CMI SCQF LEVEL 11 QUALIFICATIONS IN STRATEGIC MANAGEMENT AND LEADERSHIP.

Syllabus | July 2018 | Version 2

CMI Chartered Management Institute

CONTENTS

UNITS

QUALIFICATION PURPOSE

These qualifications are designed for managers who have the authority and personal inspiration to translate organisational strategy into effective operational performance. The qualifications require managers to build on their strategic management and leadership skills and to focus on the requirements of implementing the organisation's strategy.

TITLES AND REFERENCE NUMBERS

The titles given below are the titles as they will appear on the qualification when awarded to the Learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of accreditation, which confirms that this is a fundable qualification on the QCF and on the Register. The CMI code is the code which should be used when registering Learners with CMI.

Therefore all CMI Centres must use the full qualification title as per below when advertising or making reference to the qualifications.

CMI CODE	TITLE	QUALIFICATION REFERENCE NUMBER
S11A1V1	CMI SCQF Level 11 Award in Strategic Management and Leadership	R461 04
S11C1V1	CMI SCQF Level 11 Certificate in Strategic Management and Leadership	R462 04
S11D1V1	CMI SCQF Level 11 Diploma in Strategic Management and Leadership	R463 04
S11XD1V1	CMI SCQF Level 11 Extended Diploma in Strategic Management and Leadership	R464 04

ACCREDITATION DATES

These qualifications are accredited from 16th September 2015, and the operational start date in CMI Centres is 13th November 2015. The accreditation end date is 31st August 2019.

PROGRESSION

CMI would recommend the below qualifications as a possible progression route, once completing the Management and Leadership qualifications:

- CMI Level 7 Qualifications in Management Coaching and Mentoring (QCF)

Please see also the CMI Website for further information on CMI's portfolio of QCF Level 7 qualifications.

ENTRY AND RECRUITMENT

These qualifications can be offered to Learners from age 19. CMI does not specify entry requirements for these qualifications, but Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

CMI Centre must ensure Learners are recruited with integrity onto appropriate qualifications that will:

- meet their needs

- enable and facilitate learning and achievement

- enable progression

In order to achieve this, the CMI Centre will need to:

- Provide relevant programme information, guidance and advice, to enable informed Learner choice

- Publish entry and selection criteria

- Demonstrate that Learners are recruited with integrity

- Carry out comprehensive Learner induction that:

  - addresses programme and organisational requirements

  - explains Learner facilities

  - identifies Learners' development needs

  - develops an Individual Learning Plan

The qualification is offered in the medium of the English Language.

EQUIVALENCES

CMI qualifications at SCQF Level 11 portray practical skills and competences that are rated in academic terms as being comparable to Master's Degrees, Integrated Master's Degrees, Postgraduate Diplomas, Postgraduate Certificate in Education (PGCE) and Postgraduate Certificates.

ABOUT CMI UNITS

Credit value is defined as being *the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit*.

Learning time is defined as *the amount of time a Learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria*.

Guided Learning Hours is defined as *the number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification*.

RULES OF COMBINATION

Rules of combination are defined as being a description of the credit accumulation requirements for the achievement of a named qualification. The rules of combination must be adhered to in order to achieve the qualification.

CMI SCQF Level 11 Award in Strategic Management and Leadership

To achieve a CMI SCQF Level 11 Award in Strategic Management and Leadership, learners must complete any combination of units to a minimum of 6 credits.

UNIT NUMBER	UNIT NAME	CREDITS	LEVEL	GLH
S1102V1	Developing performance management strategies	7	11	25
S1104V1	Strategic information management	9	11	30
S1105V1	Conducting a strategic management project	10	11	35
S1106V1	Reviewing organisational strategy plans and performance	9	11	30
S1110V1	Implementing organisational change strategies	7	11	25
S1111V1	Strategic planning	9	11	30
S1113V1	Strategic leadership	7	11	30
S1114V1	Strategic leadership practice	7	11	30
S1122V1	Developing risk management strategies	9	11	30
S1123V1	Strategic corporate social responsibility	9	11	30

SCQF Level 11 Certificate in Strategic Management and Leadership

To achieve a CMI SCQF Level 11 Award in Strategic Management and Leadership, learners must complete a minimum of 7 credits from Group A and a minimum of 6 credits from Group A or B. Learners need to complete a minimum of 13 credits to achieve this qualification.

UNIT NUMBER	UNIT NAME	CREDITS	LEVEL	GLH
OPTIONAL GROUP A				
S1102V1	Developing performance management strategies	7	11	25
S1104V1	Strategic information management	9	11	30
S1105V1	Conducting a strategic management project	10	11	35
S1106V1	Reviewing organisational strategy plans and performance	9	11	30
S1110V1	Implementing organisational change strategies	7	11	25
S1111V1	Strategic planning	9	11	30
S1113V1	Strategic leadership	7	11	30
S1114V1	Strategic leadership practice	7	11	30
S1122V1	Developing risk management strategies	9	11	30
S1123V1	Strategic corporate social responsibility	9	11	30
OPTIONAL GROUP B				
S1001V1	Personal leadership development as a strategic manager	6	10	20
S1003V1	Financial management	7	10	30
S1077V1	Financial planning	6	10	20
S1008V1	Developing a marketing strategy	6	10	20
S9009V1	Strategic project management	6	9	20
S1012V1	Strategic human resource planning	8	10	30
S9021V1	Introduction to strategic management and leadership	10	9	45

SCQF Level 11 Diploma in Strategic Management and Leadership

To achieve a CMI SCQF Level 11 Diploma in Strategic Management and Leadership, learners must complete any combination of units at a minimum of 28 credits from Group A and a minimum of 11 credits from either Group A or Group B. Learners need to complete a minimum of 39 credits to achieve this qualification.

UNIT NUMBER	UNIT NAME	CREDITS	LEVEL	GLH
OPTIONAL GROUP A				
S1102V1	Developing performance management strategies	7	11	25
S1104V1	Strategic information management	9	11	30
S1105V1	Conducting a strategic management project	10	11	35
S1106V1	Reviewing organisational strategy plans and performance	9	11	30
S1110V1	Implementing organisational change strategies	7	11	25
S1111V1	Strategic planning	9	11	30
S1113V1	Strategic leadership	7	11	30
S1114V1	Strategic leadership practice	7	11	30
S1122V1	Developing risk management strategies	9	11	30
S1123V1	Strategic corporate social responsibility	9	11	30
OPTIONAL GROUP B				
S1001V1	Personal leadership development as a strategic manager	6	10	20
S1003V1	Financial management	7	10	30
S1077V1	Financial planning	6	10	20
S1008V1	Developing a marketing strategy	6	10	20
S9009V1	Strategic project management	6	9	20
S1012V1	Strategic human resource planning	8	10	30
S9021V1	Introduction to strategic management	10	9	45

	and leadership			

SCQF Level 11 Extended Diploma in Strategic Management and Leadership

To achieve a CMI SCQF Level 11 Extended Diploma in Strategic Management and Leadership, learners must complete all Group A units and any combination of units to a minimum of 18 credits from Group B. Learners need it complete a total of 66 credits to achieve this qualification

UNIT NUMBER	UNIT NAME	CREDITS	LEVEL	GLH
MANDATORY GROUP A				
S1001V1	Personal leadership development as a strategic manager	6	10	20
S1102V1	Developing performance management strategies	7	11	25
S1003V1	Financial management	7	10	30
S1104V1	Strategic information management	9	11	30
S1105V1	Conducting a strategic management project	10	11	35
S1106V1	Reviewing organisational strategy plans and performance	9	11	30
OPTIONAL GROUP B				
S1077V1	Financial planning	6	10	20
S1008V1	Developing a marketing strategy	6	10	20
S9009V1	Strategic project management	6	9	20
S1110V1	Implementing organisational change strategies	7	11	25
S1111V1	Strategic planning	9	11	30
S1012V1	Strategic human resource planning	8	10	30
S1113V1	Strategic leadership	7	11	30
S1114V1	Strategic leadership practice	7	11	30
S9021V1	Introduction to strategic management and leadership	10	9	45

S1122V1	Developing risk management strategies	9	11	30
S1123V1	Strategic corporate social responsibility	9	11	30

RELATIONSHIP TO NATIONAL OCCUPATIONAL STANDARDS (NOS)

UNIT NUMBER	UNIT NAME	NOS UNITS
S1001V1	Personal leadership development as a strategic manager	LAA1; LAA2; LBA1; LDB9
S1102V1	Developing performance management strategies	LDB4
S1003V1	Financial management	LEA1; LEA3; LEA4
S1104V1	Strategic information management	LEC1; LEC2; LEC4; LEC5
S1105V1	Conducting a strategic management project	LFA5
S1106V1	Reviewing organisational strategy plans and performance	LBA4; LBA5
S1077V1	Financial planning	LEA2; LEA3; LEA4; LBA6
S1008V1	Developing a marketing strategy	LBA4; LFB1; LFB2; LFB3
S9009V1	Strategic project management	LFA5
S1110V1	Implementing organisational change strategies	LCA2; LCA3; LCA4; LCA5
S1111V1	Strategic planning	LBA1; LBA5; LBA6;
S1012V1	Strategic human resource planning	LDA1; LDA2; LDA4; LDA6; LDA7
S1113V1	Strategic leadership	LBA1; LEB4; LBB4
S1114V1	Strategic leadership practice	LBA1
S9021V1	Introduction to strategic management and leadership	LAA1; LAA2; LFB1; LFB2; LFB3; LEC5

| S1122V1 | Developing risk management strategies | LBB1 |
| S1123V1 | Strategic corporate social responsibility | LBB3; LBB4 |

DELIVERY OF CMI QUALIFICATIONS

CMI does not specify the mode of delivery for its qualifications at Level 11; therefore CMI Centres are free to deliver the Level 11 qualifications using any mode of delivery that meets the needs of their Learners. However Approved Centres should consider the Learners' complete learning experience when designing the learning programmes.

CMI Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided learning hours (GLH) which are listed on the CMI unit gives the Approved Centres the number of hours of teacher-supervised or direct study time required to teach a unit of a qualification.

Please ensure that the content of the Approved Centre Delivery plan is approved by the CMI Quality Manager/Auditor.

For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the CMI Centre Handbook for more information.

ASSESSMENT AND VERIFICATION

The criteria of the assessment of a CMI qualification will be to meet the assessment criteria detailed within each individual unit.

The primary interface with the Learner is the Assessor whose job it is to assess the evidence presented by the Learner. The Assessor should provide an audit trail showing how the judgement of the Learner's overall achievement has been arrived at.

The CMI Centre's assessment plan, to be agreed with the Quality Manager, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria and which specific piece or pieces of work will be identified in relation to each unit. It should also show how assessment is scheduled into the delivery programme.

In designing the individual tasks and activities, CMI Centres must ensure that:

- The selected assessment task/activity is relevant to the content of the unit

- There are clear instructions given to Learners as to what is expected

- Learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it

- The language used in the assessment is free from any bias

- The language and technical terms used are at the appropriate level for the Learners

In addition to the specific assessment criteria in each unit, the Learner's work must be:

- Accurate, current and authentic

- Relevant in depth and breadth

and must also show the Learner's:

- Clear grasp of concepts

- Ability to link theory to practice, and

- Ability to communicate clearly in the relevant discipline at the expected level for the qualification

There is no grading system for CMI qualifications, and external moderation of Learners' work only confirms that the required criteria for achievement have been met. CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification.

It is important to ensure consistency of assessment, and that demands made on Learners are comparable within and between CMI Centres. A number of assessment methods can be used.

CMI Centres are encouraged to use a range of methods to ensure that all the learning outcomes and assessment criteria are met, and to enhance Learners' development.

Assessment methods can include:

- Case studies

- Role play

- Time constrained tests

- Examinations

- Assignments

- Reports

- Integrated work activities

- Viva voce

- Projects

- Presentations

In some instances, as well as written work, use can be made of technology. It is important, however, to ensure sufficient traceability for assessment and verification.

For CMI requirements regarding Assessors and Internal Verifiers of CMI qualifications please refer to the CMI Centre Handbook for more information.

WORD COUNT AND APPENDICES

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 11. The amount and volume of work for each unit at this level should be broadly comparable to a word count of 3000 - 3500 words.

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learners work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report.   However, CMI understands that from time to time a Learner may need to include additional supporting information which enhances the overall work and it is recommended that it is kept to a minimum and does not over-exceed.

CMI MARKING SERVICE

As part of our dedicated service, Chartered Management Institute (CMI) Awarding Body offers the opportunity for all centres to have their Learner's assignments externally marked.

Some CMI Centres choose to send one assignment of the qualification to be externally assessed, as it gives the Learner a CMI quality stamp, as it is marked and assessed by the Awarding Body.

This service provides CMI Centres with a simplistic, professional and cost effective way to get their CMI Learner's work assessed and certificated within a six week period. Please refer to the CMI Fees Guide for current fees.

Please see the CMI Centre Handbook for information on the process of the CMI Marking Service.

RECOGNITION OF PRIOR LEARNING (RPL)

There will be instances where Learners will wish to claim recognition of prior learning which has not been formally assessed and accredited. In those instances, Centres are free, after discussion and agreement with their Quality Manager, to allow these Learners direct access to the relevant assessment for the unit, without unnecessary repetition of learning. For further information, please refer to the CMI Recognition of Prior Learning Policy.

ACCESSIBILITY OF CMI QUALIFICATIONS

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should notify their allocated Quality Manager and CMI.

CHARTERED MANAGER

Chartered Managers are consistent high performers, committed to current good practice and ethical standards.

A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

To find out more about how to become a Chartered Manager please click here.

CMI LEARNER MEMBERSHIP

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI through until the completion of their studies. For details of the benefits of membership please click here. There may be the opportunity to upgrade during the Learners studies dependant on successfully completing an assessment with CMI.

STUDY RESOURCES

Take advantage of the CMI's management knowledge through ManagementDirect. Our resources, which are unequalled in scope, variety and accessibility, are available to members and are designed to give you the support you need to succeed throughout your studies and management career.

Study Support

www.managers.org.uk/study

Study Support is organised by qualification and unit. It brings together a range of materials and resources to assist members in their research and studies. These resources include Management Checklists on key skills and techniques, suggested further reading and links to e-journals. Click on the link 'Current learners' to view your course and study materials.

