

CMI Level 8 Qualifications in Strategic Direction and Leadership (QCF)

Syllabus

March 2014 – Version 1



Contents

	Page
Qualification objective	3
Titles and reference numbers	3
Accreditation dates	3
Progression	3
Entry and recruitment requirements	4
Equivalences	4
About CMI Units	4
Rules of combination	5
Relationship to the National Occupational Standards (NOS)	6
Delivery of CMI qualifications	6
Assessment and verification	6
Word Count and Appendices	7
Recognition of Prior Learning and achievement	8
Accessibility of CMI qualifications	8
Chartered Manager	8
CMI Membership	8
Study resources	9
 Units	
Unit 8001V1 Personal development as a strategic leader	11
Unit 8002V1 Collective strategy development	16
Unit 8003V1 Inter-organisational strategic planning	20
Unit 8004V1 Inter-organisational strategic direction	28
Unit 8005V1 Strategic communication	34
Unit 8006V1 Strategic culture	38
Unit 7013V1 Strategic Leadership	41
Unit 7014V1 Strategic leadership practice	46

Qualification objective

These qualifications are designed for directors and senior managers who have the authority across organisations and personal inspiration to translate organisational strategy into effective performance. The qualifications require directors and senior managers to build on their skills in strategic direction and leadership and to focus on the requirements of inter-organisational 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. Each unit also has a unique QCF unit number – this appears with the content of each unit at the end of this document.

In accordance with Ofqual Condition E2, an awarding organisation must ensure that each qualification which it makes available, or proposes to make available, has a title which it uses consistently in its advertising and in its communications with users of qualifications. This includes:

- The name of the awarding organisation
- The level of the qualification
- The type of qualification (where the qualification has a type)
- A concise indication of the content of the qualification
- Any Endorsement known at the time the qualification is submitted to the Register

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

CMI Code	Title	Qualification reference number
8A1V1	CMI Level 8 Award in Strategic Direction and Leadership (QCF)	600/9467/9
8C1V1	CMI Level 8 Certificate in Strategic Direction and Leadership (QCF)	600/9468/0
8D1V1	CMI Level 8 Diploma in Strategic Direction and Leadership (QCF)	600/9469/2

Accreditation dates

These qualifications are accredited from 1st September 2013, and the operational start date in CMI Centres is 1st September 2014. The accreditation ends on 31st August 2018.

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)

Entry and recruitment requirements

These qualifications can be offered to Learners from age 19.

All Learners must hold a Level 7 or equivalent qualification and must hold/have held a position at senior management level. This qualification is not aimed at managers aspiring to a senior management role it is targeted at individuals already employed in this position for a minimum of three years

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

- meet their needs
- enable and facilitate learning and achievement
- enable progression
- have completed an initial suitability assessment (see CMI guidance notes)

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 QCF Level 8 portray practical skills and competences that are rated in academic terms as being comparable to Doctoral Degrees and Vocational Qualifications at Level 8.

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.*

The QCF credit value of the unit will remain constant in all contexts, regardless of the assessment method used or the qualification(s) to which it contributes. Learners will only be awarded credits for the successful completion of whole units. (One credit is awarded for those learning outcomes achievable in 10 hours of learning time).

Learning time is defined as *the amount of time a Learner at the level of the unit if 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 Level 8 Award in Strategic Direction and Leadership (QCF)

Learners need to complete any combination of units to a minimum of 10 credits to achieve this qualification.

Unit Number	Unit Name	Credits	GLH
Unit 8001V1	Personal development as a strategic leader	10	30
Unit 8002V1	Collective strategy development	10	30
Unit 8003V1	Inter-organisational strategic planning	10	30
Unit 8004V1	Inter-organisational strategic direction	10	30
Unit 8005V1	Strategic communication	10	30
Unit 8006V1	Strategic culture	10	30

CMI Level 8 Certificate in Strategic Direction and Leadership (QCF)

Learners need to complete any combination of units to a minimum of 20 credits to achieve this qualification.

Unit Number	Unit Name	Credits	GLH
Unit 8001V1	Personal development as a strategic leader	10	30
Unit 8002V1	Collective strategy development	10	30
Unit 8003V1	Inter-organisational strategic planning	10	30
Unit 8004V1	Inter-organisational strategic direction	10	30
Unit 8005V1	Strategic communication	10	30
Unit 8006V1	Strategic culture	10	30

CMI Level 8 Diploma in Strategic Direction and Leadership (QCF)

Learners need to complete all Group A units and any combination of units to a minimum of 7 credits from Group B. Learners need to complete a total of 67 credits to achieve this qualification.

<u>Group A</u>			
Unit Number	Unit Name	Credits	GLH
Unit 8001V1	Personal development as a strategic leader	10	30
Unit 8002V1	Collective strategy development	10	30
Unit 8003V1	Inter-organisational strategic planning	10	30
Unit 8004V1	Inter-organisational strategic direction	10	30
Unit 8005V1	Strategic communication	10	30
Unit 8006V1	Strategic culture	10	30
<u>Group B</u>			
Unit 7013V1	Strategic leadership	7	30
Unit 7014V1	Strategic leadership practice	7	30

Relationship to National Occupational Standards (NOS) for Management and Leadership

Unit Number	Unit Name	NOS Units
Unit 8001V1	Personal Development as a Strategic Leader	LAA1; LAA2; LBA1; LDB9
Unit 8002V1	Collective Strategic Development	Not Covered
Unit 8003V1	Inter-Organisational Strategic Planning	Not Covered
Unit 8004V1	Inter-Organisational Strategic Direction	Not Covered
Unit 8005V1	Strategic Communication	Not Covered
Unit 8006V1	Strategic Culture	LBA8
Unit 7013V1	Strategic Leadership	LBA1; LEB4; LBB4
Unit 7014V1	Strategic leadership practice	LBA1

Delivery of CMI qualifications

CMI does not specify the mode of delivery for its qualifications at Level 8; therefore CMI Centres are free to deliver the Level 8 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 Centres the number of hours of teacher-supervised or direct study time required to teach a unit of a qualification.

Please note that any CMI Centre that wishes to deliver CMI Level 8 Qualifications in Strategic Direction and Leadership (QCF) must complete a separate approval process. For more information, please contact your Quality Manager/Auditor.

Please note that any CMI Centre that wishes to deliver CMI Level 8 Qualifications in Strategic Direction and Leadership (QCF) must complete a separate approval process. For more information, please contact your Quality Manager/Auditor.

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

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

Assessment and verification

The criteria of the assessment of a CMI Level 8 qualification (QCF) 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 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, Approved 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 8. The amount and volume of work for each unit at this level should be broadly comparable to a word count of 4000 - 4500 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.

Recognition of Prior Learning and Achievement

The Qualifications Credit Framework (QCF) is based on the principle of credit accumulation and transfer. Within this suite of qualifications, Learners have the opportunity to build their achievements from a single unit into a full Diploma. CMI will publish on its website which units and qualifications from other Awarding Bodies can be recognised for credit transfer and exemption. Credit transfer in the QCF will be based on confirmation of achievement of QCF numbered units. [Click here for the Progressions and Exemptions list.](#)

There will of course still 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.

