**CAMBRIDGE INTERNATIONAL DIPLOMA
MANAGEMENT (HIGHER PROFESSIONAL LEVEL)
FOR ASSESSMENT IN 2007**

IMPORTANT NOTICE

The **Cambridge International Diplomas in Management** were formerly known as the Cambridge Management Awards. Documents available from CIE may still refer to the old title in some places. The content of the syllabuses has not changed in any way.

University of Cambridge International Examinations (CIE) in the UK and USA

University of Cambridge International Examinations accepts entries in the UK and USA only from students registered on courses at CIE registered Centres.

UK and USA private candidates are not eligible to enter CIE examinations unless they are repatriating from outside the UK/USA and are part way through a course leading to a CIE examination. In that case a letter of support from the Principal of the school which they had attended is required. Other UK and USA private candidates should not embark on courses leading to a CIE examination.

This regulation applies only to entry by private candidates in the UK and USA. Entry by private candidates through Centres in other countries is not affected.

Further details are available from Customer Services at University of Cambridge International Examinations.

You can find syllabuses and information about CIE teacher training events on the CIE Website (www.cie.org.uk).

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Cambridge International Diploma in Management

SECTION 1: OVERVIEW OF THE DIPLOMA

1.0   Introduction

The University of Cambridge International Examinations (CIE) Diploma in Management provides a framework for developing the skills and knowledge needed at first line and middle management levels. This qualification has been developed specifically for the international market, recognising the growing importance of employees working across geographic and cultural borders. The purpose of the qualification is to develop new and existing management skills and knowledge, thereby enhancing the competency levels of an organisation.

1.1   The International Dimension

The standards embodied in the CIE International Diploma in Management are valued in countries around the world. The syllabus and assignments provide a framework through which candidates, wherever they may be, can be assessed reliably against the learning objectives for each Module and for the Diploma as a whole.

In the first instance, the syllabus and assignments are available in both English and Chinese. Other languages may be supported, subject to demand and approval by CIE. Please note that the University of Cambridge International Examinations Diploma in Management does not directly assess English language skills, but is designed to give candidates the opportunity to show they can apply their management skills and knowledge within an organisational context.

1.2   Aim

The aim of the qualification is to acquire knowledge and develop management skills to a level which reflects a candidate's current or future role in management.

The Diploma enables candidates to:

- Acquire an understanding of a range of management concepts

- Apply learning through work-based and case study activity

- Implement a personal study and development plan

- Demonstrate learning acquisition through written assignments.

1.3 Structure of the Diploma

The Diploma is divided into 2 levels: Professional Level and Higher Professional Level

Cambridge International Diploma in Management at Professional Level

To achieve the Professional Level Diploma in Management, candidates must successfully complete:

- Assignments in three assessed core modules;

- An assignment in three optional modules;

- The Management File which relates to the introductory module 'Managing Yourself' and is supported with evidence from the whole programme;

- The overarching Case Study covering all core modules.

Module number	Module title	Core or Option	Assessment method
4244	Managing Yourself	Core	Management File
4245	Managing Information	Core	3000 word assignment
4246	Managing Change	Core	3000 word assignment
4248	Managing Finance	Core	3000 word assignment
4247	Managing Teams	Option	3000 word assignment
4249	Managing for Quality	Option	3000 word assignment
4250	Managing Operations	Option	3000 word assignment
4252	Managing the Market	Option	3000 word assignment
4253	Case Study (no module)	Core	5000 word assignment

Modular Scheme

Separate certificates are awarded for each module that the candidate completes successfully. To obtain the full Diploma in Management, candidates must receive certificates in the three core modules and in three optional modules, and must also pass the Management File and Case Study. No separate certificates are awarded for the Management File and Case Study.

Cambridge International Diploma in Management at Higher Professional Level

To achieve the Diploma in Management at Higher Professional Level, candidates must successfully complete:

- Assignments in three assessed core modules;

- An assignment in three optional modules;

- The Management File which relates to the introductory module 'Management Skills' and is supported with evidence from the whole programme;

- The overarching Case Study covering all core modules.