A series of Study Guides will help you to cope with the stresses and demands of study, while our expanding Management Models series provide a one-page overview of some of the more widely used techniques. View all our exciting resources by category in our updated Management Direct.

Management Direct

www.managers.org.uk/mgtdirect

It's fast, accurate and free to members

Management Direct is an effortless retrieval facility which delivers the full range of CMI resources on management skills and practice.

- Multimedia resources – 60 Leader Videos, CMI podcasts and e-learning modules

- Authoritative definitions of management terms

- 225 Management Checklists and 60 Management Thinker profiles

- Downloadable articles and research

- Lists of books and articles which are available from our management library

All these resources are freely available to members from one source where you can search by subject. Definitions give you a headline understanding of topic; Checklists and Models provide the essentials; and books and articles enable you to research further. Depending on your need you choose how far you want to go.

For in depth research try our e-journals service

www.managers.org.uk/ejournals

The Chartered Management Institute has joined forces with EBSCO Information Services to offer members access to Business Source: Corporate, a database providing direct access to articles on management and business from a range of academic journals and business magazines. Members also have access to country, company and industry reports from leading providers.

CMI Library

www.managers.org.uk/library

The CMI Library database offers members access to CMI's database of books, reports and documents on management techniques and practice. The database provides abstracted references to help you identify appropriate resources. You can search by a wide range of criteria; download content and export lists of resources. Members (within the UK) can submit requests to borrow books and pamphlets from the library.

E-books

www.managers.org.uk/ebooks

Our collection of e-books provides you with 24 hour access to a selection of general management and consulting textbooks. Search through each book for specific content or use the chapter index to browse. E-books are available when you need them – no more waiting for a book to be returned to the library.

Contact CMI's Information Services

Enquiry line: 01536 207400 or email: ask@managers.org.uk

The Information Centre is open to visitors Monday - Friday 9am - 5pm

PERSONAL LEADERSHIP DEVELOPMENT AS A STRATEGIC MANAGER

SCQF Level	10
Unit Number	S1001V1
SQA Unit Number	U96404
Credit Value	6
Guided Learning Hours	20

Good Practice

CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 10 level of difficulty.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Be able to identify skills to achieve strategic ambitions	**1.1**	Analyse the strategic direction of the organisation	The focus for this assessment criterion is the direction of your organisation, or one of your choice. This section requires analysis and not just a description of your organisation's direction. Your narrative could indicate that you recognise the different approaches to strategy. This will be limited by the word count allocated but could include Mintzberg with Deliberate and Emergent Strategies and the limitations of deliberate strategies formulated in terms of Mission, Objectives and Goals in the fast changing dynamics 21st century business environment. You might also include other writers, for example

				Stafford Beer and the purpose of an organisation, Spender & Grant and the resource based view of the firm or Ashby's Law of Requisite Variety.
		1.2	Evaluate the strategic skills required of the leader to achieve the strategic ambitions	This criterion requires that you evaluate and not merely describe the strategic skills of a leader and how these in turn link to the strategic ambitions and direction of the organisation and will build upon section 1.1.

You might explore the key components of Skill as being the required Behavioural Competences and Underpinning Knowledge. In the process of evaluating the skills you might reference writers to underpin your analysis. This might include some of the following but can include others with which you are familiar:

- 21st Century management competences - Gareth Morgan

- Internal alignment - John Burgoyne

- The transformative leader and identified four competencies - Bennis

- Strategic leadership roles - Kets de Vries

- Strategic leadership competencies - Thompson and Martin |
| | | **1.3** | Assess the relationship between existing, required and future skills to achieve the strategic ambitions | This assessment criterion builds upon 1.1 and 1.2 and may call upon models used in those sections. You might use your personal experience to assess the relationship between your existing skills, those required in the current role and those |

				that you might need in the future if the organisation is to achieve its strategic ambitions.

Once again, this section requires more than a description. At this level you might underpin your narrative with models and concepts that include the following although this should not be seen as an exclusive list :

- Strategy and Change - Mintzberg

- The personal development planning cycle

- The three levels of strategy - Johnson et al

- Strategy and decision making cycles - John Boyd

- Human resource development planning

- Strategic leadership skills - Michael Millar

A full response should further include your personal "gap analysis", possibly in a tabular format, that includes relevant comments and assumptions. |
| 2 | Be able to manage personal leadership development to support achievement of strategic ambitions | 2.1 | Discuss the opportunities to support leadership development | This learning outcome focuses on being able to manage your personal leadership development in order that you can enable the organisation to meet its objectives. In your answer you are asked to discuss and not merely describe, and so your response could include the following as part of |

your discussion:

- How you identify your current and future leadership capability requirements

- How you might plan to meet your leaderships development needs including resources and support

- Learning styles with reference to a model, for example Honey and Mumford or Kolb's learning cycle

- Your own responsibility for personal development

- Problems in behaving strategically with reference to the different "skills" required to support a deliberate or emergent strategy

- Strategic leadership style - Thompson and Martin

- How you are seen as a manager and how others might perceive your capabilities using models to support your analysis and this might include the use of The Johari Window framework – Luft & Ingham

- Opportunities for development - education, training and development options both internally and external to your organisation and any resource
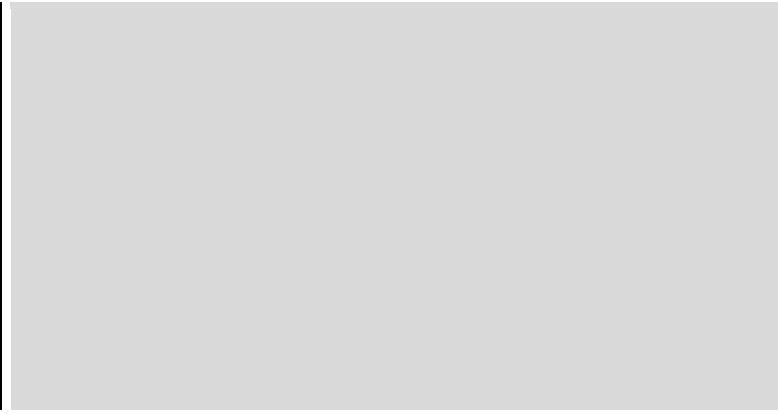
		constraints
		• Career planning - Pedler, Burgoyne and Boydell
		• The organisation's role in career development - Burgoyne
		• Career anchors - Torrington, Hall and Taylor and Schein
2.2	Construct a personal development plan to direct leadership development	Here you should construct a personal development plan that will support your leadership development. This can be in any format but as a minimum could include the following: • The identified learning need • How that need might be met • Any resource implications • Milestones • Dates for review and completion It might also include: • The process for agreeing the plan • The process for evaluating the plan • Others that might be involved in enabling your success • How the learning needs were identified e.g. a personal SWOT or review against

				a competency framework
		2.3	Devise an implementation process for the development plan to support achievement of strategic ambitions	This assessment criterion follows on from 2.2 and in narrative format it explains how you plan to put the plan into action. In your narrative you could include some of the following: • Implementation strategy • Reviewing and updating the leadership development plan • The review and evaluation process The continuing professional development (CPD) process and lifelong learning
3	Be able to evaluate the effectiveness of the leadership development plan	**3.1**	Assess the achievement of outcomes of the plan against original objectives	In order to complete this criterion, it is suggested that you answer this after some period has elapsed between developing the plan so that you have carried out some of the activities in it. In your response you could assess the following: • The achievement of outcomes of the plan against personal objectives • The achievement of outcomes of the plan against strategic objectives of the organisation • The achievement of outcomes and relevance of the plan against an emergent business strategy and any changes that may have been made to

				the plan
				• Any issues that may have prevented achievement of outcomes
		3.2	Evaluate the impact of the achievement of objectives on strategic ambitions	This section requires evaluation of the impact of what you have achieved and will build upon other sections in your report. In your answer you might consider the following:
				• How your achievement of outcomes has had an effect on the current and future strategic ambitions both of yourself and your organisation
				• The achievement of outcomes and relevance of the plan against an emergent business ambition or a change to the organisation's strategy.
		3.3	Review the leadership development plan	Building on the responses to the previous criterion you can reply in narrative format supported by a revised personal development plan. Any supportive narrative might address:
				• Review and update processes
		3.4	Update the leadership development plan	• Peer reviews and feedback processes including 360 degree surveys
				• Revised personal goals and aims
4	Be able to advocate a staff welfare environment that supports organisational	**4.1**	Evaluate the impact of corporate commitment to staff welfare on organisational objectives	When answering this assessment criterion your reply should show an evaluation of the impact and not just a description. Your answer could start by exploring the organisation's approach to staff

	values			welfare and links to organisational objectives. You might also consider the way staff welfare should be and go beyond promotion of a state of contentment and organisational work. The CIPD have undertaken a number of studies and their findings could provide useful information to support your answer.
		4.2	Discuss how a staff welfare environment can affect achievement of organisational objectives	Building upon your reply to 4.1, you are required to provide a discussion about how staff welfare can affect the success of an organisation. This is wide topic but restricted by word count so you might include some of the following: • Gaining corporate commitment to staff welfare • Making the business case for staff welfare • Developing a staff welfare policy • Key elements of successful Health and Safety management Source: HSE (2008) • Health and well-being, work life balance and employee engagement
		4.3	Consider the influence of a corporate commitment to staff welfare on the development of organisational values	Here you are required to consider the influence of a commitment to staff welfare on organisational values. The influence of such policies can be very wide but your answer might include some of the following: • Health and Safety - reduction of accidents, improved working conditions

and

- Occupational health - reduction in absence, reduced work place stress

- The implications for leadership at all levels of the organisation

- Legislation compliance

- Values and beliefs of the organisation

- Corporate governance

ADDITIONAL INFORMATION ABOUT THIS UNIT

| Unit Aims | This unit is about the leadership skills required by a manager to operate effectively at a strategic level. |

DEVELOPING PERFORMANCE MANAGEMENT STRATEGIES

SCQF Level	11
Unit Number	S1102V1
SQA Unit Number	UG8004
Credit Value	7
Guided Learning Hours	25

Good Practice

CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 11 level of difficulty.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	
1 Be able to set performance targets of teams to meet strategic objectives	**1.1** Assess the links between team performance and strategic objectives	At the outset, you need to be able to demonstrate your understanding of the overarching reasons for organisations to introduce performance management initiatives in line with strategic goals. Then you need to consider the impact of effective team performance on strategic objectives - what value is added for the organisation and for the individual? What are the key benefits to organisations of team performance and alignment? This part of the section would benefit from a practical example of the links between team performance and strategic objectives. It is often helpful to use the experience of your own workplace or previous employment when

	1.2	Evaluate tools and techniques available to set team performance targets	preparing examples. There are many models and tools (Armstrong's performance management sequence, Deming's Plan Do Check Act (PDCA) Cycle) that can be used to set team performance targets and you need to be able to demonstrate your understanding of how setting targets can impact upon business success. How can a leader increase the level of engagement and commitment amongst team players? In your response you need to evaluate different tools. Carefully choose tools and techniques that clearly demonstrate different approaches so you do not end up with too many similar models in your response. You need to show a critical understanding of the tools and how they can be applied. Consider your own personal experience to illustrate advantages and disadvantages and in addition, you need to show that you have researched examples of how performance management has been initiated within a number of organisations across industry sectors. Bring in a variety of examples from across different cultures, sectors and sizes of organisations as this will enable you to demonstrate deep understanding.
	1.3	Assess the value of team performance tools to measure team performance	Understanding why organisations put measures in to monitor team performance needs to be outlined. Some frameworks such as McKinsey 7S can be applied to demonstrate performance against organisational objectives. Draw on your own experience of the workplace to identify

				different methods of reviewing team performance. An understanding of the history of the development of performance management systems would add value to your answer.
2	Be able to agree team performance targets to contribute to meeting strategic objectives	**2.1**	Determine required performance targets within teams against current performance	You need to show critical understanding of a number of different tools that can be used to measure individual performance within the team. You are asked to consider how the team's current performance level can be factored in. There are many models that can be used such as: Balanced Scorecard, Business Process Re-engineering, the European Foundation for Quality Management (EFQM)'s Excellence model, Kaizen Blitz, and Six Sigma. The choice of tools might be determined by the current performance levels of individuals and teams – some models are more suited than others to improving motivation or under performance, for example. Others are best used for situations where conflict is apparent. Examples showing the practical application of tools would assist in demonstrating your ability.
		2.2	Discuss the need to encourage individual commitment to team performance in achievement of organisational objectives	All teams are made up of individuals - knowing what motivates individuals is critical to understanding team performance. Consider situations where an individual's behaviour has affected team performance in both positive and negative ways. You could review how managers have dealt with these situations and the outcomes achieved.
		2.3	Relate the application of delegation, mentoring and coaching to the achievement of the organisational	Understanding and defining delegation, mentoring

			objectives	and coaching is initially required. Consider how delegation has been used to best advantage in the workplace - and its impact on employee motivation. Mentoring is increasingly being used to enrich individuals in an informal way, either individually set up or initiated by the organisation. How does this impact upon organisational objectives? Coaching is used by many organisations as a means to improve specific aspects of performance. Think of examples of a positive outcome for an individual and the impact of this on the performance of the organisation.
		2.4	Evaluate a team performance plan to meet organisational objectives	You need to refer to a team performance plan and evaluate its use within the organisation. Consider your own working experience and your personal use of team performance plans. Have they enabled you and your team to improve performance? How were they enforced? How was the team performance monitored? You may refer to a situation that would have benefitted from a team performance plan - what might the outcome have been had this been enforced?
3	Be able to monitor actions and activities defined to improve team performance	3.1	Assess the process for monitoring team performance and initiate changes where necessary	Refer to a team performance plan and outline the process that is involved from the outset. Indicate how the objectives are incorporated within the plan and the methods in place for monitoring performance of both the task and individuals' performance. Do the methods used have a positive impact on team performance, or do they need to be adapted to meet the team needs? It would be beneficial to outline an example of how

				you have initiated changes to the monitoring process, and why this change was necessary.
		3.2	Evaluate team performance against agreed objectives of the plan	Consider how team performance is measured against the objectives set. How are individual motivation levels managed throughout? What measurements targets are in place? How is performance measured over time? Use an example of a team performance plan to critically evaluate team performance against the plan objectives. You will need to demonstrate that you have reviewed this from a number of different perspectives.
		3.3	Evaluate the impact of the team performance in contributing to meeting strategic objectives	Taking your work at 3.2 a stage further, evaluate the impact of the team performance on the objectives of the organisation. What was achieved by the team? Did performance enable the organisation to move forward? If not, why not? What were some of the internal and external factors that affected performance? Reference to relevant PESTLE factors and internal issues e.g. employment relations might be helpful. How did the use of the team performance plan enable the team to perform in a way that contributed and met strategic objectives? Consider how monitoring and feedback impacts team performance.
4	Be able to apply influencing and persuading skills, to the dynamics and politics of personal interactions	**4.1**	Determine influencing and persuading methodologies to gain the commitment of individuals to a course of action	You need to consider a number of motivational theories (Maslow's hierarchy of needs, Herzberg's two factor theory of motivation, McGregor's theory X and theory Y) and how these can be applied within the workplace. You might also review the advantages and disadvantages of bonus

		schemes. As well as drawing on personal experience, you can use these models to demonstrate how commitment levels vary amongst individuals. These models can be used to try to predict and influence future behaviour. Refer to examples from your own experience (or that of colleagues) to demonstrate your understanding.
4.2	Discuss the impact of individual dynamics, interests and organisational politics on securing the commitment of individuals to a course of action	Every organisation has its own personality and its own political arena. This may be more apparent in larger organisations, but can be evident in smaller organisations. Refer to the theory outlined above (as these can be used to determine the prevailing culture within your organisation) and relate this to your own examples of the impact of "office politics" within the workplace. You need to be able to provide examples and to outline how political awareness enables managers to influence and engage individuals.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about ensuring that the performance of the team contributes to meeting strategic objectives.