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 best 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 he/she can be registered for Learner membership in two ways. Option 1, is for Centre's that have chosen to pay for the Learner membership, in this case membership will be activated automatically upon Learner registration. Option 2, is if you wish your Learners to fund their own membership. This can be done online by the Learner

via the membership activation page using this link
<http://www.managers.org.uk/studentmembership>.

Activation of Learner membership is at a cost of £25.00, for a period of 12 months or the duration of the qualification (whichever is longer) and as an Affiliate of CMI, although there may be the opportunity to upgrade during this time 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.

Management Community

www.managers.org.uk/community

Network with other students or managers through our new community. Go online and share ideas, discuss problems, find solutions and build your online profile.

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

Title:	Personal development as a strategic leader				<p>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.</p> <p>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 8 level of difficulty.</p> <p>At this level Learners are expected to draw upon current research including the Political, Social, Technological, Environmental and Cultural issues that have an impact beyond one single organisation, they should include research and analysis about the sector in which they operate both nationally and internationally.</p>	
Unit aim:	This unit is about the strategic leadership skills required by directors and senior managers to lead organisations involved in inter-organisational strategic activity					
Level:	8	Unit Number:	8001V1	QCF Unit Number		D/505/0195
Credit value:	10	Guided Learning Hours	30			
Learning outcomes		Assessment criteria			Good Practice	
<i>The Learner will:</i>		<i>The Learner can:</i>				
1. Be able to identify personal skills to achieve strategic leadership ambitions		1.1 Analyse the needs, goals and aspirations of organisations and people involved in inter-organisational strategies			<p>In answering this criterion Learners should take cognisance of the STEEPV factors impacting an organisation's business units particularly if this involves multi national and international links. Learners should look beyond the more obvious technological and political for example and review the softer issues for example the values and beliefs, in other words, their world view (Weltanschauung).</p> <p>A full answer could also comment on the alignment of the needs, goals and aspirations of the people involved and their respective organisational entities. Some comments on autonomy and the effectiveness of policy and strategy cascade from Group HQ to organisational entities would add to the answer.</p> <p>In making an evaluation, you could view skills in terms of behavioural</p>	

	<p>1.2 Evaluate the strategic skills required of the leader to achieve the identified strategic leadership ambitions</p> <p>1.3 Assess the relationship between existing, required and future skills to achieve the identified strategic leadership ambitions</p>	<p>competences and know-hows needed to address strategic/critical business activities such as mergers and acquisitions; organisational redesign; selection of partners and suppliers. Reference could be made to some of the specific domain knowledge and expertise required for the job role in order to achieve strategic leadership ambitions.</p> <p>Learner evaluation could further make reference to writers such as Gareth Morgan (McGill) and future/21st Century management competences that include dealing with ambiguity; working collaboratively, remote management, holism, environmental scanning and identifying fracture lines.</p> <p>A more developed response might further comment on the strengths, weaknesses and relevance of the Anglo American management model and associated tools and techniques in Asia Pacific, EMEA and BIC markets.</p> <p>Here the assessment could build upon the response to assessment criteria 1.1 and 1.2 and take your assessment to look at not just existing but also the required and future skills that will better enable managers to achieve the identified strategic leadership across the E2E Supplier Customer Chain and those issues that have been previously identified.</p>
<p>2. Be able to manage personal leadership development to support achievement of strategic leadership ambitions</p>	<p>2.1 Discuss the opportunities to achieve strategic leadership development</p> <p>2.2 Construct a personal development plan to achieve strategic leadership development</p>	<p>In discussing the opportunities to achieve strategic leadership development, the Learner could refer to the overall corporate governance structure; policy and strategy cascade and the communications channels in place. In other words, the context and environment in which opportunities to achieve strategic leadership development can occur. Some comments on the constraints (theory of Constraints) and barriers in place would add to the answer.</p> <p>Here the Learner are required to construct a Personal Development Plan (PDP) to achieve strategic leadership development. At this level Learners should be looking beyond the here and now and current competencies and skills. This could include behaviours, underpinning</p>

	<p>2.3 Devise an implementation process for the development plan</p>	<p>knowledge needed to fulfil a job role within their area of responsibility in context of their organisation and developing skills these might include those less obvious skills for example language skills or emotional intelligence. Learners might also set out the current and future requirement for requisite behaviours and know how's along with the associated dates by when these would be achieved and that this period of time indicate, short medium and longer term objectives. Some might find it useful to undertake psychometric testing of some sort to support their personal development and provide some base line assessment.</p> <p>In devising an implementation process for the development plan answers would refer to an appropriate implementation strategy; CSFs, Constraints and Assumptions and include resource implications and possible plans to gain those resources that might be financial but could also include others and time provision.</p>
<p>3. Be able to evaluate the effectiveness of the strategic leadership development plan</p>	<p>3.1 Assess the achievement of outcomes of the plan against strategic needs</p>	<p>When making the assessment, Learners could start by making reference to strategic planning process adopted by the organisation. For example, a deliberate or emergent strategy of the resource base views of the firm (RBV).</p> <p>This section can only be completed when some of the activities in the plan have taken place and will possibly be in line with the review dates set out in the original plan. For this criterion you will note that the objectives in the initial plan need to be measurable if they are to be measured and built upon as part of the review process.</p> <p>The plan also needs to consider the changes in the organisation or sector and may need to be reviewed in the light of these. For example Learners might need to revise the plan in the light of the maturity of the organisation. For example, a start-up; a mature or declining organisation as each type will require different leadership styles and domain knowledge. Learners might also need to adjust to any changes made in organisational style and culture and note that there may be cultural differences in business units and different locations.</p>

	<p>3.2 Evaluate the impact of the achievement of objectives on strategic leadership ambitions</p> <p>3.3 Review and update the leadership development plan</p>	<p>Again Learners will need to evaluate the impact of the achievement of objectives on strategic leadership ambitions. A full answer could set this out in the form of a gap analysis indicating the gap between current and future objectives and progress achieved towards meeting strategic leadership ambitions. The answer could also indicate any constraints, assumptions, critical decisions and critical success factors (CSFs) and measures (KPIs) associated with the achievement of objectives on strategic leadership ambitions.</p> <p>In reviewing and updating the leadership development plan, Learners could review the relevance of the current leadership development plan in context of the emerging STEEPV factors impacting at a national or international level or based on a change in personal goals or opportunities.</p>
<p>4. Be able to assess the impact of strategic leadership development on the success of inter-organisational strategy</p>	<p>4.1 Evaluate the extent to which the strategic needs of organisations involved in inter-organisational strategy are met from current resources</p> <p>4.2 Formulate proposals to develop the strategic leadership resource</p>	<p>In evaluating the extent to which the strategic needs of organisations involved in inter-organisational strategy are met from current resources, a full answer could draw upon some of the ideas of Stafford Beer (Viable Systems Model) and Ross Ashby (Law of Requisite Variety). In particular, the design of variety amplification and attenuation mechanisms in the context of the environment and markets in which an organisation operates.</p> <p>Examples of impact could be the Learners role or the impact of other's that have been developed as managers in the organisation's developments in customer services, brand management and liquidity.</p> <p>When formulating proposals to develop the strategic leadership resource Learners could base the proposals on a variety of approaches to management. This might also include:</p> <ul style="list-style-type: none"> • A detailed functional proposal based on a detailed knowledge of the resource requirements • An outcome based requirement based on the specification of the performance targets <p>A scenario based requirement where development of the strategic</p>

