/Prentice Hall.

### **Journals & Newspapers:**

- Academy of Management Journal
- British Journal of Management
- California Management Review
- European Management Journal
- Harvard Business Review
- Journal of Business Strategy
- Journal of Management Studies
- Long Range Planning
- MIT Sloan Management Review
- Strategic Change
- Strategy and Leadership
- The Journal of Marketing
- The European Journal of Marketing
- The Journal of Marketing Management

### **Websites:**

- [www.sps.org.uk](http://www.sps.org.uk)
- [www.ft.com](http://www.ft.com)
- [www.managers.org.uk](http://www.managers.org.uk)

# Strategic Human Resources Management

<b>Unit Title</b>	Strategic Human Resources Management
<b>Unit Code</b>	7SML4
<b>Unit Level</b>	Level 7
<b>Credit Value</b>	20
<b>Guided Learning Hours</b>	100
<b>Independent Learning Hours</b>	100
<b>Unit Type</b>	Optional
<b>Grading System</b>	Pass / Resubmission

## Unit Aims

- To understand the role of human resources management for organisations
- To create a human resource plan for organisations
- To understand the impact of regulations and contemporary issues in human resources policy formulation
- To develop human resource strategies

## Assessment

Assignment briefs are part of this Unit specification and available to all the Centres and Learners. Centres assess all the Units internally and Business and Technology International Campus externally verify for quality assurance

<b>Learning Outcomes to meet</b>	All 4 Learning Outcomes
<b>Assessment Criteria to cover</b>	All ACs of each Learning Outcome
<b>Assessment method</b>	Course work and appropriate methods
<b>Word count</b>	4500 words approximately

On completion of this Unit the Learner should:

<b>LO - 01</b>	<b>Be able to understand the role of human resources management for organizations</b>
AC – 1.1	Explain the relationships between business strategy and human resource management.
AC – 1.2	Establish the link of HR strategy with Business Strategy
AC – 1.3	Asses relationship of human resource management with other organisational functions
<b>LO - 02</b>	<b>Be able to create a human resource plan for organizations</b>
AC – 2.1	Assess the business and organisational factors influencing human resource planning
AC – 2.2	Quantify human resource requirements in organisations for different contexts
AC – 2.3	Develop human resource plan for different organizations
<b>LO - 03</b>	<b>Be able to understand the impact of regulations and contemporary issues in human resources policy formulation</b>
AC – 3.1	Asses the competitive advantage of HR policy in organizations
AC – 3.2	Assess the impact of regulations human resource policy formulation in organisations
AC – 3.3	Evaluate the impact of contemporary issues on human resource policy formulation in organisations
<b>LO - 04</b>	<b>Be able to develop human resource strategies</b>
AC – 4.1	Critically analyse the impact of structure on the management of human resources
AC – 4.2	Critically analyse the impact of culture on the management of human resources
AC – 4.3	Develop tools to track human resources strategy for different organisations

Unit Teaching Content:

<b>Learning Outcome - 01: Be able to understand the role of human resources management for organizations</b>
AC – 1.1 Explain the relationships between business strategy and human resource management.
HR definition; HRM approach; models of HR management (personnel management, contingency model, best practice of HRM; Guest model of HRM; Patterson model of HRM Harvard Framework; HR functions and RBV
AC – 1.2 Establish the link of HR strategy with business strategy
Business strategy; organisational strategy; HRM strategy; link of HRM strategy with business strategy; involvement of HR on organisational strategy formulation; role of HR in strategic decision; influence of organisational strategy on HR strategy; HRM performance and organisational performance; creating human capital value; growing human capital; reduction in overall budget
AC – 1.3 Asses relationship of human resource management with other organisational functions
Organisational functions; functional strategies; functional alignments; HR integration; HR teams
<b>Learning Outcome - 02: Be able to create a human resource plan for organizations</b>
AC – 2.1 Assess the business and organisational factors influencing human resource planning.
World shut down; lock down; travel restrictions; social distancing; pandemic; business growth; sustainability, business decline; business change; redundancy; firing; cost cut; new product; labour substitution; right sizing; business destination; franchising; technology; new raw materials; productivity; increase in efficiency; competitive advantage; new market entry; new entrants; labour competencies; market competition; employee transformation; financial resources; physical resources; intellectual resources
AC – 2.2 Quantify human resource requirements in organisations for different contexts.
Job specification; personnel requirements; skill, competencies, experience, qualifications, talent availability; internal supply; external requirements; employee training; up-skill; organisational politics; internal factors; job description; magic moment; critical incidence; education; labor market competition; outsourcing; forecasting
AC – 2.3 Develop human resource plan for different organizations
Talent acquisition; employer brand; employee value preposition; recruitment; interviews; recruitment risk; compensation; selection methods; retention; talent management; development; re-skilling, up skilling, planning; short term plan, midterm plan and long term plan

**Learning Outcome - 03: Be able to understand the impact of regulations and contemporary issues in human resources policy formulation**

Ac -3.1 Asses the competitive advantage of HR policy in organizations

Recruitment policy; selection policy; health and safety policy; equality and diversity policy; rewards and benefits policy; working time and time off; thanking employees; training and development; maternity/paternity; discipline; redundancy policy, dismissal and grievance; change management; confidentiality of information; data protection policy; whistleblowing and disclosures; smoking; drugs and alcohol; harassments; bullying and harassment