FINANCIAL MANAGEMENT

SCQF Level	10
Unit Number	S1003V1
SQA Unit Number	U96504
Credit Value	7
Guided Learning Hours	30

Good Practice

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LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Be able to analyse financial data	**1.1**	Determine how to obtain financial data and assess its validity	Using the employment context or an organisation with which there is familiarity, determine the many ways in which financial data is obtained which may include both internal and external sources such as: internal accounting systems and processes (a significant consideration), suppliers, Companies House, financial statements etc. In terms of the data validity and its potential to reliably inform decision making, there are a number of ways in which this can be assessed; these include (but are not confined to): whether the data has been subjected to audit, internal checks and controls or other scrutiny (including the culture of the organisation in terms of the

			importance it places on the finance function and financial control). Also and, linking to 2.1, validity and reliability can be further assessed when the information has been produced using accounting standards and adheres to accounting conventions/concepts, been subject to audit and/or is contained in 'published' statements. 'Watch-outs' here will include consideration of the ways in which the organisation's accounting policies deal with items such as depreciation for example and, whether financial information is affected by the 'nationality' of a parent company (if this is applicable).
	1.2	Apply different types of analytical tools and techniques to a range of financial documents, formulating conclusions about performance levels and needs of stakeholders	Closely linked, these assessment criteria look for the application of analytical tools and techniques to financial documents, providing the opportunity to carry out 'comparative analysis' and formulate conclusions about performance levels. A key technique that is relevant here is that of ratio analysis which, when undertaken across two or more years of (ideally) published accounts, facilitates both the comparison across years (horizontal analysis) and 'within' year (vertical analysis). Comparisons can also seek to benchmark performance as against a sector or competitor. When formulating conclusions, the author should consider some of the considerations highlighted in 1.4 (below) and also be able to identify the needs of stakeholders within the analysis. Examples of this approach may include, for example, the recognition that strong dividend cover would be of interest to
	1.3	Conduct comparative analysis of financial data	

				shareholders, whereas suppliers may be interested in 'creditor days' and the senior management interested in ratios relating the profitability and liquidity.
		1.4	Review and question financial data	When undertaking such analysis, drawing conclusions, and informing decisions, there should be an awareness of the pitfalls that can befall ratio and similar analysis. These include: changes in accounting policies between the years under review, 'creative accounting' techniques and 'window dressing', the impact of inflation and interest rate changes, the timeliness of the information being used, e.g. in fast moving sectors figures can be rendered almost meaningless in a short space of time and, the fact that the process is 'backward looking' or lagging, formulating decisions for the future using information from the past.
2	Be able to assess budgets based on financial data to support organisational objectives	**2.1**	Identify how a budget can be produced taking into account financial constraints and achievement of targets, legal requirements and accounting conventions	Again, relating ideally to own organisational context or a familiar one, 2.1 requires the identification of the ways in which budgets are produced in organisations, which can vary greatly but can have common features which may include: top down or bottom up processes, forecasting approaches such as zero based, incremental or rolling, processes that consider: limiting factors > budget for area with limiting factors (e.g. production capacity) > budgets for other areas > master budgets. Within these processes it is usual for financial and related resources to be limited and for there to be

competing claims on them which could be explored in the context of behaviours and budgetary 'games' such as 'slush funds' understating and under-declaring that often circumvent accounting conventions and in some cases may contradict legal requirements e.g. holding over income once target has been reached (contradicts accruals concept).

2.2	Analyse the budget outcomes against organisation objectives identifying alternatives	Decisions around budgets should be made with the strategic objectives of the organisation firmly at the fore and should support these objectives through focusing and co-ordinating the resources made available to different functions e.g. sales budget, production budget, labour budget. Once established, a monitoring and review process creates metrics and measures that enables budgets outcomes (also known as out-turn in some organisations) to be analysed. These can be assigned the name 'Key Financial Indicators: KFIs', 'Key Performance Indicators: KPIs' or, simply 'targets'. This will depend on the size and complexity of the organisation. Such measures may include Gross or Net Profit percentages, stock turn or holding and so forth.

This discussion should also include some analysis of an actual or simulated budget showing how variances (whether adverse of favourable) are identified and what action might be taken to address e.g. an adverse variance on purchases of raw materials may require further investigation in terms of levels of waste or, an examination of the |

3	Understand how to evaluate financial proposals for expenditure submitted by others	3.1	Identify criteria by which proposals are judged	Financial proposals bring together the requirement for a wide range of skills, not only those around oral and written communication but importantly those that can articulate a proposal in terms of: strategic alignment, financial appraisal and viability operational feasibility, risk assessment and management, scenarios and 'what ifs', impacts and benefits, measurement and review. Ideally this section should also reflect the ways in which proposals are judged in the context of the chosen organisation.
		3.2	Analyse the viability of a proposal for expenditure	Closely linked, these criteria can usefully reflect the following financial appraisal (analysis) approaches and tools: cost benefit analysis, breakeven analysis (also known as Cost Volume Profit or CVP analysis), payback, discounted payback, Net Present Value (NPV), Accounting Rate of Return (ARR) and Internal Rate of Return (IRR).When tackling this element it is important to consider which tools to choose in terms of the proposal being considered rather than, necessarily embarking on the use of all of the tools and then interpreting the resulting (significant) outputs. A brief rationale as to the suitability of the tools selected would assist here
		3.3	Identify the strengths and weaknesses and give feedback on the financial proposal	

At the top (continuation from previous row):

volatility of materials prices.

Reflecting the chosen organisation's measures, alternatives may be suggested with a rationale. For example, a manufacturing business may want to add specific measures relating to waste or energy consumption.

| | | 3.4 | Evaluate the impact of the proposal on the strategic objectives of the organisation | in order to demonstrate application in context.

Using the information from the selected analysis (above), the quantitative analysis can be augmented thorough a variety of approaches that provide feedback, identify strength and weaknesses and strategic alignment. These include: Pros and cons (+ weighted), grid analysis (+ weighted) project prioritisation discussions that consider: risk, benefits, costs, operational feasibility, real options and opportunity cost, all of which should be presented in the context of the organisational objectives. |

ADDITIONAL INFORMATION ABOUT THIS UNIT

| **Unit Aims** | This unit is about understanding financial data and how it is used to support achievement of strategic objectives, managing budgets strategically, developing and making judgements on financial proposals against strategic objectives. |

STRATEGIC INFORMATION MANAGEMENT

SCQF Level	11
Unit Number	S1104V1
SQA Unit Number	U95604
Credit Value	9
Guided Learning Hours	30

Good Practice

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When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 11 level of difficulty.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	
1 Understand the impact of management information on decision making within an organisation	**1.1** Identify the features of data and information	In identifying the feature of data and information you could use a range of writers and models for example Ackoff and the pyramid of data, information, knowledge and wisdom. Reference could also be made to Nonaka's knowledge spiral (SECI Model) and the attributes of data and information: • Accessibility • Relevance

			• Comprehensible
			• Timeliness
			• Accuracy
			• Current
			• Adequate
			• Timely
			• Reliable
			• Cost-effective
	1.2	Determine the criteria to be applied when selecting data and information to support decision making	Here you are being asked to determine the criteria you might apply when selecting data and information. You might make reference to models such as OODA loops –John Boyd and the different decision action cycles (DACs) required at different levels across the organisation. You should at this level make some reference to strategic and operational decision making. You might also make some reference to other models such as the viable systems model (VSM) - Stafford Beer and the information flows. You might also consider organisational imperatives that might impact on the criteria for selecting data and information.
	1.3	Evaluate the impact of a management information system to an organisation	This criterion requires an evaluation and not a mere description of the impact. You might consider the use of models such as that promoted by Cashmore and Lyall who propose that

				information systems have 5 stages: • Capture/input • Routing to locations for processes • Processing data to information • Distribution • Analysis and interpretation Other writers might include: Laudon and Laudon and Maceviciute and Wilson who comment on environmental scanning.
2	Understand the importance of information sharing within the organisation	**2.1**	Determine the legal responsibilities in sourcing, sharing and storing information	This criterion could be answered with comment on the legal aspects, some of which include: • Confidentiality • Authorised access for information • Legislative requirements • Data protection • Individual Rights - Personal Data • Sensitive Data You should further make reference to the eight principles put in place by the Data Protection Act 1998 (DPA) to make sure that your information is handled properly. If your organisation is in the

			public sector, then you may need to include reference to your responsibilities arising from the Freedom of Information Act 2000. This might also apply to your answer to 2.2 and 2.3 below.
		2.2 Discuss when information should be offered and access allowed	A good answer would make reference to Sensitive Personal Data in terms of: • Racial or ethnic origin • Political opinion • Religious or other beliefs • Trade union membership • Physical or mental health condition • Sexual life • Criminal offences, proceedings and conviction And the conditions to be met before processing sensitive personal data: • Explicit consent of the data subject • To comply with employers legal duty/ obligation/ rights • To protect the vital interests of the data subject or another party • Information has been made public by the data subject

				• Exercising for medical conditions
				• For equal opportunities
				• Necessary for performance of contract with data subject
				• To protect the vital interests of the data subject
				• To carryout public functions
				• To pursue the legitimate interests of the organisation unless prejudicial to the interests of the data subject
		2.3	Evaluate the formats in which information can be offered	A full response for this criterion could reference Laudon and Laudon; executive cockpit based on traditional data and information formats or the work of Edward Tufte on: • Structure data • Unstructured data • Self-organising maps • Spatial and non-spatial data • For operational and strategic decision making
3	Be able to use information to inform and support strategic	**3.1**	Analyse information to identify patterns and trends	This criterion requires an analysis and not a pure description. Here you could reference Making Strategic Decisions - Post ad Anderson and also

	decision making		Laudon and Laudon when analysing structured and unstructured decisions. A very considered response might further make reference the work of Edward Tufte (MIT) on patterns of data used to identify weak signals for strategic decisions contrasting this with traditional statistical methods used to identify trends, for example, pie charts, histograms, run and controls charts.
		3.2 Evaluate a range of decision making tools and techniques available to support a strategic decision	This criterion requires an evaluation and not a more description. You might refer to writers such as Wendy Robson and the nature of decision making and how this relates to management information. You could further consider the model proposed by Newell and Smith that explores how management information can be used for: • Business Intelligence • The Design challenge • The strategic information challenge • Choice Other writers might also include Marchand who proposes a strategic information alignment framework: • Operational • Competitive • Strategic

				Used for:
				• Command and control
				• Improvement
				• Opportunities for synergy
				• Environmental opportunities
		3.3	Determine the sources available to assist in analysing data and information	Some reference might also be made to Senge's ladder of inference when making decisions. For this criterion reference could be made to writers such as Chaffey and Wood who identified some of the sources available to assist in analysing data and information available to an organisation for strategic and operational decision making in terms of: • market and customer information • specialist knowledge • business process information • management information and plans • human supplier information • Accountable information • Along with business and market intelligence
4	Be able to monitor and review management information	**4.1**	Critically review methods of evaluating management information within an organisation	Here you are asked for a critical review. Your response could include writers such as Cashmore

and Lyall who identified three levels of business environmental information flow:

- External

- Internal

- Corporate

A full response could critically review several methods of evaluating management information within an organisation in terms of the three levels reviewing both diagnostic and analytical methods available to an organisation.

4.2	Evaluate methods of developing information capture to inform and support strategic decision making

Here you are asked to provide an evaluation of more than one method of developing information capture to inform and support strategic decision making and present this analysis in table format illustrating the strengths and weaknesses of each approach. Some of the methods evaluated could include:

- Questionnaires

- Surveys

- Focus groups

- Marketing campaigns

- Environmental scanning

- Desk top research

A carefully considered response might also

				differentiate between qualitative and quantitative data and information capture.
		4.3	Discuss processes for analysing impact of information on strategic decisions made	In a discussion of the processes for analysing the impact of information on strategic decisions made, you could use the context of your organisation. A full response might discuss the role of environmental scanning and how this is used to inform policy formulation, making some reference to the different Decision Action Cycles needed across their organisation.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about using management information to inform and support strategic decision making.

CONDUCTING A STRATEGIC MANAGEMENT PROJECT

SCQF Level	11
Unit Number	S1105V1
SQA Unit Number	U95704
Credit Value	10
Guided Learning Hours	35

Good Practice

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LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Be able to identify and justify a strategic investigative project	**1.1**	Determine a topic of investigation that has a strategic implication	In determining a topic of investigation, you could consider the needs and challenges in the workplace and liaise with other senior colleagues to review areas that require research and insight. You need to consider the ease of access to relevant research, the available timescale and the value of the project related to the strategic objectives of the organisation.
		1.2	Discuss the aim, scope and objectives of the project	You could then create the project proposal as this will help you to determine the overall scope or limitations of the project. Within the project proposal you should ensure that you address the aim or purpose, and how the project will contribute to the achievement of organisational

		1.3	Justify the topic of investigation and its aim, scope and objectives	objectives, as this will provide your justification for instance; the project might be instigated to help solve an organisational problem, or improve the performance of a business unit. You may be creating a solution by making adjustments to current practice - or you could be investigating an entirely new initiative.