Module number	Module title	Core or Option	Assessment method
4257	Management Skills	Core	Management File
4258	Financial Management	Core	4000 word assignment
4260	Information Systems Management	Core	4000 word assignment
4262	Strategic Management	Core	4000 word assignment
4261	Organisational Behaviour and Change Management	Option	4000 word assignment
4259	Human Resource Planning	Option	4000 word assignment
4264	Customer Relations Management	Option	4000 word assignment
4266	People Development	Option	4000 word assignment
4268	Strategic Marketing	Option	4000 word assignment
4256	Performance Management	Option	4000 word assignment
4267	Case Study (no module)	Core	8000 word assignment

Modular Scheme

Separate certificates are awarded for each module that the candidate completes successfully. To obtain the full Diploma in Management at Higher Professional Level, candidates must receive certificates in the three core modules and in three optional modules, and must also pass the Management File and Case Study. No separate certificates are awarded for the Management File and Case Study.

1.4   Target Group

The Cambridge International Diploma in Management is aimed specifically at candidates in junior and middle management positions within large, medium or small organisations. Candidates will need to have access to businesses or organisations (which can include the business or organisation in which they work) in order to conduct research and gather information.

Candidates for the Professional Level would normally have a degree or qualification from a recognised professional body. Consideration will be given to candidates with other qualifications and relevant workplace experience. It is the responsibility of the Centre to ensure that the candidate is suitable for entry to the qualification.

For the Higher Professional Level, candidates would normally have completed the Professional Level Diploma, although similar qualifications would be acceptable.

1.5   Length of Study

Each Professional Level module is designed to take about 60 learning hours and the Higher Professional Level modules more than 60 hours each. This is a guideline only and Centres should plan the duration of courses of study based on a candidate's prior qualifications and experience.

1.6   Learning Support

There are no specified routes to learning for this qualification: programmes of study may include attendance on courses, individual or group coaching, distance learning, online learning, reading texts and material recommended by the Centre or gained from libraries and the Internet. It is likely that any programme of study will contain a combination of these.

SECTION 2: ASSESSMENT PROCEDURES

2.1   The Modules

All Core and Optional Modules are assessed through CIE marked assignments.

Assignments are set by CIE and designed to be adapted to the particular situation of the candidates. Candidates are expected to study in detail both the organisations in which they work and other external organisations. Centres are also permitted to write their own assignments and send them to CIE for approval before giving them to candidates.

The assignment should, in general, reflect aspects of the learning and skill development contained within the Module and show how this can be applied within a working situation or environment. It should be presented in the form of a professional consultancy document that would be useful to the directors of the organisation in which the candidate works.

Centres will provide candidates with the module assignment title and guidance at an appropriate time during their learning programme. The module assignment titles and tasks are available to Centres by an email download facility set up by CIE.

Assignments must be submitted by Centres to CIE for marking according to the Administrative Guide sent to Centres. CIE encourages Centres to submit assignments electronically. Assignments will be changed every year by CIE and Centres will be notified accordingly.

Centres must ensure that each assignment submitted to CIE is accompanied by an Assignment Cover Sheet, completed by the Centre, which attests to the authenticity of the work. Centres should ensure that each assignment is clearly labelled and accompanied by the Assignment cover sheet. The Assignment cover sheet must be signed by the candidate and a tutor or supervisor to confirm that the work was done by the candidate.

As part of the assessment of the Case Study, a CIE Examiner will undertake a telephone interview with the candidate at an appropriate time and at an approved location. The purpose of the interview is to check the authenticity of the Candidate's work. The telephone interview will not form part of the assessment at the Case Study.

Assignments submitted to CIE are not returned to the Centre, and Centres are advised to keep a copy of each candidate's assignment.

CIE reserves the right to request further evidence, to inspect Centres, or to conduct interviews in cases where there is doubt as to the authenticity of submitted work. Centres are expected to take active responsibility for the authenticity of candidates' work and will be held accountable for any breaches of authenticity.

Centres must ensure that close reference is made to the assignment guidelines for each assignment, which specify the formal requirements. Centres may also refer to the published marking guidelines to gain a clearer understanding of the assignment requirements.