	<p>4.3 Evaluate the effectiveness of strategic leadership development in achieving advancement of professional leadership practice across organisations</p>	<p>leadership resource is aligned to one or more business scenarios, for example, takeover, mergers, developing strategic partnerships and suppliers noting inter-organisational strategy</p> <p>Here Learners are asked to evaluate the effectiveness of strategic leadership development in achieving advancement of professional leadership practice across organisations. Learners might choose one specific organisation to give this section some structure then draw upon reading of other examples both national and international. Responses could build upon the ideas from assessment criterion 3.2 and explain in more detail the constraints, assumptions, critical decisions and critical success factors (CSFs) and measures (KPIs) associated with achieving advancement of professional leadership practice across organisations. Learners might further note the organisational context and cultural norms that might have an effect on the advancement of professional leadership.</p>
--	---	---

Title:	Collective strategy development				<p>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.</p> <p>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 8 level of difficulty.</p> <p>At this level Learners are expected to draw upon current research including the Political, Social, Technological, Environmental and Cultural issues that have an impact beyond one single organisation, they should include research and analysis about the sector in which they operate both nationally and internationally.</p>	
Unit aim:	This unit aims to enable directors and senior managers to develop their ability to work across organisations in exploring and developing appropriate collective strategies to meet anticipated commercial, political, social and cultural needs					
Level:	8	Unit Number:	8002V1	QCF Unit Number		H/505/0196
Credit value:	10	Guided Learning Hours:	30			
Learning outcomes		Assessment criteria			Good Practice	
The Learner will:		The Learner can:				
1. Be able to evaluate what is meant by collective strategy		1.1 Analyse the political, social, ethical and operational needs for common strategies between organisations and administrations 1.2 Identify methodologies by which collective strategy is evolved and developed internally			<p>Here Learners are asked to analyse the political, social, ethical and operational needs for common strategies between organisations and administrations. This section calls for more than a bare description. It might help to start with exploring the concept of a common strategy and here Learners could support the analysis with some insight into the possible levels of autonomy experienced by organisational entities either nationally or internationally located.</p> <p>When analysing the needs, Learners could further note the communications channels in place to support a common strategy and how this can have an effect on securing a collective strategy.</p> <p>When answering this criterion, Learners could call upon writers to enable them to make comment on how an organisation can be</p>	

	<p>within an organisation and externally on a national and international collaborative basis</p> <p>1.3 Identify the opportunities for the future development of collective strategies so as to enhance the impact on the component organisations, administrations and key stakeholders</p>	<p>unpacked utilising the complexity drivers of time, geography/locations; customers/markets and/or technologies to gain an understanding of the autonomous business entities and the respective information and communication channels in place to support a collective strategy.</p> <p>Learners could further identify some of the complexities and the respective required resources and capabilities to respond to the environment in which they operate. Learners might also make some reference to writers such as Stewart Brands who discusses ideas on disruptive technologies.</p> <p>Here Learners could build upon the response to AC 1.2 and could comment on the opportunities for future strategies and their effects on component organisations, administrations and key stakeholders to contribute to the future development of collective strategies in terms of resources, capabilities, constraints and context in which they each operate. Learners could further explore sources of power and influence within the various organisations.</p>
<p>2. Be able to analyse and evaluate the factors that influence collective strategy</p>	<p>2.1 Define what collective strategy is and consider how it is formed from the policies of the component organisations, administrations and key stakeholders</p> <p>2.2 Identify the key policy and strategy issues which influence collective strategy</p>	<p>Having defined collective strategy Learners could then use models and current research to further analyse various influencing factors. Learners could make use of writers such as Beers and comment on Policy cascade from the top to the operational units and how policy and strategy is supported by the two communications and information channels from the operation units as described by writers on communication theory, such as Shannon and Weaver.</p> <p>Additionally, some comments on how intelligence gathering is undertaken and how this flows from the operational units to inform the development of the overall collective strategy and policy of the organisations could be included.</p> <p>When commenting on stakeholders, Learners also comment on the world views and multiple and changing perspectives of the various stakeholders.</p> <p>Here Learners are asked to identify the key policy and strategy issues which influence collective strategy. An approach might be to make</p>

	<p>2.3 Explain how collective strategy is influenced by the reality of factors – political, global, public interest, media impact, and social, cultural, religious - in the modern context.</p>	<p>reference to the STEEPV factors of the organisational entities involved in the collective strategy under each of the STEEPV dimensions the policy and strategy issues could be summarised.</p> <p>Building on the answer to AC 2.2 Learners could develop in more detail how collective strategy is influenced by the reality of factors, political, global, public interest, media impact, social and social media, and the changing demographics at a local and international level, migration and emigration, environmental, cultural and religious in the modern context.</p> <p>Learners could extend this analysis by using some of the key questions from Critical Systems Heuristics as explored by writers such as Ulrich, amongst others, to help identify those impacted by, those affected and those influenced by policy and strategy issues.</p>
<p>3. Be able to lead the process of developing and formulating collective strategy</p>	<p>3.1 Assess how to resolve the tensions between the cultures and ethics of contributing organisations, administrations and key stakeholders</p> <p>3.2 Evaluate how strategic intelligence is used in the development and formulation of strategy</p>	<p>Here Learners are required to make an assessment of how to resolve the tensions between the cultures and ethics of contributing organisations, administrations and key stakeholders. Learners could show how you have become aware of or alert to the possibility of tensions between cultures and ethics and then explore the various leadership skills and communication channels that can be employed to resolve those identified or potential tensions within the contributing organisations and stakeholders.</p> <p>In evaluating how strategic intelligence is used, Learners could explore the relationship between S4 (Intelligence gathering) and how this is used to inform S5 (Policy Setting) as expounded by Beer. Learners might further consider how S4 interacts with the now and future environments factors. Answer's could be further developed by role of systems S3 and S3 and how these are used for long term co-ordination and control and resource balancing across the operational units (S1). A full response might further explain how operational units interact with the current environment and the communication and information flow channels needed to link with intelligence gathering.</p>