AC – 3.2 Assess the impact of regulations on human resource policy formulation in organisations

Regulations related to rights for disabled workers; equal opportunities; data protection; health and safety; maternity arrangements; race relations; sex discrimination; pay equality; employment rights and responsibilities; contracts of employment; statement of employment; breaks and holiday; redundancy and dismissal; Acts: Employment Act 2008, Work and Families Act 2006, Employment Rights Act 1996, Race Relations Act 1992, Race Relations Amendment Act 2000, Equal Pay Act 1970, Disability Discrimination Acts 1995 and 2005, Data Protection Act 1998, Relations Act 2004, National Minimum Wage Act 1998, Sex Discrimination Act 1995/1997

AC – 3.3 Evaluate the impact of contemporary issues on human resource policy formulation in organisations.

Mega trend; innovation, demography; web 2.0; value change; globalisation; diversity; work life balance; diversity; equality; employee rights; regulations; living standards; media; culture; new equipment; software and associated training; work from home

**Learning Outcome - 04: Be able to develop human resource strategies**

AC – 4.1 Critically analyse the impact of structure on the management of human resources

Organisational hierarchy; Max Weber Theory of Bureaucracy; Management Theory of Henry Mintzberg; impact of hierarchy on HR management functional structure; product structure; departmental structure; organic structure; mechanistic structure; geographical hierarchy; divisional, matrix; centralisation; decentralisation

AC – 4.2 Critically analyse the impact of culture on the management of human resources

Organisational culture; theories of cultures; factors of cultures (language, religion, economy, education, etc.) Hofstede cultural dimensions; Handy cultural model; impact of culture on HR management; transforming culture; developing culture for HRM; cultural differences; multi communal work force; cross border operation

AC – 4.3 Develop tools to track human resources strategy for different organizations

Qualitative and quantitative monitoring; tracking indicators (HRM policies, HRM operations); contribution of HRM to achievement of organisational performance; costs and benefit; cost per employees; recruitment cost; training cost; retention cost; turnover cost; data collection; feedback: formative feedback, summative feedback; indicators; quantitative KPIs and qualitative KPIs: productivity, absenteeism, motivation level, job satisfaction, output quality, output quantity, employee attitude, employee loyalty

## Essential Reading and Resource List

### Text books

- Armstrong, M. and Taylor, S. (2014) *Armstrong's handbook of human resource management practice*. 13th ed. London: Kogan Page.
- Noe, R., Hollenbeck, J., Gerhart, B. and Wright, P. (2013) *Fundamentals of human resource management*. 5th ed. New York, N.Y.: McGraw-Hill Education.

### Additional Reading

- Beardwell, J. and Claydon, T. (2010) *Human resource management: a contemporary approach*. 6th ed. Harlow: Financial Times Prentice Hall.
- Boxall, P. and Purcell, J. (2011) *Strategy and human resource management*. 3rd ed. Basingstoke: Palgrave Macmillan education.
- Bratton, J. and Gold, J. (2012) *Human resource management: Theory and Practice*. 5th ed. Bath: Palgrave Macmillan.
- Henderson, I. (2011) *Human resource management for MBA students*. 2nd ed. London: Chartered Institute of Personnel Development.
- Mathis, R. and Jackson, J. (2010) *Human resource management*. 13th ed. Mason: South Western Cengage learning.
- Wilton, N. (2011) *An introduction to human resource management*. 1st ed. London: Sage publications.

### Journals & Newspapers:

- Management Today (Haymarket Business Media)
- People Management (Chartered Institute of Personnel and Development)
- Professional Manager (Chartered Management Institute)
- The Economist (The Economist Newspaper Ltd)

### Websites:

- [www.businesslink.gov.uk](http://www.businesslink.gov.uk)
- [www.cipd.co.uk](http://www.cipd.co.uk)
- [www.managementhelp.org](http://www.managementhelp.org)

# Advanced Research Methods

<b>Unit Title</b>	Advanced Research Methods
<b>Unit Code</b>	7SML5
<b>Unit Level</b>	Level 7
<b>Credit Value</b>	20
<b>Guided Learning Hours</b>	100
<b>Independent Learning Hours</b>	100
<b>Unit Type</b>	Optional
<b>Grading System</b>	Pass / Resubmission

## Unit Aims

- To formulate research problem and review literature for business context
- To be able to produce research proposal for business context
- To carry out a research for a business problem
- To evaluate the research outcome

## Assessment

Assignment briefs are part of this Unit specification and available to all the Centres and Learners.