2.2   Results and Certification

Candidates will be awarded a Distinction, Merit, Pass or Fail grade for each modular assignment. A certificate will be awarded to the candidate for each assignment in which the candidate achieves a Pass result or better, with the exception of the Case Study and Management File for which no separate certificates are issued.

Any candidate who is given a Fail grade may resubmit their assignment at a later date for reassessment. The number of times an assignment may be resubmitted for reassessment is at the discretion of the Examiner. The Examiner may request the candidate to write a new assignment after the first reassessment.

Each reassessment is subject to an administration fee which will be charged at the same rate as the entry fee.

Candidates who have been awarded a Pass grade or better may not resubmit their assignment in order to try to obtain a higher grade.

Candidates are expected to satisfactorily complete all the modular assignments before submitting the Case Study, because in the Case Study candidates are expected to draw on the knowledge they have learned in working through the modules.

For the award of Diploma in Management at Higher Professional Level, candidates must pass all the modules, the Case Study and satisfy the requirements of the Management File within a period of 3 years from their first module entry.

On satisfactory completion of the modular assignments and Case Study, candidates will be awarded the full Cambridge International Diploma in Management at Higher Professional Level.

To achieve a Merit grade in the Diploma, candidates must achieve at least a Merit grade in 4 or more modular assignments which may include the Case Study.

To achieve a Distinction grade in the Diploma, candidates must achieve at least a Distinction grade in 4 or more modular assignments and a Merit grade in 3 assignments including the Case Study.

SECTION 3: SYLLABUS OVERVIEW

3.1 Syllabus Structure

Each Module in the Diploma has a similar structure:

- Assessment Objectives
- Competence Criteria
- Skills and Knowledge

Assessment Objectives are contained in the tables for each module. Competence Criteria provide the basis of assessment and give a further breakdown of the objectives.

The Skills and Knowledge section identifies the principles, concepts and skills that a candidate will need to demonstrate in the Module Assignment.

3.2 Module Assignment Guidelines – General Guidance

For the successful completion of a module, candidates must prepare and carry out an assignment. The assignment should be supported by the documents specified in the guidelines below. The assignment covers selected objectives as detailed below, and should reflect the capability of the candidate to cover all objectives in the module.

Preparation is the key to success and it is suggested that candidates take the following step by step approach:

- Read the assignment guidelines carefully and discuss them with their support person from the Centre to ensure full and clear understanding of what is required
- Write a plan outlining how the tasks are to be approached. Discuss the plan with the Centre and modify if necessary
- Carry out the assignment steps
- Produce the written report, adhering to all the guidelines
- Reports should be word-processed, typed or hand-written legibly.

3.3 Presenting the report for each assignment

The written report for each assignment must:

- Show how the candidate went about the investigation
- Demonstrate adequate coverage of the objectives
- Be within the word limit set for each assignment
- Be word-processed, typed or hand-written legibly
- Have a logical structure with clearly presented and explained sections
- Have a clear layout and format.

3.4   Case Study

The Case Study is an opportunity for the candidate to demonstrate the knowledge, skills and understanding acquired in the Core modules. The Case Study is completed after all the Core and Option module assignments have been completed. The Case Study is provided by CIE and given to the candidate by the Centre when the candidate has completed all the necessary modules. The Case Study is based on an imaginary company. The assignment will take the form of a formal report and candidates are expected to illustrate their answers from their own company/organisation experience as well as from wider examples. The length of the Diploma Case Study is 8000 words. It should be word-processed, typed or hand-written legibly and submitted using the cover sheet provided by CIE.

3.5   Centre Produced Case Studies

As an alternative to completing the CIE set Case Study, candidates may choose their own Case Study projects. They should do this with guidance from their tutors. Any proposed Case Studies should be sent to CIE for approval before candidates begin writing them.

3.6   Case Study Purpose

In both the Professional and Higher Professional Diplomas, the Case Study is attempted after all the required core and optional modules have been completed.