	<p>3.3 Contribute original knowledge and thinking to the formulation and development of collective strategy</p>	<p>In answering this question a good answer could refer to the need for specific domain knowledge and also the role of knowledge socialisation explored in the Nonaka SECI model. Learners could further comment on the strengths and weaknesses of this model in different cultural contexts (e.g. East and West). Other models can also be used and this is only one of a number available.</p> <p>This criterion requires original knowledge and thinking and so Learners should show wider study and reading. One writer on knowledge, Michael Polanyi could support your thinking and comments, his theory is that there is no difference between tacit and explicit knowledge and that all knowledge is rooted in context. Others may be used to support the Learners own views.</p> <p>Some additional comments on innovation and the process of open and directed innovation could support your response as could comments on Kaizen as a shared learning environment in which experiential knowledge and continuous improvement (CI) can take place in conjunction with Ba.</p>
<p>4. Be able to describe the relationship between organisational and collective strategy</p>	<p>4.1 Analyse the differences between the aims and purposes of individual organisational strategy and collective strategy</p> <p>4.2 Discuss the links between the aspirations of the collective strategy and the ethical, cultural and operational objectives of contributing organisations, administrations and stakeholders</p> <p>4.3 Explain how exercising critical understanding of different organisational, philosophical and methodological approaches to organisational strategy affects organisational and collective change</p>	<p style="text-align: center;"><i>Coming Soon!</i></p>

Title:	Inter-organisational strategic planning				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.	
Unit aim:	This unit is designed to enable directors and senior managers to develop their knowledge and understanding of strategic planning across organisations whilst maintaining the integrity of the individual strategies of participating organisations.					
Level:	8	Unit Number:	8003V1	QCF Unit Number	K/505/0197	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 8 level of difficulty. At this level Learners are expected to draw upon current research including the Political, Social, Technological, Environmental and Cultural issues that have an impact beyond one single organisation, they should include research and analysis about the sector in which they operate both nationally and internationally.
Credit value:	10	Guided Learning Hours:	30			
Learning outcomes		Assessment criteria			Good Practice	
<i>The Learner will:</i>		<i>The Learner can:</i>				
1. Be able to analyse the planning and implementation of existing inter-organisational strategies		1.1 Evaluate the restraints and constraints on the integration of inter-organisational strategy 1.2 Identify and assess the respective contributions of participating organisations and administrations to the development and integration of inter-organisational strategy 1.3 Analyse the separate components of the planning and implementation process and the impact of tensions between them on the inter-organisational strategy and its implementation			In evaluating the restraints and constraints on the integration of inter-organisational strategy, Learners could reference the Theory of Constraints that includes cultural, political and social restraints. Learners could also review current literature that explores how organisations in a given sector have approached the various constraints and restraints both in the national and international context. Here Learners are required to identify and assess the respective contributions of participating organisations and administrations to the development and integration of inter-organisational strategy. In answering this criterion, Learners could explore the relevance of the inter-organisational communications channels including how policy is	

	<p>1.4 Assess the impact of the inherent and respective power and status of the participating organisations and administrations on the inter-organisational strategy and its implementation</p> <p>1.5 Determine which key stakeholders and change-making agents are able to promote and implement inter-organisational strategy</p>	<p>cascaded from the top and how ideas and contributions flow from the bottom. Learners could make reference to how “intelligence gathering” flows from the inter-organisational business units to inform the overall policy of the organisation.</p> <p>In analysing the separate components of the planning and implementation process, and the impact of tensions between them on the inter-organisational strategy and its implementation, Learners could outline the organisation’s approach to strategic planning, for example:</p> <ul style="list-style-type: none"> • Scenario based • Deliberate or emergent strategy • Resource based view of strategy. <p>Additionally Learners might explore the sources of motivation, control, knowledge and sources of legitimacy including who, when and where contributes to the:</p> <ul style="list-style-type: none"> • ownership and maintenance of the strategic planning and policy formulation process • resulting strategic plans and associated policies • ownership of the functional plans and policies aligned to the (strategic) business units. <p>In assessing the impact of the inherent and respective power and status of the participating organisations and administrations on the inter-organisational strategy and its implementation, answers could draw upon research relating to how power and status of organisations has an effect on how strategy is developed and subsequently implemented.</p> <p>In determining which key stakeholders and change-making agents are able to promote and implement inter-organisational strategy, Learners could build on the response to AC 1.3 and expand further on the key</p>
--	--	--

		<p>stakeholders and their sources of:</p> <ul style="list-style-type: none"> • motivation • control • knowledge • legitimacy <p>Learners might also include some comments on the key stakeholders and their influence and impact on the dimensions. The change dimensions that might be explored include:</p> <ul style="list-style-type: none"> • Work design – where and how is the work carried out • Culture and climate • Formal management systems. What is the formal management system in terms of Policies, Procedures, National and international standards which applies to the work? • People skills and competences • Technologies – what are the technologies applied, where and when • Performance measurement and management
<p>2. Be able to analyse the theories and methods of strategy formulation used by different organisations and administrations</p>	<p>2.1 Compare and evaluate the missions, goals, roles, strengths and weaknesses, opportunities and threats of partner and competitor organisations and administrations</p> <p>2.2 Compare and evaluate theories and methods of strategy formulation used in partner</p>	<p>In comparing and evaluating the missions, goals, roles, strengths and weaknesses, opportunities and threats of partner and competitor organisations and administrations, Learners would need to challenge the relevance of this approach to strategy within a number of organisations. This could be a chosen organisation and those within a similar sector both nationally and internationally.</p> <p>When comparing and evaluating theories and methods of strategy formulation used in partner organisations and administrations, Learners could refer to, and comment on each of the following</p>

	<p>organisations and administrations</p> <p>2.3 Evaluate how effectively strategies link policy objectives, goals and aspirations to operational outcomes</p> <p>2.4 Identify, and assess the impact of, methods for managing risks and opportunities in the strategy</p>	<p>approaches to strategy formulation:</p> <ul style="list-style-type: none"> • Scenario based strategy (Royal Dutch Shell) • The resource based view (Grant) • Deliberate and emergent strategies (Mintzberg) • Types of Strategy (Porter) <p>Here Learners are asked to evaluate how effective strategies link policy objectives, goals and aspirations to operational outcomes. Learners could reference approaches such as Beer's VSM and in particular the relevance and effectiveness of the communications and information channels linking S5 (policy setting and direction) with systems S1 (operational units). Learners might further explore that communications and information flow channels must have requisite variety.</p> <p>In their response, Learners could also comment on the role of variety engineering the role of variety attenuators and amplifiers applied to the communications channels and could explain the role of S3 the audit process with respect to maintaining the effectiveness of communications channels to link policy objectives, goals and aspirations to operational outcomes (S1).</p> <p>In identifying and assessing the impact of methods for managing risks and opportunities in the strategy, Learners answers could start with identifying the types of risk impacting a national or international organisation. For example:</p> <ul style="list-style-type: none"> • Financial and liquidity risk • Operational risks • Technical risks • Market risks • Supplier and customer risks
--	---	--