Jankowicz identifies four category approaches - you might wish to refer to these to clarify your overall objective. |
| | | **1.4** | Evaluate the project research methodology, including the project structure and research base | You are then required to demonstrate your evaluative skills by outlining different approaches to research methodology (deductive and inductive) and how these can be categorised into exploratory, descriptive and explanatory. The overall research philosophy needs to be defined in relation to your project. At this level you need to demonstrate how your project requirements relate to overarching research methods and techniques and their impact on your approach. |
| **2** | Be able to conduct research and synthesise data to produce options that support the project aims | **2.1** | Identify sources of data and information that will support the aim of the project | This section firstly requires you to identify your sources of data and information. It might be helpful to say whether you will be using primary or secondary collection methods – or a mixture of both. You may also decide to run some pilot research for testing purposes.

The second stage of this section concerns your synthesis of the research you have collected. It |
| | | **2.2** | Synthesise the data and information for options or | |

			alternatives that support the project aims	would be helpful to show the methods used to analyse and synthesise your findings, for example the use of software and other analysis tools, including trend analysis and forecasting techniques.
		2.3	Determine an option or alternative that supports the project aims	The synthesis should lead to the generation of a range of options or alternatives that support the project aims. If they complement the project aim in its current form then they can be incorporated into the conclusions and recommendations. However, if the options or alternatives require additional research or analysis - then you need to make informed decisions about whether to include this within your project. You could also acknowledge any options or alternatives that have emerged that were not part of the original project aims. You might complete this section by using options appraisal tools or decision making models to help you qualify the options and identify which of the choices have best fit with the project aims.
3	Be able to draw conclusions and make recommendations that achieve the project aim	3.1	Evaluate the research analysis to enable conclusions to be made	This section starts with a requirement for you to evaluate the research analysis. You could analyse the quality of the data against a known model. You could also show consideration in your conclusions as to the robustness of your chosen research methodology as determined by the results, and acknowledge lessons learned in terms of what you might do differently another time. You need to refer back to the project aims and objectives to make sure that the conclusions are appropriate within the context of the project.

				Jankowicz provides good information about how to draw up conclusions.
		3.2	Recommend a course of action that achieves the project aim	The next stage of this section requires you to draw your conclusions into a recommended course of action. This could be presented in a table format - or in a Gantt chart and showing how action links to the timeline.

You may need to acknowledge that your recommendations might actually be to conduct further research or investigation, or that your work has identified potentially new hypotheses. |
| | | 3.3 | Analyse the impact of the recommendations | Once you have written your recommended course of action you are required to analyse the potential impact on the organisation and its stakeholders. This may be both quantifiable and less tangible in terms of cost and benefit. For example some stakeholders may need extra resource, others may need to hire in specialist skills or restructure their department, etc. In order to justify your recommendations it would help to show you have considered the impact extensively and that you have considered how you would monitor the success of the project on an on-going basis. You could use the balanced scorecard as a framework for your impact analysis. |
| 4 | Be able to develop and review the results of the investigative project | 4.1 | Evaluate the medium to be used to present the result of the project | In this section you are asked to develop and review the project results, firstly by critically appraising the medium/media used to convey the results of your research project. It would help to |

			show that you have considered this from a range of different stakeholders' perspectives, and that you can demonstrate a sound understanding of communications theory - e.g. Shannon and Weaver, Mehrabian, channel richness.
	4.2	Produce the results of the investigative project	You could then provide an extract from the method you chose to present the project results – this might be in the form of an executive summary from a written report, or 2-3 slides from a PowerPoint presentation.
	4.3	Evaluate the impact of the investigative project	The final part of the unit requires you to evaluate the impact of the project. You might like to consider short, medium and long term impacts. This work is wider than 3.3. Even if the project was not implemented - which is often the case with investigative projects - there will have been organisational learning gained which could influence future business direction. The project results will also help to inform future research projects and will help avoid similar pitfalls. Here you do need to demonstrate breadth and depth of thought in organisational terms, acknowledging both positive and negative impacts.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about undertaking projects of strategic organisational importance: determining project objectives, undertaking research and analysis to produce recommendations, and evaluating the impact of the project.

REVIEWING ORGANISATIONAL STRATEGY PLANS AND PERFORMANCE

SCQF Level	11
Unit Number	S1106V1
SQA Unit Number	UG8104
Credit Value	9
Guided Learning Hours	30

Good Practice

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LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Be able to review the organisational strategic aims and objectives	**1.1**	Identify the current strategic aims and objectives	You will need access to a strategic plan to enable you to review an organisation's high level aims and objectives - if your own organisation does not have one that you can use, then find an alternative. Use the internet or refer to case studies within text books. If doing this, please make sure these are correctly referenced.
		1.2	Undertake an evaluation of the component parts of a strategic plan, including the objectives	You could then evaluate each component part of the chosen strategic plan in relation to the theoretical principles of what is understood about their purpose within the plan. Components are: Strategic values statement – vision statement – mission statement – strategic aims and objectives – strategic performance measurement system.

You could refer to Patrick Lencioni's work on values and possibly analyse the difference between your stated organisational values and the prevailing values. You could look at the work of Hamel and Prahalad on vision and test if your own vision is fit for purpose, and conduct Lynch's test on mission. These activities will help demonstrate your critical thinking at this level.

Identify the strategic aims and objectives. Have they been developed from the vision and mission? Do the aims talk about general purpose and are the objectives more focused? Are the objectives SMART?

1.3	Analyse the factors affecting the strategic plan

Understanding your chosen industry sector is important when considering the factors that affect the strategic plan - you need to consider both internal and external factors and analyse the extent to which they have impact. What are the main external drivers within the business environment that your organisation needs to consider when developing its strategic plan? Globalisation, innovation, environmental turbulence to name but a few. Use models (e.g. Yip's global strategy model, PESTLE, Porter's Five Forces, Porter's diamond model) to demonstrate how these can be potential threats or opportunities. What are the internal strengths and weaknesses - your capabilities and competences that impact upon your strategic plan?

2	Be able to analyse progress towards organisational strategic aims and objectives	2.1	Apply a range of strategic analysis tools to audit progress towards strategic aims and objectives	You could, in this section, test how well aligned the aims and objectives are to the organisation's vision and mission and to SMART principles, and check whether they are quantitative or qualitative, short or long term, financial (strategic from the shareholder's perspective) or strategic from a customer/marketing perspective, before auditing progress towards their achievement.
		2.2	Evaluate the expectations of all stakeholders and their influence upon the organisational strategy	The use of stakeholder analysis tools (e.g. Mendelow's power and interest matrix) and theory (e.g.: Johnson, Whittington and Scholes) will enable you to firstly indicate the level of power and influences that stakeholders have and then to evaluate each stakeholder's expectations and level of influence in turn, identifying any areas of conflict. You could relate this information to the organisational aims and objectives to evaluate the extent to which stakeholder expectations can be managed and to gauge their level of influence over strategic planning.
		2.3	Produce a structured evaluation of the organisational strategic position	In order to produce a structured evaluation of your organisational strategic position, you need to evaluate the internal strategic capability and define how it is influenced by the relationship between product resources and competences. Using an appropriate framework will enable you to structure this appropriately – refer to Johnson and Scholes for detail on strategic capability. In addition, you could use Porter's Five Forces or Lynch's four links model to help establish your current strategic position. Reviewing resources within the organisation can be achieved through

				the value chain mode to establish the key competences. Testing key competences is part of the study carried out by Hamel and Prahalad.
3	Be able to evaluate strategic options to support a revised strategic position	**3.1**	Develop a range of alternative strategic options to meet strategic aims and objectives	Understanding strategic planning is key to developing the required strategic direction. Clear strategic aims need to be in place so that strategic options can be made. In formulating a range of strategic options, you need to make sure that these cover both environmental-based and resource-based options as this will enable you to convey your understanding and critical thinking. Johnson, Whittington and Scholes discuss intended strategy versus emergent strategy development and this theory can enable organisations to determine their options available. Lynch makes further comparisons of alternative strategic approaches.
		3.2	Justify the strategic option that meets the revised strategic position	When it comes to justifying the chosen strategic option you could evaluate the suitability, feasibility and acceptability of the chosen options in order to identify the option or options with the best 'fit'. Use from the following: Porter's five forces, PESTEL, core competences, stakeholder mapping and cultural web. When assessing its acceptability amongst stakeholders, this might mean a financial analysis tool – cost-benefit analysis, for example. When carrying out a feasibility study you could assess the organisation's capability and carry out further financial analysis. Alternative models to use are: Ansoff's matrix and Lynch's expansion model.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about reviewing current strategic aims and objectives, analysing progress towards their achievement and evaluating alternatives.

FINANCIAL PLANNING

SCQF Level	10
Unit Number	S1077V1
SQA Unit Number	U96604
Credit Value	6
Guided Learning Hours	20

Good Practice

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LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand how the financial plan supports strategic objectives	**1.1**	Explain how the strategy of the organisation impacts the financial plan	Elements to consider here could relate to the way in which the organisation's strategic focus and the strategic choices it has made impacts on the financial plan; models that articulate this could include those by Ansoff, Bowman's (Strategy Clock) and Porter (Generic strategies).The explanation will link strategy to financial planning so, for example, a market share or market penetration approach may only incrementally impact on income and costs whereas product development approaches may have more profound step changes to income and costs. Other elements to consider include the financial implications of the product life cycle, financial

impacts of portfolio approaches including, for example, the Boston Consulting Group (BCG)'s Matrix and the organisation's approach to value chain management (Porter and others). The key dimension in using all of these tools is to then relate/apply the findings to impacts or potential impacts on the financial plan. This can be linked to AC 4.1.

| | 1.2 | Explain the component parts of a financial plan | In explaining the components of the financial plan it is relevant to explore, ideally, the learner's own organisation (or if this is not possible one with which they are familiar). In doing this it can be recognised and appreciated that organisations will have their own approaches to financial planning as part of the strategic planning process, notwithstanding common themes. With this in mind the following non-exhaustive list provides a general framework to guide the exploration: Vision, mission and strategic objectives **>** strategy targets and directives in the strategic plan **>** processes that generate business plans and its composite the 'corporate' plan **>** annual capital and operating budgets (which articulate targets and considerations relating to revenue, costs, stock, capital expenditure, funding, cash flow, staffing and so forth) **>** Departmental budgets **>** Individualised performance targets. |
| | 1.3 | Explain issues of risk within a financial plan | As organisations don't operate in a vacuum and as planning processes often take place for periods of activity that happen a long way forward from the planning activity, elements of risk exist in a variety of guises. A useful framework to |

				consider risk is offered by Davies et al (2008) who discuss the following 6 types of risk: Social, Political, Economic, Market, Financial and Business; these should be contextualised as applicable, to the organisation that is the subject of the discussion. It can be seen that PEST analysis or similar processes STEEPLE etc. are also helpful in articulating environmental risk. Assessment criterion 2.2 links to this element and can be tackled together.
2	Understand the construction of a financial plan	**2.1**	Explain the level of importance of each component of the plan	Linking to AC 1.2 above, these two elements could be tackled together. Depending on the components identified for the organisation under scrutiny, this element considers the importance of each component and also links to risk. Things that could be usefully considered here include: a) to what extent a variance will impact on implementation of the plan and, the accuracy of other forecasts b) if there is failure or inaccuracy in the component what is the potential for key objectives to fail? c) to what extent does the component inform other parts of the plan and d) to what extent can risk be mitigated for this component.
		2.2	Identify mitigation strategies for high risk components of the plan	Linking to AC 1.3 above, a useful model to support the identification of mitigation strategies could include (but is not confined to) Kaufman (2008) who proposes 5 (linked) approaches including: understanding the organisation's a) financial position (robustness), b) desired level of risk (appetite for risk), c) the total exposure an organisation has to risk d) whether the

				constitution of its 'portfolio' can help to reduce risk (e.g. diversification), e) how sensitivity analysis (worse and best case scenarios, Monte Carlo simulations) can inform decisions regarding risk management. There are many other approaches and learners are encouraged to also look to the strategies in their own organisations. Other possible sources include the use of: risk registers, Day's Real-Win-Worth (it) (RWW) model (2007), scenario analysis and accounting procedures such as NPV (Net present value/ discounted cash flows) and forward exchange contracts.
3	Be able to construct a financial plan	**3.1**	Construct a financial plan	This element requires an example whether real or simulated (if access is not possible) of a financial plan, ideally that reflects the organisation that is the subject of the discussion. Signposting or mapping elements discussed elsewhere in the assessment to the plan support the provision of sound evidence for not only this element but also the other learning outcomes and assessment criteria.
4	Understand how to promote the financial plan in support of strategic objectives	**4.1**	Discuss how the plan supports strategic objectives	Linking to AC 1.1, a discussion that demonstrates how a financial plan supports strategic objectives is required, ideally in the context of the organisation that is the subject of the assessment; this can be linked readily to AC 4.2 as the ratification and agreement process should seek to ensure strategic alignment when appraising requests. Some examples here might include (not
		4.2	Explain an approach to gain agreement for the financial plan	

			exhaustive) how financial support for research and development (R&D) relates to a product development strategy (Ansoff) or, how an increased marketing budget might support a market penetration strategy or product re-launch. Other examples may include significant capital expenditure on technology to enable cost leadership or, investment in merger and acquisition activity. Linking proposals closely to the vision mission, values, strategic objectives, environmental analysis and industry intelligence are foundational in any justification for support. Consider here which stakeholders are influential in the process - e.g. shareholders, providers of finance, senior team etc.
	4.3	Identify evaluation measures for the agreed plan	The identification of evaluative measures can usefully be framed using the Balanced Scorecard principle (but does not have to be). When identifying metrics and measures in this context it is useful to articulate *why* the metric is relevant, *when* it will be used (leading or lagging), *what* it tells us and *how* it informs things going forward. Examples from the organisation used as the topic would add value here.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about identifying, developing, agreeing and monitoring a financial plan that supports strategic objectives.