Centres assess all the Units internally and Business and Technology International Campus externally verify for quality assurance

<b>Learning Outcomes to meet</b>	All 4 Learning Outcomes
<b>Assessment Criteria to cover</b>	All ACs of each Learning Outcome
<b>Assessment method</b>	Course work and appropriate methods
<b>Word count</b>	4500 words approximately



On completion of this unit the Learner should:

<b>LO - 01</b>	<b>Be able to formulate research problem and review literature for business context</b>
AC – 1.1	Formulate research problem for business context
AC – 1.2	Critically review literature for business research problem
AC – 1.3	Develop research hypothesis, research objectives and research questions with rationale
<b>LO - 02</b>	<b>Be able to produce research proposal for business context</b>
AC – 2.1	Propose research methodologies for business problems with rationale
AC – 2.2	Evaluate different data collection methods and analysis with rationale in research proposal
AC – 2.3	Produce research proposal
<b>LO - 03</b>	<b>Be able to produce a research report according to the research proposal</b>
AC – 3.1	Collect and present relevant data of research in accordance with the research proposal
AC – 3.2	Analyse data in accordance with the research proposal
AC – 3.3	Interpret the analysis of research in accordance with the research proposal
<b>LO - 04</b>	<b>Be able to evaluate the research proposal</b>
AC – 4.1	Evaluate validity, reliability and objectivity to justify the research
AC – 4.2	Demonstrate the outcomes of the research
AC – 4.3	Conclude and make recommendations for research problem

Unit Teaching Content:

<b>Learning Outcome - 01: Be able to formulate research problem and review literature for business context</b>	
AC – 1.1 Formulate research problem for business context	
Symptoms, problem, research question, scope and feasibility of research; factors, Asch’s experiment on majority influence, research methods; significance of research; aims; objectives: action research, pure research, qualitative research, quantitative research, empirical research, primary research, secondary research; literature review; resources; methodology; data source; research ethics; time frame	
AC – 1.2 Critically review literature for business research problem	
Just in time reading; just in case reading; comparative reading; active writing; passive reading; key terms; authors; journals; books; papers; conference papers; conference proceedings; library search; google scholar; internet; media; literature credibility; validity and reliability; citation and reference frequency; source authenticity; authentic reading; confirmative reading; age of the source; reliability; non-bibliographic website; writing style; paraphrasing; personalising; critical review; synthesis; independent variable; dependent variable; constant variable; controlling variables; measuring variables; indicators; qualitative variables; quantitative variable; conceptual framework; hypothesis; research objectives; research question	
AC – 1.3 Develop research hypothesis, research objectives and research questions with rationale	
Hypothesis; alternative hypothesis; null hypothesis; IVs and DV relationship; Negative Linear relationship; Positive Linear relationship; U-Shaped relationship; Reverse U-Shaped; No relationship; Exponential relationship; Logarithmic; research objectives: main objectives, specific objectives, research questions; making factors visible through indicators; assumption; calculation rule; non-reactive measurement; indicators and measurements; indicators and questioner	

<b>Learning Outcome - 02: Be able to produce research proposal for business context</b>	
AC – 2.1 Propose research methodologies for business problems with rationale	
Ontology; epistemology; methodology; research question; philosophy; positivism; phenomenology; subjectivism; objectivism; realism; interpretivism; deductive; inductive; empirical research; action research; experiment; case study; survey; mono; mixed; multi; time horizon; cross sectional; longitudinal; qualitative; quantitative; confirmatory and theories verification; testing theory; theory extension; theory modification; revision of theory; developing new theory; theory generation Sampling; population: participants, subjects, element, sample, sampling unit, parameter, statistics; define target population; determine the sample frame; sampling technique; sample size; execution; random sampling; systematic sampling; stratified sampling; cluster sampling; convenience sampling; purposive sampling; quota sampling; judgment sampling; sample size; executing the sampling process	

AC – 2.2 Evaluate different data collection methods and analysis with rationale in research proposal
Data collection; collection instrument; questioner; writing questioner; close ended question; open ended question; Lickert scales; double-barrelled question; double negative; interview; focus group; structured interview; semi structured interview; face-to-face; telephone interviews; self-administered questionnaire; experiment; ethics of experiment; interview; unstructured or in-depth interview; one person or focus groups interview; interviewee selection, observation; expert or peer reviews; piloting questions; administration of the instrument; triangulation Data source: primary data, secondary data; primary data limitations; secondary data limitations; qualitative data; quantitative data; pictorial records observations; videos; photos; observations of events; artwork; records; reports; logs; journals; diaries; age of data; relevancy; tape recordings; transcription; interpreting transcripts; interpreting records; variable; relationships; testimonials; tests; photographs; videos; diaries; journals; logs; pictorial records pretesting; data through visual; auditory; tactile and other senses
AC – 2.3 Produce research proposal
Cover page; title; table of content; introduction; research background; research problem; research objectives; research question; significance of research; literature review; introduction; independent variable; dependent variable; conceptual framework; hypothesis Research methodology; philosophy; approach; strategy; choice; time horizon; data source; data collection Sampling; population; frame technique; size; data collection instruments; data analysis; operationalization; reliability; validity; objectivity; generalizability; ethical considerations; delimitations; appendix; ethics form; research questionnaire; time frame; references