		<ul style="list-style-type: none"> • Credit risks <p>A full response could also comment on some of the current legislation, e.g. Basel II and SOXs including that many of the new rules will be codified in EU law covering all financial services organisations but what will this mean outside of the EU. A full answer could also comment on an operational risk road map which describes the path for the practical implementation of a structured framework for operational risk management along with the MOST dimensions:</p> <ul style="list-style-type: none"> • Management • Operational • Social • Technical <p>When discussing risk, Learners could further make some comments on the use of Likelihood & Consequences Risk Matrices, the barriers to risk management and the use of Risk tools such as FMECA.</p>
<p>3. Be able to evaluate the role and impact of strategic intelligence</p>	<p>3.1 Assess the means of obtaining, co-ordinating, measuring and analysing strategic intelligence</p> <p>3.2 Interpret strategic intelligence and determine measures of confidence in that intelligence to inform the development, implementation and review of inter-organisational policy and strategy</p>	<p>When assessing the means of obtaining, co-ordinating, measuring and analysing strategic intelligence a full answer could explore role of the use of “big data” across national and international organisations including the identification of a common set of KPIs to be used across an organisation. A full answer could also explore how the intelligence and data gathering activities are undertaken at SBU level to inform local policy and how these are communicated and used to inform the overarching organisational policy.</p> <p>Learners might also explore how “big data” is explored using structured questioning as a basis for strategic intelligence. Alternatively, a full answer could also explore the work Edward Tufte and the structured and unstructured data (Diagnosis) to identify patterns and weak signals. A full answer could also comment on the cultural differences within an organisation of using analytical or diagnostic methods. Some reference might also be made to Russell</p>

	<p>3.3 Explain how strategic intelligence has a key influence in inter-organisational planning and decision-making</p> <p>3.4 Examine the concept of “acceptable risk” associated with the gathering and use of strategic intelligence</p> <p>3.5 Evaluate the effectiveness of the risk theories and models used in inter-organisational strategic planning</p>	<p>Ackoff and the fundamental difference between diagnosis and analysis.</p> <p>When making this answer, Learners could start with writers such as Ackoff who notes that no amount of analysis will right the wrong thing including his view of analysis and diagnosis. This dichotomy represents a major cultural difference in the way organisations deal with and interpret strategic intelligence and hence their confidence in that intelligence to inform the development, implementation and review of inter-organisational policy and strategy and so is only one approach that could be used.</p> <p>Learners might explore two differing views, one strategic intelligence based on data collection and detailed analysis and another, strategic intelligence based on holism, identifying weak signals and emergence. These two views require different management competences and behaviours. A full answer might argue these two views in context of a national and international organisation and their culture and norms.</p> <p>In explaining how strategic intelligence has a key influence in inter-organisational planning and decision - making a full answer could build on the response to assessment criterion 3.2 and explain how the two views discussed above, contribute or don't contribute to inter-organisational planning and decision-making.</p> <p>In examining the concept of “acceptable risk” associated with the gathering and use of strategic data and intelligence, a full answer could summarise the pros and cons associated with Frequentist versus Bayesian statistics. Frequentist statistics assume data is normally distributed and that “acceptable risks” falls within agreed and predefined control limits, for example, +/- 2 to 3 standard deviations either side of the norm.</p> <p>Alternatively, Bayesian statistic deals with probabilities of events (Black Swans). It is not expected that a full answer would described the detailed mathematics of the two approaches but simply summarising the main differences and in particular how these two</p>
--	--	---

		<p>approaches are dealt with or not within an organisation.</p> <p>Learners should explore what is “acceptable risk” in context of an organisations history and evolution noting that organisations don’t have any memory.</p> <p>Here Learners are again required to evaluate. Learners are required to evaluate the effectiveness of the risk theories and models used in inter-organisational strategic planning. A full answer could draw on the response to assessment criteria 3.4. This answer could also expand on the MOST dimensions:</p> <ul style="list-style-type: none"> • Management • Operational • Social • Technical <p>(Assessment criteria 2.4), but also comment on</p> <ul style="list-style-type: none"> • Prevention of risk • Prediction of risk • Transference of risk <p>You might further include some comments on the relevance of underpinning knowledge (know how’s) and behaviours required to manage risk in different inter organisational contexts.</p>
<p>4. Be able to research the impact of cultural differences on the principles and practicalities of inter-organisational policy and strategy</p>	<p>4.1 Evaluate the concepts of culture, character, ethos, beliefs, attitudes and needs and how they impact on the development and management of inter-organisational alliances and coalitions</p> <p>4.2 Assess the influence of domestic, national and multi-national contexts on the development and implementation of inter-organisational policy and</p>	<p>When evaluating the concepts of culture, character, ethos, beliefs, attitudes and needs and how they impact on the development and management of inter-organisational alliances and coalitions, Learners could draw upon the work of Hofstede and national cultural differences. This could also include some comments on values, beliefs, religions and how these impact on Mega Marketing ideas (Kotler). A full response could also draw upon the use of fairy stories and metaphors which give an indication of national values and beliefs.</p>

	<p>strategy</p> <p>4.3 Analyse information about cultural differences to propose innovative ways of mitigating or enhancing the impact of cultural differences on inter-organisational policy and strategy</p>	<p>In assessing the influence of domestic, national and multi-national contexts on the development and implementation of inter-organisational policy and strategy, answers could draw upon the response to assessment criteria 4.1 and the use of “fairy stories” and metaphors to identify the underlying beliefs and values of domestic, national and multi-national organisations.</p> <p>A full answer could also draw upon the impact of recent histories which impact domestic, national and multi-national development and implementation of inter-organisational policy and strategy, for example, WWII, The Long March in China, The Cuban and French revolutions, the end of apartheid in South Africa, local wars for drugs, oil and water resources, and the changing international influences of the emerging global players.</p> <p>In analysing data and information about cultural differences to propose innovative ways of mitigating or enhancing the impact of cultural differences on inter-organisational policy and strategy, Learners should refer to other sections of this report and use the information in, for example, 4.2 and make an analysis of how this informs policy and strategy.</p>
--	--	--

Title:	Inter-organisational strategic direction					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.
Unit aim:	This unit is designed to enable directors and senior managers to research and evaluate the contemporary strategic context of inter-organisational collaboration, and to forecast, based on researched data, likely future situations					
Level:	8	Unit Number:	8004V1	QCF Unit Number	H/505/0327	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 8 level of difficulty.
Credit value:	10	Guided Learning Hours	30			At this level Learners are expected to draw upon current research including the Political, Social, Technological, Environmental and Cultural issues that have an impact beyond one single organisation, they should include research and analysis about the sector in which they operate both nationally and internationally.
Learning outcomes		Assessment criteria				Good Practice
The Learner will:		The Learner can:				
1. Be able to explain how policy objectives are translated into inter-organisational strategies		1.1 Review and assess the relationship between different partners in the development of policy and its impact on inter-organisational strategies				<p>In reviewing and assessing the relationship between different partners in the development of policy and its impact on inter-organisational strategies, Learners should start by setting the context. Is the relationship inter-organisational involving several entities within the same national or international organisation, or, is the relationship inter-company involving relationship between different organisations noting these organisations could be located within a national or international context?</p> <p>If the relationship involves different organisation a full answer could discuss the nature of the relationship of the different Partners in context of a joint project or programme of work across the end to end customer supplier value chain.</p>