DEVELOPING A MARKETING STRATEGY

SCQF Level	10
Unit Number	S1008V1
SQA Unit Number	UG8504
Credit Value	6
Guided Learning Hours	20

Good Practice

CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 10 level of difficulty.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand how the marketing plan supports strategic objectives	**1.1**	Explain how the strategy of the organisation impacts on the marketing plan	Refer to your own organisation's strategic aims and objectives. Assess the vision and direction of your organisation and outline how this links to the marketing strategy. Depending on your organisation, there may be different approaches to how marketing is viewed within organisational strategy. Marketing may be an integral part of this process in some organisations, but in others it may perform a more functional role.
		1.2	Identify the component parts of a marketing plan	The marketing plan is based upon the overall strategic direction of the organisation, and this should encompass strategic and tactical levels. Kotler and Keller refer to this as the Planning –

Implementing and Controlling cycle.

Key components of the marketing plan vary according to different authors. McDonald, Kotler and Keller and Jobber have different approaches, but essentially they should contain the following stages:

- Organisational mission
- Situation analysis
- Objectives
- Marketing strategy
- Financial projections
- Implementation plan (tactics)
- Budget
- Implementation controls

You could identify the component parts of the plan used in your own organisation, or of the plan you will be constructing for this assignment.

1.3	Identify issues of risk within a marketing plan

Consider issues of risk within marketing planning in your organisation, which may relate to both internal and external factors – e.g. the economic climate, or budget. Some view marketing planning as risky in that it looks to the long-term and may prevent immediate focus. The culture within an organisation may prevent positive approach to marketing planning and this may be destructive and could be a potential risk to its success. You could identify the areas of risk in your own marketing plan.

2	Understand the construction of a marketing plan	2.1	Identify the levels of importance of each component of the plan	Identify the importance of each component part of the marketing plan listed at 1.2 above, or using your own model. You need to be able to judge and assess how important each is in relation to each other. Your answers should be relatively brief as the command verb here is 'identify'. You might want to refer to the analysis tools you would use in each component part of the plan.
		2.2	Identify mitigation strategies for high risk components of the plan	This answer could be linked to 1.3 above, and you could answer both ACs together. Considering each component part of the marketing plan in turn, identify the ones that you consider to be high risk and develop mitigation strategies to limit the risk levels. Analysis tools such as Porter's Five Forces and SWOT identified above might help you to identify the areas that pose more risk. Mitigation strategies might include investing in people or equipment, or buying forward for materials or other supplies.
3	Be able to construct a marketing plan	3.1	Construct a marketing plan	Having identified all the key components of the marketing plan, you are now asked to construct a plan. It would be useful to construct a plan for your own organisation. This is the largest section of the unit regarding word count, and you need to show that you have followed the processes of analysis in order to develop marketing strategies aligned with organisational direction (your work at 1.1 refers, and see also requirements at 4.1 below).You could conduct research to find the marketing plan that best suits your situation.

4	Understand how to promote the marketing plan in support of strategic objectives	4.1	Discuss how the plan supports strategic objectives	You will need to refer back to your analysis of the organisation's strategic objectives (section 1.1) and discuss how the plan supports these aims and objectives.
		4.2	Explain an approach to gain agreement for the marketing plan	You then need to consider your approach to gaining the approval of the key decision makers for the plan, including the marketing budget. You will also need the cooperation of other departments to ensure the plan is implemented. Jobber's ladder of support demonstrates the five stages that need to be followed to gain ultimate approval and support and might be a useful point of reference. Proctor talks about the importance of communication and Jobber about the barriers to implementation and managing resistance.
		4.3	Identify evaluation measures for the agreed plan	Finally, evaluation measures need to be considered – Kotler and Keller's framework identifies 4 areas that need to be evaluated – annual plan – profitability – efficiency – strategy and assigns key individuals who are responsible for each area, so might be a useful frame of reference against which you could identify suitable and relevant evaluation measures for your own plan.

ADDITIONAL INFORMATION ABOUT THIS UNIT

| **Unit Aims** | This unit is about developing, agreeing and monitoring a marketing plan that supports strategic objectives. |

STRATEGIC PROJECT MANAGEMENT	SCQF Level	9	Good Practice
	Unit Number	S9009V1	
	SQA Unit Number	UG8604	CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 9 level of difficulty. |
| | Credit Value | 6 | |
| | Guided Learning Hours | 20 | |

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the impact of projects and project management on strategic objectives	1.1	Assess the purpose of project planning and management	Organisational culture has a key influence in how projects are initiated, developed, executed and evaluated. Some organisations have a less structured approach and others have project management offices with ultimate control over the processing of all strategic projects. You need to demonstrate your understanding of the purpose of project planning and management. You could refer to definitions from Young and CMI and illustrate how these relate to your situation. You could assess whether or not projects enable the organisation to do things more efficiently, or do they destroy innovation by playing too much

				attention to process? You could consider why projects are initiated in the first place, and how strategic this process is in reality. Consider the purpose within your organisation and refer to examples from your workplace or approaches used by other organisations in your experience.
		1.2	Analyse how projects impact on the strategic objectives of an organisation	Understanding how projects originate and what their purpose is within your organisation will enable you to establish their link with organisational strategic objectives. In some cases, there may be a limited link to the organisational strategy as the project origin may be a "hunch" from someone with influence. Within other situations – key projects may have direct link to the organisational strategy – where others may be more linked to directorate or departmental strategy, although coherent with overall strategy. Refer to one or more projects that you have been involved with and reflect on how they related to strategic objectives – e.g. was the project initiated to meet the organisational strategic objectives, and what was the impact at project completion? You might find reference to Turner's model, Young's project phases and Cleland and Ireland useful.
2	Understand the elements of a project process and plan	2.1	Discuss the roles of a project sponsor and other project stakeholders	You need to familiarise yourself with the key roles that are required in order to implement a project. **The project sponsor** – the initiator and provides authority at senior level

The project steering team – senior managers who oversee all projects

The project manager – who runs the project

The project team – who help the project manager achieve project objectives

The project office – the backroom staff who help maintain the project

The project customer – who the project is primarily benefiting

The project stakeholders – people who have interest in the project

You could relate these roles to a real life project for the purposes of your discussion, stakeholder involvement at key stages of the project phases (initiation, planning and organisation, implementation and monitoring, completion and evaluation).

2.2	Explain the need to scope and identify specification to develop a project plan	

You need to define what is meant by **project scoping** – what is involved in the project and what isn't. The example of a real life project could help to illustrate your understanding. The outcome of the scoping is the project specification and includes the key areas listed below. Some models have been incorporated as they can be helpful in establishing the project specification.

Vision, aims, objectives (refer to SMART)

Levels of measurement and control (refer to Pinto

and Slevin's project success factors or Elbeik and Thomas's successful project requirements, risk assessment techniques)

Basic work requirements (break this down into work breakdown structure – WBS) including time factors (use Turner's milestone planning requirements, Gantt charts), cost factors (refer to cost-benefit analysis)

Required organisational structure – who is involved (refer to Larson, Gobeli and Gray who identified five types of project organisational structure)

Business case issues – environmental analysis (PESTLE), strategic fit (Cleland and Ireland), options and choice and feasibility

Other items – technical or design issues, project management control tools (Seven forces model by Turner) and supporting documentation.

2.3	Discuss the phases necessary in the construction of a project plan	This section asks you to discuss the phases of a project plan. You may find reference to Turner's project life cycle helpful. CMI has also identified the project management process as a life cycle that contains the following four stages:

Initiation of project start-up – you need to establish terms of reference, set the objectives, agree budgets, appoint team members and gain project approval.

Planning and organisation – you need to identify all tasks and define governance process |

				and reporting frequency. **Implementation with monitoring** – you need to ensure that all project activities are properly executed and controlled. **Completion and evaluation** – this is required after the project is complete – a post-implementation review. You need to refer to each phase and discuss its importance in the overall implementation of the project and potential risks involved. Using examples of your own experience of projects in the workplace could be helpful in illustrating your answer.
3	Understand how to implement the project plan and evaluate the outcome(s)	**3.1**	Explain the process of gaining project implementation agreement	In this section you are asked to explain the process of gaining project implementation agreement. Strategic projects are likely to necessitate senior management approval. The process of gaining approval will vary from one organisation to another, and you could explain the process within your own organisation. You could refer to how Srivannaboon has used Porter's generic strategies model to demonstrate the importance of the fit between business strategy and the project management elements of organisation, process, tools and metrics, and culture.
		3.2	Assess the methods for securing stakeholder support for project implementation and operations	Here you could firstly identify the stakeholders by referring to project primary and secondary

stakeholders as outlined by Cleland and Ireland. In assessing the methods for securing stakeholder support, you might find Mendelow's power/interest matrix a useful start point. Maslow's hierarchy of needs and Turner's three features of a project environment may also be useful references. Consider the most appropriate communication strategy (refer to Turner) that needs to be implemented to ensure engagement of key stakeholders – and assess which method will enable you to get the most buy-in.

3.3	Explain the evaluation process to measure project performance to meet strategic objectives	You could start this section by establishing your understanding of the need for evaluation. You could consider processes such as Young's project control system and how this can enable you to set performance objectives in line with organisational objectives and measure success. It would be helpful to acknowledge that project evaluation and review can take many forms from a formal Post Implementation Review (PIR) to face-to face meetings and reports. You could also reflect on 'in progress' evaluation which can take place throughout the project as well as the final review at the end. Again, the use of real life examples would add value.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about understanding the development of a project plan and its impact on strategic objectives.

	SCQF Level	11	Good Practice
IMPLEMENTING ORGANISATIONAL CHANGE STRATEGIES	**Unit Number**	S1110V1	
	SQA Unit Number	UG8204	CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.
	Credit Value	7	
	Guided Learning Hours	25	
			When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 11 level of difficulty.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand how to apply solutions to organisational change	**1.1**	Identify a range of organisational change, models or frameworks	You could introduce your work on this unit by establishing your understanding of why change takes place (you could refer to Handy) and outline how change impacts upon organisational behaviour. It might help to refer to your own organisation or a previous workplace and identify example situations where change has occurred, or to use this unit as an opportunity to work through the implementation of an organisational change. You could then relate your experience to some of the models and process frameworks and models outlined below and identify how these could apply

within your own experience:

- The balanced scorecard

- The big picture

- Business Process re-engineering

- EFQM Excellence model

- Kaizen Blitz

- ISO 9000 Family Quality System

- Six Sigma

| 1.2 | Apply a range of creative problem solving techniques to address change challenges | In this section you could apply several creative problem solving techniques to change challenges in your organisation. These might include:

- Lateral thinking (Edward De Bono)

- Mind mapping (Tony Buzan)

- Brainstorming (Alex Osborn)

- Rich pictures (Peter Checkland)

- Focus groups

- Away days

- Innovations laboratories

Alternatively, you could refer to Kirton's adaptation-innovation (KAI) approach to problem-solving and relate your organisation to innovator- |

				orientated creativity or adaptor-orientated creativity. Consider alternative organisations or workplaces and how creative problem solving is managed within different contexts.
		1.3	Identify and justify change solutions that link to organisational strategic plans	Having looked at models which instigate change, and applied creative problem solving techniques, you should be in a position to identify and justify change solutions. These firstly need to be matched against organisational aims and objectives and checked for alignment. The use of workplace examples would add value to your answer.
2	Understand how to develop a change strategy using implementation models	**2.1**	Evaluate a range of change implementation models	In this section you could evaluate a number of the change implementation models outlined. You need to demonstrate that you understand the pros and cons of the different approaches and how they might suit a range of change situations. The use of a tabular format might assist in the presentation of your answer. • Lewin's Unfreeze, change and unfreeze model, and Force Field analysis • Beckhard and Harris's staged process of change model • Beckhard, Harris and Pritchard's - The change equation • Kotter's Eight-stage process

		• Balogun and Hope Hailey – The change kaleidoscope
		• Johnson and Scholes – The cultural web
2.2	Identify the criteria to select a change implementation model that supports organisational change	Having evaluated a range of the above models, you could then identify the criteria that you would use to select the most appropriate model for use within your context. Suggestions for criteria to consider may involve thinking about some of the questions below. This list is not exhaustive but will enable you to start to think about these models in a meaningful way.
		• Does the change implementation model enable me to follow a systematic approach?
		• Are all stages clearly outlined?
		• Does the change implementation model allow me to factor in the strategic vision clearly?
		• Does the model enable me to consider potential resistance to change?
		• Does the model allow me to consider potential periods of uncertainty?
		• Does this model enable me to identify the cultural impact of change?
		• Does the model allow me to consider the impact on individuals within the

				organisation?
				• Does the model value the importance of communication of change?
3	Understand how to analyse an organisational response to change	**3.1**	Demonstrate the use of analytical tools to monitor the progress and the effect of change	All change programmes need to be carefully constructed so that their success can be monitored throughout all stages of the process – at the beginning, the middle and the end. The Balanced Scorecard criteria can be used in line with organisational culture and values as analytical tools in monitoring the progress and effect of a project. Nelson and Aaron's Stages of Commitment and the Kubler-Ross Change Curve are other useful tools you might consider. Your response in this section needs to show that you have applied more than one analytical tool, and have looked at both hard (quantitative measures) and soft techniques (qualitative measures).
		3.2	Assess monitoring and measurement techniques to change within an organisation	Having used some of the analytical techniques in 3.1, you are now asked to assess their usefulness. Your assessment should acknowledge both positive and negative aspects of the tools and techniques, and could show consideration of questions like:
				• Was monitoring carried out over a period of time – or just at the end?
				• Was the focus on the "people" component?
				• Was hard factual data used as a means to judge how well the project was

				performing? Or was it a mixture of both hard and soft measures?
		3.3	Analyse strategies to minimise adverse effects of change	You could consider change initiatives that have taken place within your organisation and analyse strategies that could have minimised any adverse effects on a range of stakeholders. What worked well? What didn't work well? You need to consider causes of resistance or barriers to change in your experience? Force Field analysis could help here. Consider a range of strategies that could have enhanced the experience, for example – effective communication about the reason behind the project, connecting with employees from the outset of the project or dealing with resistance in an upfront and positive way.
4	Be able to evaluate the impact of change strategies	**4.1**	Identify the processes to review the impact of the change	In this section you need to be able to evaluate the impact of a change programme in stages. Even within the same organisation, opposing views may exist on how a change programme's success was interpreted – this ambiguity can be reduced by using appropriate processes. You can link this back to one of the models that you referred to at the outset – such as Kotter's model or Beckhard and Harris's change model. You could refer to the American Evaluation Association who identified two main levels for evaluation: strategic evaluation and operational evaluation.
		4.2	Analyse the results of the impact review	Consider how results have been analysed within your own experience of a change initiative. Results from the impact review will come from

			different sources - hard measures to rate success include: on-time achievement of stages in the plan, growth in revenue, increased number of inquiries, reduced processing time, for example. Benchmark data may provide useful information. In addition you may need to access soft data through staff surveys or 360 degree feedback techniques.
			Soft measures to rate success are likely to include the people aspect and will concern – motivation levels, morale and behaviours – that can be accessed through surveys or formal discussions.
	4.3	Present the findings of the impact review	Presenting findings from the impact review will be determined by the nature of the project and its level of impact on the organisational strategy. You could refer to your own experience of how feedback about the change project in your example was delivered and consider the effectiveness of the communication to different audiences in instilling enthusiasm and understanding about the project.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about identifying, developing and implementing change strategies to meet organisational objectives, using a range of management models, tools and techniques.