<b>Learning Outcome - 03: Be able to produce a research report according to the research proposal</b>
Ac -3.1 Collect and present relevant data of research in accordance with the research proposal
Pilot study; data collection; appropriate data collection tools; collection error; biases; social desirability biases; cognitive biases; systematic recording; recording errors; control of variables, objectivity validity and reliability; questioner; consistency; computer applications
AC – 3.2 Analyse data in accordance with the research proposal
Data analysis; qualitative analysis and quantitative analysis; content analysis; thematic analysis; narrative analysis; grounded theory analysis; discourse analysis transcripts analysis; coding; computer application; transcription; interpreting transcripts; video records; coding data; categorisation of data: data relationships, data trends, processes, IT application in research; data presentation; exploratory data analysis Quantitative and quantitative data analysis; data coding/values; manual/electronic methods; statistical tables; presentation of data; bar chart; pie charts; graphs; statistical tables; statistical table; histogram; graphs; comparison of variables; past trends; current trends; forecasting; variables comparison; past trends; future forecasting; statistical software; SPSS; Minitab; excel; descriptive analysis; chi-squared; correlation analysis; multiple regression; one way ANOVA; two way ANOVA; ANACOVA; Kaiser Meyer Olkin (KMO) Bartlett’s test

AC – 3.3 Interpret the analysis of research in accordance with the research proposal
Software; data validity; data reliability; variance; covariance; correlations; regression; prediction; descriptive analysis; bar chart; pie charts; histogram; statistical tables; consistency analysis; standard deviation; mean; median; mode; relationship; compare means; testing hypothesis
<b>Learning Outcome - 04: Be able to evaluate the research outcome</b>
AC – 4.1 Evaluate validity, reliability and objectivity to justify the research
Validity; reliability; objectivity; reliability analysis; population; element; sample; sampling unit; subject; parameter; statistics; sample frame; sampling technique; sample size execution; probability sampling; non probability sampling; computer application for sampling; internal consistency of data; Cronbach's alpha reliability test; congruent validity; criterion validity and logical validity; discriminant validity; reliability value
AC – 4.2 Demonstrate the outcomes of the research
Cording; analysis; finding; interpreting; concluding; justification; solutions; recommendation; applicability; limitation for further research; audience; convincing audience
AC – 4.3 Conclude and make recommendations for research problem
Formal report; written report; viva; presentation; visual diagrams; graphical figures; technology; audio; visual aids; time; methodology; ethics; operationalization; future research; limitation; delimitations; constrains; time frame; defence; conclusion; recommendations; generalisation; downfalls; planning; objectives; focus; abstract; objectives; evidence and findings; validity; reliability; benefits; difficulties; conclusion; significance; future research; applicability; future consideration; appropriate delivery format to the audience; use of technology

## Essential Reading and Resource List

### Core Texts

Cameron, S. (2005) *The MBA Handbook*. Harlow: Prentice Hall.

Saunders, M., Lewis, P. and Thornhill, A. (2010) *Research Methods for Business Learners*. Harlow: Prentice Hall.

### Additional Text books

Anderson, V . (2009) *Research Methods in Human Resource Management*. London: Chartered Institute of Personnel and Development.

Binsardi, A. (2008) *Research Methods for Management*. Cambridge: International Academic Press.

Booth, A., Papaioannou, D. and Sutton, A. (2012) *Systematic Approaches to a Successful Literature Review*. London: Sage Publications.

Bryman, A. and Bell, E. (2011) *Business Research Methods*. New York: Oxford University Press.

Burns, R. P. and Burns, R. (2008) *Business Research Methods and Statistics Using SPSS*. London: Sage Publications.

Fink, A. (2009) *Conducting Research Literature Reviews*. London: Sage Publications.

Flick, U. (2011) *Your Research Project*. London: Sage Publications.

Jesson, J. K., Matheson, L. and Lacey, F. M. (2011) *Doing Your Literature Review*. London: Sage Publications.

Keleman, M. L. and Rumens, N. (2008) *An Introduction to Critical Management Research*. London: Sage Publications.

- Malhatra, N. K. (2007) *Marketing Research: An Applied Orientation*. New Jersey: Pearson.
- McNiff, J. and Whitehead, J. (2009) *Doing and Writing Action Research*. London: Sage Publications.
- Moutinho, L. and Hutcheson, G. D. (2011) *The Sage Dictionary of Quantitative Management Research*. London: Sage Publications.
- Saunders, M., Lewis, P. and Thornhill, A. (2009) *Research Methods for Business Learners*. Harlow: Financial Times/Prentice Hall.
- Thomas, R. and Lynn, P. (2009) *Survey Research in Practice*. London: Sage Publications.

**Journals & Newspapers:**

- Journal of Mixed Methods Research
- Journal of Advances in Management Research
- Management Research Review
- Organisational Research Methods
- Qualitative Inquiry
- Qualitative Research
- Qualitative Research in Organisations and Management: An International Journal

**Websites:**

- <http://managementhelp.org>
- <http://www.referenceforbusiness.com>

# Strategic Marketing Management

<b>Unit Title</b>	Strategic Marketing Management
<b>Unit Code</b>	7SML6
<b>Unit Level</b>	Level 7
<b>Credit Value</b>	20
<b>Guided Learning Hours</b>	100
<b>Independent Learning Hours</b>	100
<b>Unit Type</b>	Optional
<b>Grading System</b>	Pass / Resubmission

## Unit Aims

- To analyse the current marketing strategy for organisations
- To analyse the market for strategic marketing plan for organisations
- To develop a strategic marketing plan for organisations
- To execute strategic marketing plan

## Assessment

Assignment briefs are part of this Unit specification and available to all the Centres and Learners.