		a given sector/s.
2. Be able to assess the roles of relevant partners in the formulation of inter-organisational strategy	<p>2.1 Identify and evaluate the policy position of different partners involved in the development and implementation of inter-organisational strategy</p> <p>2.2 Evaluate tensions and conflicts of interest in the roles of different partners, and propose innovative solutions to enhance relationships and outcomes in order to achieve a coherent output</p> <p>2.3 Develop models which support inter-organisational working and which respect the integrity of partner organisations and their political, moral, social and economic stance and differences</p>	<p>In identifying and evaluating the policy position of different partners involved in the development and implementation of inter-organisational strategy Learners could build on the response to AC 1.3, in particular scenario 2:</p> <p>The role of domestic, national, and multi-national interests in the translation of policy into inter-organisational strategy where a different emphasis is placed by the different Partners on their inter-organisational strategy.</p> <p>A full answer could also comment in more detail on any of the constraints, legal obligations or national government policy the Partner organisations must take into consideration, for example, ratio of national and ex pat employees and the emigration and immigration of talent.</p> <p>In evaluating the tensions and conflicts of interest in the roles of different partners, and proposing innovative solutions to enhance relationships and outcomes in order to achieve a coherent output, a full answer could comment in detail on the constraints, legal obligations or national government policy the Partner organisations must take into consideration.</p> <p>Learners might put this into context of a joint project or programme of work where each of the partners has a common interest. Here the overriding purpose and outcomes of the project or programme could drive innovative solutions to enhance relationships and outcomes whereas in other sectors this might not be possible.</p> <p>In responding to this criterion your answer could be based on utilising and synthesising the following models to fit the context:</p> <ul style="list-style-type: none"> • Viable systems model – Stafford Beer • Organisational Congruence – Nadler and Tushman. This is an input output model which considers the change drivers and

		<p>change dimensions</p> <ul style="list-style-type: none"> • IDEF (0) – USAF – based on cybernetic principles used to map the end to end process flows which are neutral of any organisational constraints • SSM – Soft Systems Methodology • Log Frames – used for major international project/programme justification <p>These models support inter-organisational working and respect the integrity of partner organisations and their political, moral, social and economic stance and differences.</p>
<p>3. Be able to evaluate the impact of economic factors in the co-ordination of inter-organisational policy objectives and strategy</p>	<p>3.1 Identify and assess the key economic drivers of inter-organisational policy and strategy</p> <p>3.2 Evaluate the impact on existing policy and strategy commitments of the finance and funding of operational activities arising from new inter-organisational strategic and policy imperatives</p>	<p>In identifying and assessing the key economic drivers of inter-organisational policy and strategy, a full answer could explore the different economic cycles in which a national and international organisation operates. This could include comments on the cost of money, appetite for risks; the availability of resources and capabilities and the role of disruptive technologies (Stewart Brand) in the markets/sectors in which the organisation operates.</p> <p>When evaluating the impact on existing policy and strategy commitments of the finance and funding of operational activities arising from new inter-organisational strategic and policy imperatives, a full answer could build on the response to criterion, 3.1, above and quantify more fully the economic drivers.</p> <p>Learners could also comment on the organisation’s approach to funding and project/programme justification. This could be based on simple cost benefit; the use of Log Frames and NPV methods.</p> <p>Some comments on how new inter-organisational strategic and policy imperatives provide the guides for project/programme justification would add to an answer.</p> <p>In proposing and assessing ways of funding unexpected operational activities which will need to meet inter - organisational policy and</p>

	<p>3.3 Propose and assess ways of funding unexpected operational activities which will need to meet inter - organisational policy and strategic commitments</p>	<p>strategic commitments a full answer could explore the some of the accounting methods used to justify project/programme expenditure. These could include:</p> <ul style="list-style-type: none"> • The role of contingency funds • The treatment of depreciation. That is depreciation used as a sinking fund to provide funds for capital asset replacement • The treatment of risk and the application of hurdle rates • Self-funding projects. That is, projects funded from revenue generated rather than initial capital investment
<p>4. Be able to assess the coherence of inter-organisational strategy, planning and implementation</p>	<p>4.1 Review and critique current methods and theories of inter-organisational strategic planning and implementation</p> <p>4.2 Propose original and innovative alternatives to improve inter-organisational communication co-ordination, strategic planning and operational implementation, and evaluate their likely impact</p>	<p>Here Learners might use the 4 basic methods and theories of inter-organisational strategic planning and implementation based around the use of:</p> <ul style="list-style-type: none"> • Deliberate strategy • Emergent strategy • Scenario based strategy • Resource based strategy <p>For this criterion Learners should further review the use and relevance of these approaches in context of an organisation's inter-organisational strategic planning and implementation philosophy.</p> <p>When proposing original and innovative alternatives to improve inter-organisational communication co-ordination, strategic planning and operational implementation, and evaluating their likely impact, a full answer could be based on using Beer's viable systems model amongst others that recognise autonomous business units and could also call upon Shannon's communications theories. Learners could further explore entities via the use of complexity drivers of time, geography, customers and markets and technologies.</p>

		Learners could also further explore the relevance of this approach and likely impact compared to the traditional hierarchical view of organisational structures.
5. Be able to forecast a future view of how trends and events can and will influence inter-organisational policy and strategy	<p>5.1 Research and review authoritative, quantitative and qualitative data and sources to identify relevant political, social, economic, technological and moral trends which will be likely to affect short, medium and long-term inter-organisational policy and strategy</p> <p>5.2 Use current concepts, theories and methodologies to forecast likely future events which will affect and be affected by inter-organisational policy and strategy</p> <p>5.3 Propose alternative and innovative solutions which challenge received wisdom to achieve</p>	<p>In researching and reviewing authoritative, quantitative and qualitative data and sources to identify relevant political, social, economic, technological and moral trends which will be likely to affect short, medium and long-term inter-organisational policy and strategy Learners could make reference to:</p> <ul style="list-style-type: none"> • National and international media and journals • Research data based held on the internet • Public sources of data and information held on the internet, e.g. Google, NOS • The use subscription only data bases, e.g., PIMS (Profit Impact of Market Share) and TRIZ <p>When discussing current concepts, theories and methodologies to forecast likely future events which will affect and be affected by inter-organisational policy and strategy, a response might be able to draw upon the cultural norms of the organisation used in formulating strategy and policy. For example, the organisation's view and use of:</p> <ul style="list-style-type: none"> • Forecasting techniques • Environment scanning to identify weak signals • Scenario based strategy formulation. • Resource based strategy formulation. <p>This could also include the organisation view and comfort of dealing with and recognising unexpected events - Taub</p> <p>In proposing alternative and innovative solutions which challenge received wisdom to achieve better outcomes from the process of inter-organisational policy and strategy formulation, answers could</p>

	better outcomes from the process of inter-organisational policy and strategy formulation	build on the response to criterion 5.2, above and explain how the following help challenge received wisdom to achieve better outcomes from the process of inter-organisational policy and strategy formulation: <ul style="list-style-type: none">• Forecasting techniques• Environment scanning to identify weak signals• Scenario based strategy formulation• Resource based strategy formulation
--	--	--