STRATEGIC PLANNING	SCQF Level	11	Good Practice
	Unit Number	S1111V1	
	SQA Unit Number	U96004	CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.
	Credit Value	9	
	Guided Learning Hours	30	
			When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 11 level of difficulty.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the purpose of a strategic plan	1.1	Identify the organisational strategic aims and objectives	In this section you are asked to identify the organisational strategic aims and objectives. It would be useful to use your organisation or one with which you are familiar. You could explore the different approaches to strategy, for example; emergent and deliberate strategies (Mintzberg) and also the Resource Based View (RBV) of the Firm (Grant). At this level it would not be sufficient to rely for example, upon reference to SMART objectives alone.
		1.2	Assess the impact of stakeholder expectations on a strategic plan	In assessing the impact of stakeholder expectations on a strategic plan you could comment on the strategic purpose of the organisation and how this might be influenced by

				stakeholders. Without assessing stakeholder expectation, it could be more difficult to define the values, vision and mission accurately. You might also include: • Deciding how much an organisation might consider stakeholders based upon the way they can impact the strategy through their power and approval (or disapproval) • Prioritising and managing them in order to develop your strategy without conflict. Stakeholders can be extensive - Freeman, but can also include: • Generic types of stakeholders - Johnson and Scholes • Stakeholder mapping/Power/interest matrix - Johnson, Whittington and Scholes
		1.3	Determine the alternative strategic options available	
2	Be able to select a strategic direction from analysis of alternative strategic options	2.1	Determine the alternative strategic options available	A major part of the strategic process is the analysis of the external and internal business environment. An answer could outline the process for determining the alternative strategic options available and in so doing cover some of the following: • STEEPV (PESTLE) analysis

- Competitive environment analysis

- Globalisation

- Levels of strategic capability - Johnson and Scholes

- Resources and capabilities

- Distinctive/Core Competences

You might also make reference to any relevant tools/techniques and models, including: Porter's diamond model, Porter's three generic strategies, and Value Chain Analysis and their limitations.

Other models referenced could include:

Lynch's four links model and Creating alternative strategic options, for example:

- Environment-based options

- Resource-based options

| 2.2 | Assess the feasibility of alternative options | Here you are asked for an assessment of the feasibility of alternative (strategic) options. You might make use of an evaluation matrix and objective hierarchy where each of the strategic options are evaluated against the organisational objectives and associated KPIs. A full response might also make reference to strategic assumptions, critical decisions and constraints (Theory of Constraints) and the need to respond to the near and far business drivers |

			(environmental factors/PESTLE/SEEPV).
	2.3	Conduct a risk assessment of preferred alternatives	In conducting a risk assessment of preferred alternatives you could refer to types of risk in terms of: • Operational risk • Supplier and customer risk • Financial and liquidity risk • Technical risk This could be presented in terms of a risk evaluation matrix. Alternatively you could use the preferred approach and associated tools used by your organisation; for example, FMECA analysis and also include the risk mitigation strategy.
	2.4	Identify the selected strategic directions	Building on the answers to AC's 2.1, 2.2 and 2.3, a considered response would identify the selected strategic direction and discuss the direction in terms of the following although this should not be seen as an exhaustive list: • SMART Objectives • Response to the near and far business drivers (environmental factors/PESTLE/SEEPV) • Constraints and risks • The required resources and capabilities

		2.5	Produce a strategic plan to achieve the selected strategic directions	Building on the answers to assessment criteria 2.1, 2.2 and 2.3, a considered response would identify the selected strategic direction and discuss the direction in terms of the following although this should not be seen as an exhaustive list:
				• SMART objectives
				• Response to the near and far business drivers (environmental factors/PESTLE/SEEPV)
				• Constraints and risks
				• The required resources and capabilities
3	Be able to implement and evaluate the strategic plan	3.1	Assess the factors to be considered in the implementation of the strategic plan	In assessing the factors to be considered in the implementation of the strategic plan your answer could make reference to:
				• The resources needed
				• The implementation strategy and plan
				• The risk plan including risk mitigation strategy
				• Timescales and key milestones
				• The current validity of the organisation's policy and direction with respect to the near and far environments
				• The communications plan and strategy including the adequacy of the

				• communications channels
				• How policy is going to be cascaded across the organisation
				• The review and update process – although this is covered in more detail at 3.3 below
	3.2	Implement the strategic plan		For this criterion you could build upon the answer to AC 3.1. You could describe how the strategic plan is implemented in the context of your organisation and could also describe the specific processes used to implement the plan including by whom in different organisational units and departments.
				You could explore who:
				• Has the authority to change the plan to fit the context of an organisational department
				• Has the responsibility to implement the plan
				• Does the work to implement the plan
				• Has the expertise to ensure the plan is implemented
				• Needs to be informed of any changes to the plan
				• Needs to consulted to implement the

				plan
		3.3	Determine the processes required to monitor and review the strategic plan	Your answer could describe the processes required to monitor and review the strategic plan in terms of: • The review and update periods • The data and information needed to monitor and review the strategic plan • The top down / bottom processes required to monitor and review the strategic plan • Who could be involved in the processes of monitoring and reviewing the strategic plan • Who needs to be informed and consulted about the monitoring and reviewing processes • The formats in which information will be collated and presented
		3.4	Evaluate the impact of the strategic plan	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about the process of creating and implementing strategic plans.

STRATEGIC HUMAN RESOURCE PLANNING

SCQF Level	10
Unit Number	S1012V1
SQA Unit Number	UG8704
Credit Value	8
Guided Learning Hours	10

Good Practice

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When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 10 level of difficulty.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand how the HR plan supports the strategic objectives	**1.1**	Assess the strategic importance of current, future and anticipated HR requirements	Closely interrelated, these criteria seek to explore the linkages between the HR function (and its planning) and the 'strategic plan'. A key linkage is the connection between the human resource (as a key resource and competence) and an organisation's strategic capability. Areas to consider as a framework for discussion could include the notion of 'resource based strategy' including an analysis of the 'value' of such HR-related competencies (threshold, unique, core etc) in their ability to deliver strategic objectives.
		1.2	Analyse how HR planning impacts on the strategic plan	HR planning seeks to manage current and future HR requirements and thus will wish to align its approach to the strategic direction of the

				organisation. Examples here could include (but are not confined to) forecasting the replacement demand within the organisation over time (due to demographic changes, retirement and other attrition for example) and then factoring in any growth in demand for employees in order to establish a total demand profile in line with strategic objectives. This activity will not only consider the numbers of staff but also the skills sets required. Relevant contributors include: Barney (1991), Hamel and Prahalad (1990) and Johnson, Scholes and Whittington (2008)
2	Understand the legal and organisational frameworks for employment	2.1	Evaluate the current legal requirements influencing a HR plan	Employment law and associated legal dimensions (e.g. Human Rights) present a dynamic and sometimes complex environment for the HR function and HR planning. Learners should ensure their work remains current by researching recent cases and reflecting any changes to the legal framework which may supersede some of the examples in this good practice document or in CMI Pathways. HR planning will seek to meet the needs of the organisation both strategically and operationally whilst remaining compliant of the legal framework. Dimensions here could include consideration of (but are not confined to): equality/ discriminatory practice, health and safety responsibilities, Data Protection, family friendly requirements and flexibilities, pension's provision and consultation arrangements.

		2.2	Describe a process for recruitment and selection of new staff that complies with current legislation and organisation requirements	Again, this good practice document may be superseded by changes in legislation but, in general terms, a process (which could outline a selected organisation's specific approach) will be informed by an overarching requirement for fairness. Specific stages of the process may include (but are not confined to) consideration of the following elements: non-discriminatory practices in the: production of job descriptions and person specifications, advertising, application criteria, short listing, interviewing and testing, obtaining references and contracting.
3	Understand the effect of the organisational culture on staff	3.1	Discuss how organisational culture affects recruitment and retention of staff	It would be informative to commence a discussion on organisational culture with a referenced definition from a suitable source; ideally contextualised to the organisation that is the subject of the discussion outlining the characteristics of its own culture. Contributors to consider here include Schein, Handy, Johnson et al, Jim Collins and tools and models could include: the cultural web or 'Handy's four cultures' for example. Organisational values can also usefully be discussed as a dimension of culture. In contextualising the discussion to an organisation, opportunities exist to evaluate and discuss impacts around recruitment and retention of staff; including the notion of recruiting individuals who provide cultural fit and are aligned with organisational values.
		3.2	Evaluate work life balance issues and the changing	In terms of work-life balance and 'changing' work practices, this can be linked to (amongst other things) organisational culture but also the

			patterns of work practices	changing nature of society and the market place (employment law, globalisation, aging population, Generation X v Generation Y, parenting and caring responsibilities) the impact of this can inform many changes to the extent to which staff seek employment which provides them with an acceptable level of flexibility and work life balance (and similarly presents challenges for employers to ensure they can attract and retain the right calibre of staff). Some resulting types of 'changing work practices' could include: 24/7 production and sophisticated shift patterns, flexible hours, term time only contracts, school hours-friendly working patterns, family friendly policies, working remotely, job sharing, hot desking and the casualisation of the workforce (agency and seasonal staff capacity etc.). A review of contemporary news and research from contributors in the HR field including, for example, the CIPD would enable the discussion to remain current.
4	Understand the grievance, discipline and dismissal process	4.1	Identify the process to be followed in a grievance situation	Ideally this will be informed by the selected organisation's approach/policy and will outline the 'journey' through a grievance, highlighting where elements are informed by statute or interpreted in codes of practice (e.g. ACAS). Considerations here could include (but are not confined to): informal and formal stages, what records are required, investigations, representations, the range of outcomes, appeals procedures, records retention periods and requirements (notes on

			'files').
	4.2	Describe the stages of a discipline issue that results in dismissal	Similarly, this criterion could draw from actual HR policies that inform the disciplinary process and in this example are focused on the stages that result in the most serious of all the outcomes: dismissal. To this end, areas for consideration could include: stages, record keeping standards and requirements, differences between misconduct and gross misconduct, investigations, representations, warnings, summary dismissal, appeal procedures, records retention periods and requirements (notes on 'files'). The use of a practical example (anonymised) could help to illustrate understanding.
	4.3	Explain the role of ACAS, Employment Tribunals and other external agencies that could be involved in grievance, discipline and dismissal processes	Because of the complexities faced by the HR function and the challenges of dealing with certain HR issues, a number of external agencies are active in this environment; the main ones are ACAS and Employment Tribunals (ETs). The Learner should review the web based and other information sources pertaining to these agencies in order to formulate a response to these criteria which may include (but are not confined to): Issue of Codes of Practice, mediation services, advice and guidance, dispute resolution activities, interpretation of the legal framework, ruling on cases and financial settlements.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about the role of human resource planning and the links with strategic objectives.

STRATEGIC LEADERSHIP	**SCQF Level**	11
	Unit Number	S1113V1
	SQA Unit Number	UG8304
	Credit Value	7
	Guided Learning Hours	30

Good Practice

CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 11 level of difficulty.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	
1 Understand an organisation's ethical and value-based approach to leadership	**1.1** Analyse the impact of the organisation's culture and values on strategic leadership	In addressing this assessment criteria a good answer would analyse the impact of the organisation's culture and values on strategic leadership taking into consideration some of the following: • Shared Culture - Trice and Beyer • Types of leadership • Task or people? - Peter Farey • Leadership motivations and behaviours • Leadership context

			• Leadership vs management skills, e.g. in a project life cycle - Wideman
			• Leadership vision and values
			There are many writers on this subject and reference could also be made to the work of Covey, Kotter, Warren Bennis, Robert Townsend, and Boyett and Boyett amongst others.
	1.2	Discuss how organisational specific, legal, regulatory and ethical requirements impact on strategic leadership demands	In discussing how organisational specific, legal, regulatory and ethical requirements impact on strategic leadership demands you could differentiate between generic legal and regulatory demands. For example, employment law, health and safety, as well as sector specific demands, for example food safety, the regulatory bodies that relate to your sector for example gas safety or other closely regulated sectors.
	1.3	Evaluate current and emerging social concerns and expectations impacting on strategic leadership in the organisation	In this section, where you are required to evaluate the current and emerging social concerns and expectations you could make reference to the debates on green issues including any carbon tax, waste emissions and concerns expressed by stakeholders in your specific sector or one of your choice.
			Other social concerns could be explored in terms of how they help organisations hire and retain their people. From a global perspective a good answer could include comments on the growing sense that responsibility for righting social wrongs belongs to all organisations.

| 2 | Understand strategic leadership styles | 2.1 | Evaluate the relationship between strategic management and leadership | Here you are asked to evaluate the relationship between strategic management and leadership. In answering you could make reference to some of the following ideas concepts and their associated models. Your answer should not be a mere description but an evaluation with comments on the appropriateness of these models in context of their organisations. Please note that this is not an exhaustive list.