Centres assess all the Units internally and Business and Technology International Campus externally verify for quality assurance

<b>Learning Outcomes to meet</b>	All 4 Learning Outcomes
<b>Assessment Criteria to cover</b>	All ACs of each Learning Outcome
<b>Assessment method</b>	Course work and appropriate methods
<b>Word count</b>	4500 words approximately

On completion of this Unit the Learner should:

<b>LO - 01</b>	<b>Be able to analyse the current marketing strategy for organisations</b>
AC – 1.1	Explain the importance of strategic marketing in organisations
AC – 1.2	Assess strategic marketing process of organisation
AC – 1.3	Asses the relationship between marketing strategy and corporate strategy of organisation
<b>LO - 02</b>	<b>Be able to analyse market for strategic marketing plan for organisations</b>
AC – 2.1	Create appropriate strategic marketing objectives of organisation
AC – 2.2	Generate strategic marketing options for organisation
AC – 2.3	Evaluate strategic marketing options for organisation
<b>LO - 03</b>	<b>Be able to develop a strategic marketing plan for organisations</b>
AC – 3.1	Develop branding strategy for organisation
AC – 3.2	Create relationship marketing strategy for organisation
AC – 3.3	Formulate marketing strategy to manage customer satisfaction
<b>LO - 04</b>	<b>Be able to execute a strategic marketing plan</b>
AC – 4.1	Construct plan to execute strategic marketing options in a market
AC – 4.2	Develop a system for the implementation of strategic marketing options
AC – 4.3	Design key indicators to monitor the implementation of the strategic marketing options

## Unit Teaching Content:

<b>Learning Outcome - 01: Be able to analyse the current marketing strategy for organisations</b>
AC – 1.1 Explain the importance of strategic marketing in organisations
Role of strategic marketing: key definitions of professional bodies and key authors (Philip Kotler, Hugh Davidson, Peter Doyle, Malcolm McDonald); role and importance of strategic marketing in an organisation; systematic approach; sequencing and scheduling of activities; integration of activities; resource requirements; time scaling; monitoring and controlling elements; business market, and consumer market; business-to-business buying process
AC – 1.2 Assess strategic marketing process in an organization
Processes: strategic marketing planning processes (ex: Peter Doyle, Malcolm McDonald) including strategic marketing analysis, marketing strategy; marketing objective; marketing philosophies: the production concept, the product concept, the selling concept, the marketing concept, the societal marketing concept, selling concept, the holistic marketing concept; perceptual mapping; factor analysis; option evaluation; choice, formulation; implementation and control
AC – 1.3 Asses the relationship between marketing strategy and corporate strategy of an organisation
Links to corporate strategy: the nature of strategy and marketing links to corporate strategy ex Michael Porter; links to mission statement, organisational structure; corporate responsibility and ethics; dynamic strategy; strategic marketing planning carried out at different levels of the organisation
<b>Learning Outcome 02: Be able to analysis market for strategic marketing plan for organisations</b>
AC – 2.1 Create appropriate strategic marketing objectives of organization
Strategic marketing objectives: opportunity matrix; marketing mix – 7 Ps (Product, Price, Place, Promotion, People, Process, Physical evidence); 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 Collecting Information and Forecasting Demand, Marketing Information System (MIS), Order-to-Payment Cycle, Sales Information Systems, vendor-managed inventory system, Databases, Data Warehousing, and Data Mining, Marketing Intelligence system; types of marketable entities: goods, services, events, experiences, persons, places, properties, organisations, information, and ideas Growth strategies: intensive growth, integrative growth, diversification growth; organisational culture; marketing innovation; Market Opportunity Analysis (MOA); strategic alliances (ex: product or service alliances, promotional alliances, logistics alliances, pricing collaborations); independent customer goods and service review forums; distributor or sales agent feedback sites; combo sites offering customer reviews and expert opinions; customer complaint sites; public blogs; marketing techniques: setting marketing objectives and marketing strategy, targeting markets; segmenting markets ex: geographic, demographic, psychographic, behaviour; profiling markets ex: revenue potential, market share potential, profitability potential; positioning segmented markets ex: market leader or product line extension, mass marketing or targeted marketing, direct or indirect sales



AC – 2.2 Generate strategic marketing options for organisation

Models: organisation, industry and market environment situation analysis; Porter’s Five Forces model; structure, conduct and performance; SWOT (strengths, weaknesses, opportunities, threats) analysis, STEEPLE (social, technological, economical, environmental, political, legal, ethical) analysis, PEST (political, economic, social, technological) analysis, marketing audit; portfolio analysis techniques eg BCG matrix, Product Life Cycle model, Ansoff matrix; fad and mega trend; population age mix; ethnic and other markets; educational groups; household patterns; income distribution; global opportunities, ethics and social responsibility

Strengths and weaknesses: focus of marketing objectives, links to corporate strategy, speed of new product developments, ability to customise, ability to handle information to gain competitive advantage; e-marketing position; core focus; target markets; nature and potential of key market segments; partnerships with customers and other stakeholders; organisational structure; innovation strategies; timescales; resource requirements; budgets; monitoring; review and control mechanisms

Strategic marketing responses: emerging themes ex: impact of globalisation, the strength or weakness of competitors, importance of environmental factors, changes in the political environment, the state of the economy, the exchange rate, health and safety factors