Title:	Strategic communication				<p>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.</p> <p>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 8 level of difficulty.</p> <p>At this level Learners are expected to draw upon current research including the Political, Social, Technological, Environmental and Cultural issues that have an impact beyond one single organisation, they should include research and analysis about the sector in which they operate both nationally and internationally.</p>	
Unit aim:	This unit aims to enable directors and senior managers to develop their ability to critically analyse the impact of the media, pressure and political groups on stakeholders and inter-organisational policy and strategy, and to develop innovative ways of using the media to best effect.					
Level:	8	Unit Number:	8005V1	QCF Unit Number		M/505/0198
Credit value:	10	Guided Learning Hours:	30			
Learning outcomes		Assessment criteria			Good Practice	
<i>The Learner will:</i>		<i>The Learner can:</i>				
<p>1. Be able to ascertain the media perception of adopted inter-organisational strategy</p>		<p>1.1 Identify relevant domestic, national and international media</p> <p>1.2 Evaluate the importance of the media in influencing partners, opinion formers, stakeholders, customers and the public at large</p> <p>1.3 Evaluate the influence of pressure and political groups, and media owners, on the media's perception of inter-organisational policy and strategy</p>			<p>In identifying relevant domestic, national and international media a good answer could make reference to the range and scope of publications and media, for example:</p> <ul style="list-style-type: none"> • Public and professional journals • Trade journals and newspapers • Local, national and international broadcasting • Documentary makers • In house magazines from competitors and suppliers 	

		<ul style="list-style-type: none"> • The impact of the internet including social media <p>Learners are required to evaluate the importance of the media in influencing partners, opinion formers, stakeholders, customers and the public at large. A good answer could build on the response to AC 1.1 summarising the strengths and weaknesses of the different types of media in context of their organisation. A full answer could also refer to the diffusion of innovation curve and early adopters, opinion formers and the majority.</p> <p>For this criterion Learners are asked to evaluate the influence of pressure and political groups, and media owners, on the media's perception of inter-organisational policy and strategy. Answers could refer to topical or current issues and agenda noting any bias from particular stakeholder groups. A full answer could use a range of ideas including the 24 critical questions underpinning Critical Systems Heuristics to explore those involved, those affected and the four sources of influence, motivation, control, knowledge and legitimacy within the context of the local, national or international environment in which an organisation operates.</p>
<p>2. Be able to evaluate the impact of global and ever-present media on stakeholder opinion</p>	<p>2.1 Research and review the challenges and pressures faced by the media in reporting the activities which deliver inter-organisational policy and strategy</p> <p>2.2 Describe how to exploit the media's constraints and time-critical requirements to promote a positive outcome</p> <p>2.3 Assess and evaluate the inter-reaction between news, public and stakeholder opinion and inter-organisational policy and strategy</p> <p>2.4 Evaluate the impact of global news media, and propose innovative methods of utilising this to the benefit of the inter-organisational policy and strategy</p>	<p>When researching and reviewing the challenges and pressures faced by the media in reporting the activities which deliver inter-organisational policy and strategy Learners could refer to the social, political and cultural barriers /constraints faced by all media in reporting the activities including the role of pressure groups, activists and the local /national media including the value/beliefs and position being adopted by the organisation in context of the global environment.</p> <p>In describing how to exploit the media's constraints and time-critical requirements to promote a positive outcome Learners could make reference to the context of the global environment in which the organisation operates including local and national norms, culture and legal constraints. This could include the role of pressure groups, NGOs and lobbyists the use of social media.</p>

		<p>Here Learners are asked to assess and evaluate the inter-reaction between news, public and stakeholder opinion and inter-organisational policy and strategy. Responses could make reference to the context of the local or national environment in which the organisation operates including local and national norms, culture, government and legal constraints as in 2.2 above.</p> <p>When evaluating the impact of global news media, and proposing innovative methods of utilising this to the benefit of the inter-organisational policy and strategy, answers could explore the role of technology, social media, 24/7 news broadcasts including the role of experts and opinion formers which influence inter-organisational policy and strategy.</p>
--	--	--

Title:	Strategic culture				<p>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.</p> <p>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 8 level of difficulty.</p> <p>At this level Learners are expected to draw upon current research including the Political, Social, Technological, Environmental and Cultural issues that have an impact beyond one single organisation, they should include research and analysis about the sector in which they operate both nationally and internationally.</p>	
Unit aim:	This unit aims to enable directors and senior managers to develop analytical and critical thinking skills to challenge the status quo in respect of inter-organisational strategy development, from a reasoned and researched perspective, and to propose alternatives					
Level:	8	Unit Number:	8006V1	QCF Unit Number		T/505/0199
Credit value:	10	Guided Learning Hours:	30			
Learning outcomes		Assessment criteria			Good Practice	
<i>The Learner will:</i>		<i>The Learner can:</i>				
1. Be able to evaluate and critique currently held perceptions of inter-organisational policy and strategy		1.1 Identify and critically evaluate the conceptual grounds on which current perceptions of inter-organisational policy and strategy are based			For this criterion Learners are asked to identify and critically evaluate the conceptual grounds on which current perceptions of inter-organisational policy and strategy are based. Answers could explore the role of the internal and external business drivers which influence inter-organisational policy and strategy. The external drivers could be summarised under the STEEPV headings and the internal drivers could include cost structures. Some reference to the overall perception of national norms could be made, for example, Germany and Japan have a reputation for high quality in some market sectors and the UK in others. Answers could further be developed to comment on the role of multi nationals exploiting cheaper labour in emerging economies and the buying power of emergent economies.	

	<p>1.2 Identify the impact of political structures, culture, language, religion, social custom and belief, ethnicity, ethos and geographical location of current perceptions on inter-organisational strategy</p> <p>1.3 Assess how to exploit the potential outcomes if these factors changed</p>	<p>In identifying the impact of political structures, culture, language, religion, social custom and belief, ethnicity, ethos and geographical location of current perceptions on inter-organisational strategy, Learners could draw upon the work of Hofstadter and also Mega Marketing (Kotler) in particular the role of brands, brand values and brand names including the need for organisations to supply benefits to parties other than the target consumers.</p> <p>In the assessment of how to exploit the potential outcomes if these factors changed, the report could draw upon the role of brand and brand values on inter-organisational strategy in particular the role of “Deep Language” associated with brand names and cultures. This could include the role of the media in presenting and representing a national or international brand image.</p>
<p>2. Be able to evaluate the impact of cultural influences on inter-organisational decision-making</p>	<p>2.1 Assess the roles of religion, political structures, cultural norms, ethnicity, ethos, the concept of “the State”, business and economic models and globalisation in the development of inter-organisational policy and strategy</p> <p>2.2 Evaluate how these factors affect the process of and participation in decision-making to arrive at a consensus view of inter-organisational policy and strategy</p>	<p>In assessing the roles of religion, political structures, cultural norms, ethnicity, ethos, the concept of “the State”, business and economic models and globalisation in the development of inter-organisational policy and strategy a full answer could discuss the emerging role of Islamic banking and the differences to the Anglo-American management model. This could include the role of cooperatives, and credit unions in providing funds. A fuller answer could also discuss the role of governments and international organisations acting for the overall social good including the purpose of large infrastructure projects such as transport and energy and the issues surrounding food and energy security and sustainability.</p> <p>Here Learners are asked to evaluate how these factors assessed in AC 2.1 affect the process of and participation in decision-making to arrive at a consensus view of inter-organisational policy and strategy. Learners could explore how these factors permeate the decision making process and interrelate across inter organisational boundaries. Learners could further explore how different organisations from different market sectors and cultural norms and countries address these factors. The response to these assessment</p>