• Leadership and motivation

• The cultural web – Johnson

• Situational leadership - Hersey and Blanchard

• Transactional leadership

• Transformational leadership

• Action-centred leadership – Adair

• The leadership continuum - Tannenbaum & Schmidt |
| | | 2.2 | Evaluate leadership styles and their impact on strategic decisions | This assessment criterion requires an evaluation of leadership styles and their impact on strategic decisions. A full response could comment on some of the following ideas in context of their organisations:

• Leadership behaviours |

		• The leadership grid - Blake and Mouton
		• Emotional intelligence and leadership styles – Goleman
		• Level 5 leadership - Jim Collins
2.3	Discuss why leadership styles need to be adapted in different situations	Here you are required to discuss why leadership styles need to be adapted in different situations incorporating some of the following ideas and theories:
		• Leadership and motivational theory
		• Theory X and theory Y
		• Maslow's hierarchy of needs
		• Motivational theories developed by Chris Argyris, David McClelland and Rensis Likert
2.4	Evaluate the impact of leadership styles on the organisation	In evaluating the impact of leadership styles on the organisation you could make use of a number of writers and models. A good response might comment on some of these ideas in context or their organisation noting that some Learners may work for national or international companies.
		• Characteristics of leadership
		• Attributes of leadership - John Gardner
		• Seven 'megaskills' of leadership - Burt Nanus
		• Leadership as capabilities - Ancona et al

3	Understand leadership strategies and their impact on organisational direction	3.1	Evaluate two differing leadership strategies	Here you should chose 2 differing leadership strategies and as part of your evaluation of the 2 strategies make reference to some of the following:
				• Organisational contexts and adaptations
				• The strategic context
				• Contextual factors in strategic change
				• Evolution or revolution?
				• Situational leadership
		3.2	Determine situational variables which could cause a change in leadership strategy	In determining situational variables which could cause a change in leadership strategy you might consider including some of the following:
				• Strategies for change: overcoming resistance to it - Kotter and Schlesinger (2008)
				• The 'change equation' - Beckhard and Harris
				• The cultural context - Edgar Schein and Hofstede,
				• The interplay of organisational culture, leadership, and organisational effectiveness, source - Parry and Proctor-Thompson
		3.3	Analyse a leadership strategy to support organisational direction	Here you are required to analyse a leadership strategy to support organisational direction. This

is a broad subject and you might consider some of the following when developing your response:

- The leader as change agent

- Tools for culture change

- Four tools of cooperation and change - Christensen et al

- Informal coalitions and the leadership agenda

- Leadership vision and values

- Engaging people with vision

- A motivationally rich vision

- The 7Rs of changing minds

- Communicating the vision

- Effective communication - Kotter

- The 5Ms of magic meetings

- Gaining followers through values and building trust

- Ethical leadership - Monty Burns

- Ethical leadership as a strategic issue

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about understanding strategic leadership skills and strategies and the understanding of ethical and cultural issues within the organisation.

STRATEGIC LEADERSHIP PRACTICE	**SCQF Level**	11	**Good Practice**	
	Unit Number	S1114V1		
	SQA Unit Number	U96204	CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.	
	Credit Value	7		
	Guided Learning Hours	30		
			When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 11 level of difficulty.	

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the relationship between strategic management and leadership	**1.1**	Analyse the concept of managers as effective leaders	In this section, you are required to demonstrate through analysis your understanding of the difference between an effective "leader" and an effective "manager". You could answer ACs 1.1 and 1.2 together. As part of this analysis, you could refer to definitions of leadership and management (Warren Bennis, John Kotter, and Robert Townsend) and apply your understanding in relation to your work experience. Think of a successful leader or manager with whom you have worked and outline a range of situations where they have been able to demonstrate both leadership and management techniques. You

				could also refer to high profile leaders and managers in order to compare and contrast strategic leadership and management in a range of different organisation types.
		1.2	Analyse the concept of leaders as effective managers	You could also draw on your experience of situations where a manager may be required to take on the role of a leader, and provide examples of this from your experience. Analyse the situation and determine why leadership qualities were needed. Conversely, you could then reflect on an example from your workplace where a leader has had to perform a manager role. Why was this required? Analyse the nature of the context and justify why management skills rather than leadership skills were required in this scenario.
		1.3	Analyse the balance needed between the demands of strategic management and strategic leadership	In response to this AC, you could refer to models such as Wideman's Leadership versus management skills in a project life cycle, and Farey's. The balance between leadership and management in terms of task and people, in order to analyse how a balance of both leadership and management skills are is required to operate effectively at a strategic organisational level. It might help to provide examples from the workplace and from external research to support and add value to your answer.
2	Understand leadership principles that support organisational values	**2.1**	Evaluate the role of the strategic leader in the creation of the organisation's vision, mission and values	In this section you are required to show that you understand leadership principles that support organisational values.

You could start by demonstrating your understanding of the organisation's vision, mission and values, and evaluating the role of the strategic leader in creating this organisational direction. You could as part of your evaluation consider: What are the characteristics of a good "vision"? Consider organisations with which you are familiar and reflect on their vision – does it inspire you? Is it a fair reflection of how the organisation should ride current market conditions? Quite often the vision will need to realistically reflect the economic or competitive context in which an organisation finds itself. Consider the role of the strategic leader in creating this vision and evaluate how pivotal strategic leader's role is in creating the vision that will motivate the workforce to focus on the way forward, even through turbulent periods.

2.2	Discuss the leader's role in communicating the organisation's vision, mission and values to others	

This AC requires you to discuss the strategic leader's role in communicating the organisation's vision, mission and values. You could refer to Gardner's 7Rs of changing minds – as these levers can impact the process of mind change that may need to occur to get buy-in from inside the organisation. Part of the communicating process is to build trust between the leader and follower. You could consider whether your current leader communicates in a way that builds trust. Other frames of reference available are: John Baldoni's characteristics of leadership or John Kotter's elements of effective communication or John Baldoni's 5Ms of magic meetings – and you

		could use one of these models to demonstrate how your current leader inspires trust by their use of leadership communication.
2.3	Analyse how personal energy, self-belief and commitment impact leadership styles and their application in the strategic environment	In response to this AC, you could research Stephen Covey's views on leadership and those of Goffee and Jones. They outline that leaders need to build and maintain trust and adopt an authentic to inspire followers. In your analysis you could consider the positives and negatives associated with being authentic and relate this to your workplace. Think about strong leaders in your experience – political leaders and those in prominent public roles – is there a similarity in their leadership styles? Do all successful leaders have similar personal energy levels? Is there a personality propensity that can be identified amongst successful leaders? Consider those who did not gain support from their followers – what was it about their style and approach that did not build trust?
2.4	Discuss how ethical leadership engenders empowerment and trust, identifying its impact on organisational practice	You could start your response to this AC by considering how organisations develop their own values. Does this come from within the organisation or does it stem from the leader? How important is it for leaders to behave in an ethical way – is this determined by the industry sector? Consider the recent prominence of ethical leadership. How important is this in your workplace context? Consider Henry's Comprehensive authentic leadership model or Barratt's Seven levels of leadership model in your response. How far do you believe that trust

				causes the leader to behave in an ethical way? Or is ethical practice determined by the nature of the industry and the impact of regulation and what other PESTEL factors are driving this aspect of leadership?
3	Understand leadership strategies and the impact on organisational direction	**3.1**	Evaluate transformational leadership and its impact on organisational strategy	This section could commence with an overview of your observations and research of the impact of strategic leadership styles. You could compare how distinct leadership styles (transactional, transformational or situational) impact on staff motivation. Reference might be made to the Bass and Avolio's Full Range of Leadership model. It could be helpful to be able to draw on your own experience of leadership impact on the culture within an organisation. You could go on to consider situations where a transformational approach to leadership has impacted organisational strategy – has this style motivated individuals to achieve strategic objectives? Demonstrate how this style has made a positive impact. Equally – consider situations where it has created a negative impact – was everyone on board with this approach? Evaluate the impact of this approach on an organisation. Outline with supported research and justification if organisational culture was suited to this leadership approach.
		3.2	Evaluate transactional leadership and its impact on organisational strategy	You could then reflect on your experience of what is deemed to be a more outdated leadership style

			- transactional leadership – is this method really out of date? Are there situations where this style works effectively? Give examples of how this style may positively impact organisational strategy. Consider situations where the opposite has occurred – and evaluate the overall impact of this style on organisational strategy – and on the motivation levels amongst employees.
	3.3	Evaluate situational leadership and its impact on organisational strategy	Finally, the concept of situational leadership developed by Goleman suggests that different leadership styles can be applied depending on the context – enabling the leader to respond to meet the needs of the situation. You could evaluate how this approach can be used to meet organisational strategy. You need to consider whether it is more beneficial for leaders to adapt leadership styles to meet changing situations within the organisation than it is to provide the direction and self-belief inherent in that leader's own personal style and approach. Reference to examples from your own experience or research – either leaders in the workplace or leaders in the public eye, would add value.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about the links between strategic management and leadership, key leadership principles, theory and organisational strategy.

INTRODUCTION TO STRATEGIC MANAGEMENT AND LEADERSHIP

SCQF Level	9
Unit Number	S9021V1
SQA Unit Number	UG8804
Credit Value	10
Guided Learning Hours	45

Good Practice

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LEARNING OUTCOMES		**ASSESSMENT CRITERIA**		
1	Be able to construct a personal development plan	**1.1**	Construct a personal development plan to address short, medium and long term needs	*Learners should consider the completion of this section following that of the other elements of the assessment brief which may indicate relevant development needs to be included in the plan.* It would be informative for this section to commence with a short outline or introduction of personal development planning as an activity and its features; reference to the 'personal development planning cycle' may assist here along with the ways in which feedback has been gathered to inform self-assessment as part of the PDP activity (for example: 360 degree feedback, appraisal feedback, coaching feedback,

psychometric assessment, personal SWOT analysis etc).

There are various formats for the construction of PDPs and, if the candidate's organisation already utilises such documentation then this would be the preferred media to use. However, if this is not available, then a template can be obtained from the CMI web resources or, there are a number of examples on other educational websites. Should the Learner prefer, then they can create their own approach to constructing the PDP and typical headings could include (but are neither exhaustive nor prescribed): *Objectives (SMART), Prioritisation (including High, Medium, Low and, Short, Medium & Long term), Resource needs, Actions and implementation Plan, Achievement/review date.* (1.1)

The development needs and objectives identified in the PDP should be commensurate with a strategic role or with commencing one. Contributor's that offer a theoretical perspective in this area ('Career Pipelines' and 'Career Anchors') include (but are not confined to) Pedler et al (2007), Burgoyne J (1999), Schein and, Torrington et al (2002).

1.2	Evaluate the impact and relationship of a personal development plan on own development and achievement of organisation objectives	In completing the plan, research could usefully be undertaken to establish and report on any organisational/strategic/policy stance on personal development; as would the use of actual organisational feedback where possible as this

			supports alignment of the personal development activity with the accomplishment of the organisational objectives (1.2/1.3).
	1.3	Analyse how the development plan affects, or could affect, achievement of organisational objectives	It is recognised that during the assessment period, it could be, potentially, unlikely that all objectives identified in the plan will be accomplished. However; the Learner could still usefully include narrative that articulates HOW the plan will be evaluated (or how PDPs have been evaluated in the past). Such approaches may include the involvement of others as part of the appraisal / review or coaching process or, the reflections and evaluative processes following the completion of a qualification or other development activity (e.g. a conference attendance, shadowing or secondment). Typical questions to assist this process might include:

What went well? Or didn't? What would I do differently?

Similarly, in establishing impact on organisational objectives questions might include those above and could also be supplemented with: (1.3)

What has changed (both at a personal and organisational level)? Can this impact be evidenced? Is it working? What else needs doing? (1.2 / 1.3)

2	Understand data and information, skills of quantitative analysis	2.1	Determine the data and information available to the strategic manager for decision making	Commencing ideally, with a recognised definition of both data and information, this narrative will seek to determine the data and information available to support 'strategic' decision making (ideally within the candidate's own organisation) and may usefully include (but is not confined to) the following aspects:
				• What kinds of data are used to support strategic decisions and what needs to happen to create information from data? (types of data might include: financial data, sales data, HR data and client data)
				• How is this information used in combination with skills and experience to create knowledge/tacit knowledge)? How can managers access this knowledge to make judgements and support decision making? (e.g. analysts information, expert/specialist opinions, external information)
				• Qualitative v quantitative data/information characteristics and types available
				• Primary and secondary data/information characteristics and types available.
				• What characteristics should the information have for the manager to have confidence in its use in decision making?

			E.g. accessibility, currency, validity, reliability, relevance, accuracy etc.