Each module of the qualification is subject-specific and, whilst there is some overlap, the assignment focuses on the syllabus of the module subject. The purpose of the Case Study, therefore, is to integrate the learning gained and show how the specific management skills and knowledge from each module can be applied in practice in a holistic way. In other words, the Case Study is an opportunity for the candidate to integrate the learning and apply it to a business situation.

3.7   Case Study Structure

The Case Study at each level should be based on either a fictitious scenario or a real situation that may be in the candidate's organisation. The candidate is required to carry out research, analyse findings and apply managerial skills to make recommendations for the future. This may be for a change process, for diversification or for the setting-up of a business venture. In completing the Case Study, the candidate is generally asked to act as a management consultant to the organisation to obtain relevant information and present this in a way that would be useful to the future of the organisation.

In devising the Case Study, the following structure is useful:

- Header stating Diploma and Module Number

- Title of Case Study, which is usually the name of the organisation or activity

- Background to the organisation and current key issues

- Plans or ideas for the future (expressed in general terms)

- Any specific constraints or desires

- The task to be completed

- To whom the report should be addressed

- Any additional guidance that may be helpful, such as whether the candidate can make assumptions.

3.8 Things to consider

- The Professional Level and Higher Professional Level Diplomas require different levels of research, analysis and breadth and this should be considered in the amount of information provided and required.

- The Case Study should integrate all the Core Modules and make some reference to the management of people.

- There will be a requirement for some financial forecasting.

- When writing a fictitious scenario, it is essential that the background information is sufficient to set the scene for the candidate, but not do the work for them. The scenario should be sufficiently challenging and, at Higher Professional Level, incorporate an international aspect if possible.

- When using a project or Case Study in a real organisation, the candidate must be allowed the same scope of research and breadth of study as the fictitious scenario, ensuring that all the core modules and people management can be included.

- Candidates would be expected to use the Internet for some aspect of the research.

- The task should be sufficiently broad to allow creative thinking by the candidate.

- Case studies can be based on real situations at other organisations and the Internet contains a wealth of examples.

3.9 Writing the Case Study to Achieve the Objectives

Higher Professional Level

The Case Study at this level is assessed against the following criteria:

- The overall quality of the report in response to the requirements of the Case Study

This includes the following aspects:

- The level of professionalism in presentation, such as the inclusion of an executive summary

- The inclusion of financial calculations to support forecasts and plans

- The correct use of technical terms

- The clarity of the conclusions and recommendations

- The value to the organisation under study

For the highest marks, the candidate will need to draw widely from the learning in previous modules, including the use of models and theories. All aspects of the Case Study must be considered in the analysis and final report and the use of diagrams and charts should be encouraged.

The information provided in the Case Study should be sufficient to set the scene but also require further research and analysis; in particular there should be a requirement to do some research at international level. Appropriate analysis tools should have been used in the previous modules and it is expected that some of these will be applied to the Case Study.

To encourage critical thinking, the Case Study should encourage the candidate to identify options for future action, then analyse these to arrive at justified recommendations.

The international aspect could be created by:

- Setting the Case Study in another country

- Setting a situation where an organisation wishes to trade in other countries

- Setting a situation where an organisation wishes to move to another country

- Setting a situation where the candidate will need to consider international issues generally

3.10 Using the candidate's own organisation as a basis for the Case Study

Particularly at Higher Professional Level, the candidate may wish to use their own organisation as a basis for the Case Study. Whilst this is acceptable and can provide real benefit to the organisation, care must be taken to make sure that the same rules are applied as in the fictitious scenario, as internal projects are likely to have a narrower focus than that required for the Cambridge International Diplomas.

It will be up to the candidate to identify a suitable opportunity, which could be a real situation, such as the organisation's plans to operate in another country, or a devised situation, such as would be created for the fictitious scenario. In both cases, a brief must be provided in the same format as described above with a clear task. The only difference should be the focus of the Case Study.

3.11 Key Points

- There are plenty of case studies in books, newspapers and the Internet that can be used as a basis for writing case studies for this qualification

- Basic background information should be provided, but there should be scope for the candidate to make assumptions and think creatively

- The task must be clear:

  - what is the desired outcome of the report?