Title:	Strategic leadership				<p>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 good 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.</p> <p>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 7 level of difficulty.</p>	
Unit aim:	This unit is about understanding strategic leadership skills and strategies and the understanding of ethical and cultural issues within the organisation.					
Level:	7	Unit Number:	7013V1	QCF Unit Number		K/504/9079
Credit value:	7	Guided Learning Hours	30			
Learning outcomes		Assessment criteria			Good Practice	
<i>The Learner will:</i>		<i>The Learner can:</i>				
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			<p>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:</p> <ul style="list-style-type: none"> • 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 	

	<p>1.2 Discuss how organisational specific, legal, regulatory and ethical requirements impact on strategic leadership demands</p> <p>1.3 Evaluate current and emerging social concerns and expectations impacting on strategic leadership in the organisation</p>	<p>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.</p> <p>In discussing how organisational specific, legal, regulatory and ethical requirements impact on strategic leadership demands, Learners 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.</p> <p>In this section, where Learners are required to evaluate the current and emerging social concerns and expectations, Learners could make reference to the debates on green issues including any carbon tax, waste emissions and concerns expressed by stakeholders in a specific sector.</p> <p>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.</p>
<p>2. Understand strategic leadership styles</p>	<p>2.1 Evaluate the relationship between strategic management and leadership</p>	<p>Here Learners are asked to evaluate the relationship between strategic management and leadership. In answering, Learners could make reference to some of the following ideas concepts and their associated models. Answers 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.</p> <ul style="list-style-type: none"> • Leadership and motivation • The cultural web – Johnson • Situational leadership - Hersey and Blanchard

	<p>2.2 Evaluate leadership styles and their impact on strategic decisions</p> <p>2.3 Discuss why leadership styles need to be adapted in different situations</p> <p>2.4 Evaluate the impact of leadership styles on the organisation</p>	<ul style="list-style-type: none"> • Transactional leadership • Transformational leadership • Action-Centred leadership –Adair • The leadership continuum - Tannenbaum & Schmidt <p>This 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:</p> <ul style="list-style-type: none"> • Leadership behaviours • The leadership grid - Blake and Mouton • Emotional intelligence and leadership styles – Goleman • Level 5 leadership - Jim Collins <p>Here Learners are required to discuss why leadership styles need to be adapted in different situations incorporating some of the following ideas and theories:</p> <ul style="list-style-type: none"> • 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 <p>In evaluating the impact of leadership styles on the organisation Learners 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 candidates may work for national or international companies</p> <ul style="list-style-type: none"> • Characteristics of leadership
--	---	---

		<ul style="list-style-type: none"> • 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	<p>3.1. Evaluate two differing leadership strategies</p> <p>3.2 Determine situational variables which could cause a change in leadership strategy</p> <p>3.3. Analyse a leadership strategy to support organisational direction</p>	<p>Here Learners should chose 2 differing leadership strategies and as part of your evaluation of the 2 strategies make reference to some of the following:</p> <ul style="list-style-type: none"> • Organisational contexts and adaptations • The strategic context • Contextual factors in strategic change • Evolution or revolution? • Situational leadership <p>In determining situational variables which could cause a change in leadership strategy, Learners might consider including some of the following:</p> <ul style="list-style-type: none"> • Strategies for change: overcoming resistance to it - Kotter and Schlesinger (2008) • The 'change equation' - Beckard and Harris • The cultural context - Edgar Schein and Hofstede, • The interplay of organisational culture, leadership, and organisational effectiveness, source - Parry and Proctor-Thompson <p>Here Learners are required to analyse a leadership strategy to support organisational direction. This is a broad subject and Learners might consider some of the following when developing your response:</p> <ul style="list-style-type: none"> • The leader as change agent

		<ul style="list-style-type: none">• 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
--	--	--

Title:	Strategic leadership practice				<p>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 good 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.</p> <p>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 7 level of difficulty.</p>	
Unit aim:	This unit is about the links between strategic management and leadership, key leadership principles, theory and organisational strategy.					
Level:	7	Unit Number:	7014V1	QCF Unit Number		D/504/9080
Credit value:	7	Guided Learning Hours	30			
Learning outcomes		Assessment criteria			Good Practice	
<i>The Learner will:</i>		<i>The Learner can:</i>				
1. Understand the relationship between strategic management and leadership		1.1 Analyse the concept of managers as effective leaders			<p>In this section, Learners are required to demonstrate thorough analysis their understanding of the difference between an effective “leader” and an effective “manager”. Learners could answer ACs 1.1 and 1.2 together. As part of this analysis, Learners could refer to definitions of leadership and management (Warren Bennis, John Kotter, 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. Learners 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.</p> <p>Learners could also draw on their experience of situations where a manager may be required to take on the role of a leader – and provide examples of this from experience. Analyse</p>	
		1.2 Analyse the concept of leaders as effective managers				

	<p>2.3 Analyse how personal energy, self-belief and commitment impact leadership styles and their application in the strategic environment</p> <p>2.4 Discuss how ethical leadership engenders empowerment and trust, identifying its impact on organisational practice</p>	<p>Learners 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. Learners 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 their current leader inspires trust by their use of leadership communication.</p> <p>In response to this AC, you could research Stephen Covey’s views on leadership and those of Goffee and Hones. 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 the 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?</p> <p>Learners 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</p>
--	---	--

		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	<p>3.1 Evaluate transformational leadership and its impact on organisational strategy</p> <p>3.2 Evaluate transactional leadership and its impact on organisational strategy</p> <p>3.3 Evaluate situational leadership and its impact on organisational strategy</p>	<p>This section could commence with an overview of the Learners observations and research of the impact of strategic leadership styles. Learners could compare how distinct leadership styles (transactional, transformational or situational) impact on staff motivation. Reference might be made to the Bass and Avolio Full range of leadership model. It could be helpful to be able to draw on their experience of leadership impact on the culture within an organisation.</p> <p>Learners 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.</p> <p>Learners 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.</p> <p>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. Learners could</p>

		<p>evaluate how this approach can be used to meet organisational strategy. Learners 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 the Learners own experience or research – either leaders in the workplace or leaders in the public eye, would add value.</p>
--	--	--