Ideally contextualising to own organisation and, ensuring that this response maintains a strategic focus, the candidate should avoid simply listing information types and sources but be selective and impactful in selecting the required number of key examples and relating these to both the strategic dimension and the use of the information in decision making. |
| | | **2.2** Identify core financial data, analyse the data and draw conclusions | Using organisational examples of core financial **data (for example management accounts, balance sheets, profit and loss statements, or budgets) perform analysis that would be appropriate at a senior level (e.g. comparative/ratio analysis as opposed to, say, balancing a cash book) and formulate conclusions leading to associated recommendations in order to make organisational improvements. Examples of this could be analysis of a budget that identifies areas of risk such as overspending, a proposal for capital expenditure, ratio analysis or, a calculation that shows return on investment for a project. |
| | | **2.3** Discuss methods to recommend a course of action, or organisational improvement, as the result of conclusions, including methods of presenting the recommendation | Following the analysis and formulation of recommendations, the candidates should also show how they would present this information in order to move their recommendation forward; this should include a rationale for a particular type of presentation method in line with (their) organisational protocols. For example, the presentation of a report to a relevant finance |

				committee or to the finance director in order to secure agreement to the proposed changes. When outlining the use of a presentation method the candidate should indicate the contents and composition that would be require for example, objectives, impacts, information analysis, recommendations etc but does NOT need to actually create the presentation. **where possible (if this is not accessible your CMI centre will provide guidance and alternatives)
3	Understand core marketing concepts	**3.1**	Outline the core marketing concepts relevant to the role of a strategic manager	This section could be introduced through some definitions-based narrative and a brief overview of the candidate's organisation. The subject of 'marketing' is a significant one and, depending on the resources engaged with there are number of elements that are described as 'marketing concepts' therefore the candidate should initially be guided by their own organisational approaches, mapping these where possible to recognised theory Elements that would be relevant to this response in terms of 'concepts' includes but are not confined to: • Production, Product, Selling and Marketing concepts • Market segmentation and targeting • Developing the product or service that

				• 'Positioning' the offering
				• Eliciting responses from desired market using the Marketing Mix
				Learners should consider how these activities are relevant to the role of a strategic manager recognising the close relationship of marketing and strategy as disciplines. Leaners should consider keeping 'customer focus' at the forefront of their discussion.
				Contributors to this area are numerous and include: Kotler, Ansoff, Jobber, and the Chartered Institute of Marketing & Michael Porter.
4	Understand the need for staff increases	**4.1**	Explain methods to be used to identify and agree an increase in staffing levels	The Human Resource planning process underpins effective HR strategy and includes the forecasting of human resource requirements both in terms of changes to the numbers and capacity of the human resource including changes in skills set. There are many methods that contribute to this aspect of management and candidates are encouraged to research those practiced by their own organisations to support their explanations. Such practices may include: • Demand forecasting (statistical models based on specific organisational objectives e.g. increases in output and thus the HR demand to resource this. • Work study methods (job and task

				analysis)
				• Delphi technique
				• Labour turnover analysis (including stability index, cohort analysis, census methods etc) Contributors to this topic area include: Torrington et al (2007) and Hannagan.
5	Understand methods that support performance improvement	5.1	Analyse methods or processes to assess, or evaluate, the performance of others, and to support performance improvement	There are many methods employed within organisations to support performance improvement and management; Learners are encouraged to research their own organisational practices and draw the required number of examples from these as relevant. The following list is neither exhaustive nor prescriptive but outlines recognised methods and concepts that support those methods and are relevant to this topic area: • The Golden thread (linking organisational, vision mission and objectives to departmental team and individual objectives) • SMART objectives and targets and goals generally:' outputs versus outcomes' • Balanced scorecard methods • McKinsey's 7S as a method for performance gap analysis

- Strategic and operational plans

- Appraisals and supervision

- Team performance meetings and reviews

- Quality and performance improvement plans (QIPS and PIPS)

- Self assessment and similar review methods

- Continuous improvement philosophies including PDCA, EFQM etc

- Informal methods such as MBWA

There are a significant number of contributors in this topic area; these include: Senge, Armstrong, Levinson and, Mark A. Stiffler.

ADDITIONAL INFORMATION ABOUT THIS UNIT

| Unit Aims | This unit is about the foundation skills and knowledge of a strategic manager and leader, for those who are new to the role. |

DEVELOPING RISK MANAGEMENT STRATEGIES	**SCQF Level**	11	**Good Practice**	
	Unit Number	S1122V1		
	SQA Unit Number	UG8404	CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners. When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 11 level of difficulty.	
	Credit Value	9		
	Guided Learning Hours	30		

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the concept of risk, roles and responsibilities for risk management, and risk management tools and models	**1.1**	Explain the meaning of risk management to an organisation	Here you are required to explain risk management within an organisational context and at this level you should be able to provide references to support your explanation. In your narrative you should not only explain the concept of risk but also the roles and responsibilities within risk management. A full answer might also include some of the following: • Concepts of risk including strategic risk and strategic risk management • The problems of risk in an organisation or operational context

			• Risk and uncertainty
			• Strategic integration of risk management
			• Unforeseeable risks - e.g. Nassim Taleb
			• Predictability versus unpredictability
			• Types of strategic risk, e.g. operational, financial , corporate, environmental and project risk
			• Risk and legislation
			• Risk and stakeholder perception
	1.2	Determine the roles and responsibilities for risk management at senior management level	Building upon 1.1 you are asked to give the roles and responsibilities at a senior management level. At this level of qualification this should be more than a list. Your answer should include some of the following:
			• Senior management responsibilities
			• Attitudes to risk - Hurwicz, Wald, Savage and Laplace criteria
			• Managing the irrational risk in organisational risk management - Taleb
			• Your risk vulnerability - Allan and Beer
			• Managing complexity, uncertainty and ambiguity
			• Dynamic risk management

				• Senge's ladder of inference
		1.3	Evaluate risk management models	This criterion requires an evaluation of risk models. There should be an evaluation of a minimum of 2 models but could include more. Your answer could include some of the following as part of your response: • The ERM approach and components of ERM - COSO ERM framework and the pros and cons • The M_o_R (Management of Risk) framework and its pros and cons • The GRC capability model - Open Compliance & Ethics Group (OCEG) Red Book and its pros and cons • IS0 31000:2009 standards and the pros and cons • An organisation's risk management policy, objectives and plan • Six steps to managing strategic risks - Slywotzky and Drzik • Ingredients of a risk management framework • Strategic objectives, KPIs and risk
2	Be able to develop a risk management strategy	**2.1**	Evaluate risk management criteria against which risk can be assessed	This assessment criterion again asks for an evaluation and at this level your evaluation should

show the strengths and weaknesses of a range of criteria. Your answer might include some of the following:

- Risk management process - ISO 31000:2009

- The rational approach to decision making

- WBGU Risk classes and strategies

- Risk profile and risk appetite

| 2.2 | Critique techniques to identify and quantify risk, including risk interdependencies |

Here you are asked for a critique of the techniques that you might use to both identify and quantify risk including any interdependencies. In your narrative you could make reference to the following:

- Risk identification - Risk interdependency - ISO Guide 73:2009

- Risk analysis techniques

- Risk factors and criteria

- Problem of risk analysis: e.g. scoring methods

- Risk techniques such as: radar charts, the *Failure Mode, Effects and Criticality Analysis* (FMECA), probabilistic risk analysis and, Monte Carlo analysis

| 2.3 | Develop strategies to eliminate, mitigate, deflect or accept risk |

For this assessment criterion you are required to develop strategies to eliminate, mitigate, deflect or

accept risk. You answer would be enhanced by the inclusion of some work place examples. Your response should explore how you have or could develop strategies. In your answer you should cover:

- Risk evaluation

- Types of risk treatment strategies

You might also cover some of the following to support your chosen strategy:

- risk avoidance

- risk reduction

- risk transfer

- risk retention

2.4	Determine a process for communicating, resourcing and managing risk management strategies	This section looks at the communication, resourcing and management of risk strategies and will build upon your answer in 2.3.

- Communication methods – Shannon and Weaver

- Resourcing, allocating roles and responsibilities

- Corporate financial controls and governance

- Policy cascading and dissemination – a very good answer might reference Stafford Beers VSM and the use of complexity

				drivers to identify autonomous business units which require specific policy and governance
				• Risk treatment plan
				• Resourcing risk management strategies and plan
				• Cost benefit analysis and securing funding
3	Be able to evaluate a risk management strategy including a disaster recovery plan	3.1	Evaluate the outcomes of risk management strategies	Here you are asked to evaluate the outcomes of risk management strategies and at this level you should provide a full evaluation of the outcomes of your strategy. In your response you should address most of the following: • Aspects of strategic risk management evaluation - e.g. Hubbard • The scope of strategic risk management evaluation • Issues with control systems - e.g. Hubbard • An assessment tool for strategic risk management - HM Treasury and EFQM Model
		3.2	Determine actions to respond to outcomes of risk strategies	Having undertaken an evaluation of the outcomes you are now required to give the actions that arise from that evaluation in 3.1. In support of your action plan you could use some of the following: • Improving strategic risk management -

			• e.g. GRC capability
			• Over-optimism in risk management - e.g. Hubbard
			• Treasury and Risk's 2009 Enterprise Risk Management
	3.3	Devise a disaster recovery plan	This section requires that you devise a disaster recovery plan. This may be in tabular form but could also be supported by a narrative that could covers the following: • Planning for disaster • Business impact analysis (BIA) - The Business Continuity Institute (BCI) • Ingredients and format of a BIA • Devising a disaster recovery plan
	3.4	Examine influences that would affect a review of the disaster plan	For this assessment criterion you should provide a review of the various influences that might affect a review of your disaster plan. This will build upon your answer to 3.3 but could include: • Organisational processes for reviewing the disaster recovery plan • Best practices for review • Access to individuals and data • Size of organisation • Environmental and legal issues

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about developing an organisational risk management strategy, communicating and resourcing risk management strategies, and evaluating outcomes.

STRATEGIC CORPORATE SOCIAL RESPONSIBILITY	SCQF Level	11	Good Practice
	Unit Number	S1123V1	
	SQA Unit Number	U96304	CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 11 level of difficulty. |
| | Credit Value | 9 | |
| | Guided Learning Hours | 30 | |

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Be able to develop a Corporate Social Responsibility strategy	1.1	Develop arguments for Corporate Social Responsibility that comply with internal and external organisational objectives	In this section you are required to give the arguments for CSR that comply with internal and external organisational objectives. These might include the legal and environmental issues including:

• Health and Safety

• Energy

• Waste

• Pollution and emissions – DEFRA |

			• SENSIBLE approach to CSR - Favell
			• The speed of change and the social case
	1.2	Determine the impact of a Corporate Social Responsibility strategy on internal and external organisational stakeholders	Here you are required to discuss the impact of a CSR strategy on your stakeholders both internal and external. In response to this assessment criterion you might make use of the 'SENSIBLE' framework or any other of your choice to help determine the impact of a Corporate Social Responsibility strategy. It might also be useful to support your answer with examples from your organisation or one with which you are familiar.
	1.3	Review the organisation's strategy for alignment with a Corporate Social Responsibility strategy	This assessment criterion requires that you make a review of the CSR strategy for alignment with the organisation's overall strategy. In your answer you might underpin your review through the use of models and writers on strategy for example Johnson and Scholes or Mintzberg. A fuller response could also consider how the strategies are cascaded to operational units and the review and evaluation process.
	1.4	Develop a Corporate Social Responsibility strategy that supports internal and external organisational objectives	Here the question asks you to develop a CSR strategy that supports both internal and external objectives. In your response you might discuss some of the following: • Organisational strategies – Johnson and Scholes, Mintzberg • Policy cascade to operational units –

				Stafford Beer's VSM model might help here
				• Strategies and governance including (SMART) objectives and gaols
				• CSR strategies in practice
				• The Key areas covered in a CSR strategy
2	Be able to implement a Corporate Social Responsibility strategy	**2.1**	Analyse the organisational value chain for alignment with the Corporate Social Responsibility strategy	For this criterion you are asked to analyse a value chain for alignment with CSR strategy. A comprehensive answer would include some of the following • The organisations value chain – Porter • Value chains and alignment – vertical and horizontal • The organisations strategy and CSR policy • The organisations brand, image and reputation – Strategic Marketing • The organisations CSR policy on suppliers, buyers, customers and partners
		2.2	Determine methods for agreement and engagement with all stakeholders for the Corporate Social Responsibility strategy	Here you are required to give the methods that can be used to engage all stakeholders, internal and external in the CSR strategy. To support your answer you might use a range of writers and

models. These might include:

- Peter Checkland's Soft Systems Methodology (SSM) model

- CATWOE analysis to identify primary and secondary stakeholders

- Considering internal and external stakeholders and their focus - Freeman

- Multiple perspectives analysis – Linstone

A very full answer might also include the use of Critical Systems Heuristics to quantify those effected by and those impacted by CSR policy where in global organisations stakeholders may have different value systems.

| 2.3 | Devise an implementation plan for the Corporate Social Responsibility strategy | This section requires you to devise an implementation plan and it would be useful to support your answer with a specific organisational example. In devising your plan you should include some of the following: |

This section requires you to devise an implementation plan and it would be useful to support your answer with a specific organisational example. In devising your plan you should include some of the following:

- Planning the CSR strategy process and implementation (Learners should consider resource implications)

- Principles of planning and phases including the importance of communication

- KPIs and critical success factors – e.g. Rockhart

- Identifying the possible impact

				• Getting stakeholder buy-in
				• The politics of change - e.g. Strebel
				• Resistance to change – e.g. Kotter and Schlesinger
				• Peoples' reaction to change – e.g. Kubler-Ross
				• Managing change – e.g. Lewin and Kotter
				• Dealing with problems or variances
3	Be able to evaluate the impact and reinforcement of the Corporate Social Responsibility strategy	3.1	Analyse internal reporting measurements that can evaluate the impact of the Corporate Social Responsibility strategy	The assessment criterion requires that you provide an analysis and not a description of the reporting measurements that you can use to evaluate the impact of a CSR strategy. As part of your analysis you might include the following: • Approaches to measuring the impact of a CSR strategy • Internal and external measures • Specific measurements for example; Balanced scorecard methods including EFQM • Types of measurement – hard and soft measures • Selection the appropriate measurement models that will be applicable to your organisation or sector

| | | | 3.2 | Examine external reporting measurements that can evaluate the impact of the Corporate Social Responsibility strategy | This criterion requires that you examine reporting measures that you can use to evaluate the impact of a CSR strategy. The examination should be more than a mere description of measures and in your answer you should explore the different approaches. These measures could include:

• Market place measures and statistics

• Employment data

• Benchmarking and national statistics

• Using the measurements and findings including maintaining the currency and relevance of the chosen measures |
| | | | 3.3 | Evaluate methods to refresh and reinforce the Corporate Social Responsibility strategy | This criterion requires an evaluation of methods that can be used to refresh and reinforce the CSR strategy. In providing your answer you could address the following, although this should not be seen as an exhaustive list.

• Who should monitor changes and maintain the currency and relevance of the measures?

• Who and what needs to be monitored - Looking at the external environment, you may already use techniques such as STEEPLE – STEEPV is perhaps more relevant as V identifies the values and beliefs of the stakeholders.

• The methods of refreshing and |

		reinforcing globally and internationally
		• How CSR be monitored and reviewed for currency and relevance – for example, you might use Deming's planning cycle
		• Sources of information on CSR trends and issues and how these can be used

ADDITIONAL INFORMATION ABOUT THIS UNIT

| **Unit Aims** | This unit is about developing an organisational Corporate Social Responsibility strategy, aligning this with business objectives, implementing the strategy, measuring outcomes and reinforcing the Corporate Social Responsibility strategy |

APPENDIX 2

Revisions to Document

The below table summarises any revisions made to this document since publication.

Revisions to Document	Rationale for Revision	Document Version	Date Revisions Made
Revision of Key Dates		Version 2	24th July 2018
First publication		Version 1	1st Sept 2015