Porter’s generic strategies (focus, cost leadership and differentiation); core competences; competitive advantage; investment opportunity evaluation, General Electric model; Shell directional policy matrix; market leadership; market dominance strategies: market leader, market challenger, market niche; innovation strategies; market pioneer: close followers, late followers, offensive, market follower; defensive and value-based marketing strategies

AC 2.3 Evaluate strategic marketing options for organization

Evaluation tools; impact of options and planning; SMART; financial viability; long term feasibility; performance; productivity; profitability; human resource requirement; management objectives; action planning; strategic fit, structural fit, cultural fit; Process Re- engineering; implementation plan; change management; process appraisal; policy development; systems of communication; alignment and realignment; tracking progress

**Learning Outcome 03: Be able to develop a strategic marketing plan for organisations**

AC – 3.1: Develop branding strategy for organisation

Purpose; vision; value positioning; personality; brand voice; branding strategy; brand equity; brand value; brand visibility; brand perception; break through branding: consistency, emotion, flexibility, employee involvement, loyalty; competitive awareness; top of the mind brand: tagline, fancy logo, celebrity endorsement; brand transformation: delivering the brand, sustain the brand, brand pyramid, brand content, brand inspiration, purpose and promise; brand differentiators; brand architecture; personality traits; emotional benefits of brand; positioning statements; brand story, visual and operational branding guidelines

AC 3.2 Create relationship marketing strategy for organisation

Direct response marketing; Customer relationship management (CRM); customer purchase frequency; customer switching costs; customer retention product bundling; cross-selling; cross-promotions; loyalty programmes; customer satisfaction; customer life cycle; personalised marketing; database marketing; relationship marketing; integrated marketing; performance marketing; social responsibility marketing; green marketing

Traditional organisational chart; Modern customer-oriented organisational chart; Payne and Ballantyne’s six markets model (internal markets, supplier markets, recruitment markets, referral markets, influence markets, customer markets)  
 Personalising marketing; creating long-term loyalty relationships: customer value, satisfaction, customer lifetime value (CLTV), attract and retain the right customers and cultivate strong customer relationships; transaction marketing; relationship marketing; modern marketing system; building profitable customer relationships

AC -3.3 Formulate marketing strategy to manage customer satisfaction

Customer satisfaction: Total Quality Management (TQM), proactive multi-channel support, customer-centric culture, product performance, exchange, personalised user experience; transactions and relationships: service quality, after sales services, customer follow-up, negative reviews and customer complaints; customer lifetime value (CLTV); catboats; quality Performance; value creation; communication value; delivery value;

**Learning Outcome - 04: Be able to execute strategic marketing options**

AC – 4.1 Construct plan to execute strategic marketing options in a market

Organisational culture analysis; organisational value; ethical value, social value, economic value, SMARTER (specific, measurable, achievable, realistic, time-based, evaluate, re-evaluate) target selection; resource audit; risk analysis; resources allocation, time allocation, time management; time scheduling; execution schedules; success factors; monitoring system; control system; cascading process and dissemination process; management audit; strategic department agreement on the plan; communication with plan stakeholders of strategic marketing plan; organisational up skilling for implementation; fresh recruitment; time schedule for implementation; Business Process Re-Engineering (BPR); management by objectives; action plan, performance appraisal; structure and strategic fit; developing policy; communication systems; guidelines; focus and realignment; contingency planning; monitoring and evaluation control systems; resources allocation, employees motivation; resource deployment; preparing budgets; BI tools; information systems; project management system; employee compensation to organisational performance; reviewing external and internal factors that are the bases for current strategies; measuring performance; taking corrective actions

AC – 4.2 Develop a system for the implementation of strategic marketing options

Implementation schedule; roles and responsibilities; success metrics; plan deliverables and deadlines; team; potential risk assessment; resource management; speed bumps and bottlenecks; scope and value of implementation plan; break down of plan scope; estimation duration and costs; contingencies and backup plans; performance measurement: marketing plan milestones, goals and key objectives, resource plan; implementation plan; KPIs and metrics: interviews, surveys, observations; assign and delegate essential tasks; change management  
 Organisational culture; SMARTER (specific, measurable, achievable, realistic, time-based, evaluate, re-evaluate) target selection; resource audit; up skilling for implementation; fresh recruitment, time management by objectives; action plan, performance appraisal;  
 Structural strategic fit; cultural strategic fit; communication systems; implementation policies, employee motivation, preparing budgets, BI tools, information systems, project management system, employee compensation to organisational performance

AC – 4.3 Design key indicators to monitor the implementation of the strategic marketing options

Key performance indicators (KPIs) formative assessments, metrics for measuring marketing productivity; return on investment of marketing expenditures; customer profitability; summative assessment; qualitative indicators; quantitative indicators; goal-based evaluation; deadlines; milestones; process-based evaluation; outcome-based evaluation; regular reports; meetings; quality circles; progress reviews

## Essential Reading and Resource List

### Textbooks

Aaker, D. A. and McLoughlin, D. (2010) *Strategic Market Management: Global Perspectives*. Chichester: John Wiley & Sons.

Kotler, P. (2007) *Marketing management analysis planning implementation and control*. New Delhi, India: Prentice Hall.

Kotler, P., Armstrong, G., Agnihotri, P. Y., and Haque, E. U. (2010) *Principles of Marketing*. 13th ed. New Delhi: Pearson Education.

Kotler, P., and Keller, K. L. (2009) *Marketing management*. Upper Saddle River: Pearson-Prentice Hall.

### Additional Reading

Bryman, A. (2004) *Social Research Methods*. Oxford: Oxford University Press.

Hofstede, G. (2001) *Culture's consequences: Comparing values, behaviours, institutions and organisations across nations*. Thousand Oaks, CA: Sage.

Kirk, R. E. (2013) *Experimental design: Procedures for the behavioural sciences*. 4th ed. Thousand Oaks, CA: Sage.

Lee, N., and Kotler, P. (2011) *Social marketing: Influencing behaviours for good*. 4th ed. Thousand Oaks, CA: Sage.

Proctor, C. (2014) *Strategic Marketing: An Introduction*. Oxon: Routledge.

Zeithaml, V. A., Bitner, M. J., and Gremler, D. D. (2006) *Services marketing*. 4th ed. Boston, MA: McGraw Hill-Irwin.

### Journals

European Journal of Marketing

International Journal of Research in Marketing

Journal of Interactive Marketing

Journal of Marketing Communications

Journal of Strategic Marketing

The Marketing Review

The Journal of Customer Behaviour

### Website

[www.businessballs.com](http://www.businessballs.com)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.direct.gov.uk](http://www.direct.gov.uk)

[www.statistics.gov.uk](http://www.statistics.gov.uk)

[www.kpmg.co.uk](http://www.kpmg.co.uk)

[www.ey.com.uk](http://www.ey.com.uk)

[www.pwcglobal.com](http://www.pwcglobal.com)

[www.managementhelp.com](http://www.managementhelp.com)

[www.marketingpower.com](http://www.marketingpower.com)

# Strategic Change Management

<b>Unit Title</b>	Strategic Change Management
<b>Unit Code</b>	7SML7
<b>Unit Level</b>	Level 7
<b>Credit Value</b>	20
<b>Guided Learning Hours</b>	100
<b>Independent Learning Hours</b>	100
<b>Unit Type</b>	Optional
<b>Grading System</b>	Pass / Resubmission

## Unit Aims

- To understand the strategic change context of organisations
- To understand the consequences of strategic change in organisations
- To develop strategic change plan involving stakeholders in organisations
- To implement change models for change process

## Assessment

Assignment briefs are part of this Unit specification and available to all the Centres and Learners. Centres assess all the Units internally and Business and Technology International Campus externally verify for quality assurance

<b>Learning Outcomes to meet</b>	All 4 Learning Outcomes
<b>Assessment Criteria to cover</b>	All ACs of each Learning Outcome
<b>Assessment method</b>	Course work and appropriate methods
<b>Word count</b>	4500 words approximately

On completion of this Unit the Learner should:

<b>LO - 01</b>	<b>Be able to understand the strategic change context of organisations</b>
AC – 1.1	Discuss strategic change related models
AC – 1.2	Evaluate the applicability of strategic change model in different markets
AC – 1.3	Assess the various organisational changes and the strategic change intervention strategies
<b>LO - 02</b>	<b>Be able to understand the consequences of strategic change in organisations</b>
AC – 2.1	Diagnose the driving factors for strategic change in organisations
AC – 2.2	Assess the driving factors of strategic change in organisations
AC – 2.3	Assess the impact of strategic change in organisations
<b>LO - 03</b>	<b>Be able to develop strategic change plan involving stakeholders in organisations</b>
AC – 3.1	Formulate a strategic change plan for stakeholders involvement in organisations
AC – 3.2	Evaluate the systems used to involve stakeholders in the planning of change
AC – 3.3	Create a strategy for managing resistance to change
<b>LO - 04</b>	<b>Be able to implement change models for change process</b>
AC – 4.1	Apply appropriate models for change
AC – 4.2	Plan strategy to implement a model for change
AC – 4.3	Develop tools appropriately to monitor the change process

Unit Teaching Content:

<b>Learning Outcome - 01: Be able to understand the strategic change context of organisations</b>
AC – 1.1 Discuss strategic change related models
Models: John P Kotter's eight steps model, Grief Cycle of Kübler-Ross, ADKAR five building block model (awareness, desire, knowledge, ability, reinforcement), McKinsey’s 7S framework (strategy, structure, systems, shared values, skills, style, staff), Kurt Lewin’s unfreeze, transition and refreeze change management model, Burke-Litwin’s causal change model; action research
AC – 1.2 Evaluate the applicability of strategic change model in different markets
Compression; criticism; applicability of John P Kotter's eight steps model; Grief Cycle; ADKAR Model; McKinsey’s 7S framework; Kurt Lewin’s change management model; Burke-Litwin’s causal change model
AC – 1.3 Assess the various organisational changes and the strategic change intervention strategies
Strategic interventions; building teams for specific change; harmonisation and conflict management; game role plays; variety of leadership styles; contingency theory; pro-action and reaction for change; synergy effect creation; internal intervention, external intervention, external and internal change agent; training and development; human resources management interventions
<b>Learning Outcome - 02: Be able to understand consequences of strategic change in organisations</b>
AC – 2.1 Diagnose the driving factors for strategic change in organisations
Need for change; why do you change? Key justification for change? regional wars, pandemic, changes in markets, economic downturns, geopolitics, changes in global markets, customer taste, competitive edge, budget pressures, regulations and legislation, demographics trend, organisations growth, mergers, acquisitions, change in mission, industry switching, restructuring operations, artificial intelligence, new technologies, major collaborations, rightsizing, new programmes such as Total Quality Management (TQM), re-engineering. Economies of Scale, Emerging Economies (Brazil, China India) management change, revenue loss, cost cutting, work force restructuring
AC – 2.2 Assess the driving factors of strategic change in organisations
Assessment; comparison; criticism; case studies; justification of drivers
AC – 2.3 Assess the impact of strategic change in organisations
HR; cultural change; hierarchical change; HR restructuring: hiring, firing, retention, redundancies, training; physical resources: equipment, vehicles, buildings; materials, machineries; financial resources; borrowing, interest, attracting new investment, costs of training, redundancy costs, relocation costs; new building, refurbishment of existing buildings, cost of new technology; intellectual resources; brand; brand value; IT applications; information systems; soft systems; customer services; purchasing; distribution

<b>Learning Outcome - 03: Be able to develop strategic change plan involving stakeholders in organisations</b>	
AC -3.1 Formulate a strategic change plan for stakeholders involvement in organisations	
Systems to involve stakeholders; stakeholder analysis, power, interest matrix; stakeholder log; communication systems input transformation-output modelling; fish bone diagram; multiple cause diagrams, ‘tropics’ factors configuration; divergence and convergence; functional and divisional structures; cultural web; kaleidoscope; motivations strategies	
AC – 3.2 Evaluate the systems used to involve stakeholders in the planning of change	
Stakeholders involvement in planing; six steps stakeholder circle; (identify stakeholders, describe the stakeholders, consider the significance of stakeholder claims, evaluate opportunities, consider responsibilities to stakeholders, consider relationship-enhancing strategies and actions) monitor changes; dialogue with stakeholders, meetings, document exchange, quality circle, feedback, presentations, group facilitation, team building, coaching, delegating	
AC – 3.3 Create a strategy for managing resistance to change	
Individual resistance; collective resistance; passive resistance; active resistance; direct resistance; indirect resistance; resisting through behaviour or attitudinal; resisting verbally; size of resistance; short term resistance, long term resistance, minor resistance, major resistance; resistance to the content of change; resistance to the process of change; strategies to manage resistance; one to one communication, group communication, open communications, educating stakeholders, leaders involvement, change stakeholder forums, listening to stakeholders, providing feedback, addressing needs, sense of ownership of the change, appreciation, change champions, communicate the vision, getting the support of all key power players, focus on the positives, training programmes	

<b>Learning Outcome - 04: Be able to implement change models for change process</b>	
AC – 4.1 Apply appropriate models for change	
Choosing an appropriate model: John P Kotter's eight steps model, Grief Cycle of Kübler-Ross, ADKAR five building block model (awareness, desire, knowledge, ability, reinforcement), McKinsey’s 7S framework (strategy, structure, systems, shared values, skills, style, staff), Kurt Lewin’s unfreeze, transition and refreeze change management model, Burke-Litwin’s causal change model; action research	
AC – 4.2 Plan strategy to implement a model for change	
Plan to implement a model for change: organisational development, Business Process Re-Engineering (BPR), learning organisation, Kaizen, lean management, layering and right-sizing, on-course adjustments, mid-course, off-course adjustments, matrix organisations, network organisations, adhocracy, virtual organisation, push and pull strategies, conflict handling, transformational leadership, time management, empowerment, consultation, extension of time, financing, contextual planning, contingency planning, adjustments, flexibility	

### AC – 4.3 Develop tools appropriately to monitor the change process

Develop appropriate key performance indicators (KPIs) to monitor change progress: formative assessments, summative assessment, qualitative indicators, quantitative indicators, goal-based evaluation, deadlines, milestones, process-based evaluation, outcome-based evaluation, regular reports, meetings, quality circles, progress reviews

## Essential Reading and Resource List

### Text books

- Adler, N. (2002) *International Dimensions of Organisational Behaviour*. 2nd edn. Cincinnati: South Western.
- Baker, K. A. (2002) *Organisational culture*. Washington, DC: US Department of Energy, Office of Science.
- Balogun, J., & Hailey, V. (2008) *Exploring strategic change*. 3rd ed. London, England: Prentice-Hall.
- Cameron, K. S. , & Quinn, R. E. (2011) *Diagnosing and changing organisational culture: Based on the competing values framework*. 3rd ed. San Francisco, CA: Jossey-Bass.
- Mullins, L. J. (2013) *Management and Organisational Behaviour*. (latest edition) FT: Prentice Hall.
- Schein, E. H. (2010) *Organisational culture and leadership*. 4th ed. New York, NY: John Wiley & Sons.

### Journals & Newspapers:

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

### Websites:

- [www.businessballs.com](http://www.businessballs.com)
- [www.changingminds.org](http://www.changingminds.org)
- [www.managementhelp.org](http://www.managementhelp.org)
- [www.themanager.org](http://www.themanager.org)
- [www.mindtools.com](http://www.mindtools.com)
- [www.12manage.com](http://www.12manage.com)