  - what specific things must the candidate consider?

  - what are the requirements for the consideration of general management approaches, finances, information systems and people?

  - to whom should the report be addressed?

  - the task should require the candidate to adopt the role of a management consultant

  - the final report should be in the format of a consultant report

- There should be no right or wrong answer

- The Higher Professional Level Diploma Case Study should include an international dimension.

All case studies must be approved by the University of Cambridge International Examinations prior to issue.

3.12   Assessment of the Case Study

The criteria for assessing the Case Study are given in the support CD that accompanies the syllabus. In addition, CIE will liaise with the Centre to arrange for an Examiner to telephone the Case Study candidate at a convenient time and with the candidate at an approved location. This will be done by sending an interview arrangement form to the Centre for the candidate to complete. Candidates must bring identification to the interview, which is checked by local staff at the Centre where the interview takes place. The telephone interview will take place after the Case Study has been assessed and the purpose of it is to act as a check of authenticity. The Examiner will ask the candidate some simple questions about the Case Study in order to make an assessment of whether the work belongs to the candidate. If the Examiner believes that the work submitted is not the candidate's, CIE will generate a malpractice case and this will be dealt with according to the normal malpractice procedures. The full Management Diploma will not be awarded until the Examiner has indicated a satisfactory outcome of the interview.

3.13   Guidelines for completing the Management File

The aim of the Management File is to assess the candidate's analytical skills and ability to present supportive evidence, whilst demonstrating understanding of their organisation, its needs and their own personal contribution to the organisation. Items can be drawn from activities completed in the Core modules as well as from the Option modules and from the workplace to demonstrate learning and personal development.

The **Management File** must include all of the following core items which will be evaluated for the final assessment by CIE:

- An analysis of the company/organisation in which the candidate is working

- A review of how the candidate has designed a research project for their organisation whilst following the Diploma programme (the research project need not be completed)

- A personal review of the candidate's management skills and how they have been developed through the programme

3.14   Assessment of the Management File

The candidate will be provided with a Student Assessment Record (SAR) to be placed in the front of the Management File. Each item is ticked off on the checklist when it is completed satisfactorily. The tutor assesses each item as it is completed to ensure it fulfils CIE requirements as set out in the criteria on the accompanying table (fig.1). The final assessment of the Management File is on a pass/fail basis only. The SAR is signed by the candidate and by the tutor/support person to indicate that the Management File is the candidate's own work. Both the SAR and Management File for each candidate is sent by the Centre to CIE when all the Diploma modules for a candidate are complete in order to receive the full Diploma qualification. The full Diploma will not be awarded unless the candidate's Management File and the SAR is sent to CIE for assessment.

Figure 1 : Management File Guidance

Management File Item	Criteria for successful completion of the item

1. Analysis of organisation (1500-2000 words)	• Clear presentation of ideas and analysis
	• Provides an organisational diagram, following organisational presentation conventions
	• Analysis covers, as appropriate, the organisation's:
	   • business strategy and mission
	   • structure
	   • resources and assets
	   • current financial performance
	   • leadership/decision-making style
	   • staffing and skill base
	   • Products/services and customers

2. Design of Research project (1500-2000 words) – based on module 4257 Management Skills	• Clear presentation of ideas and analysis • Justifies the choice of subject for the research project and why this might be beneficial to the organisation • Selects and justifies appropriate research methods for the project • Demonstrates understanding of the key stages in undertaking a research project • Indicates which analytical/statistical tools would be most appropriate and why • The design plan takes account of the resourcing implications of carrying out the research e.g. staffing and other costs
3. Personal Review of Management skills development (1000-1500 words)	• Clear presentation of ideas and analysis • Demonstrates awareness of own management skills • Presents critical analysis of own management effectiveness, supported with examples • Provides evidence of development of specific management skills e.g. strategic, financial, leadership • Explains how new skills and learning have benefited the organisation and self

SECTION 4: MODULE CONTENT

Management Skills - Core Module

Assessment Objectives

1.0   Manage one's own time effectively

2.0   Manage one's own personal and professional development

3.0   Use research to obtain information

4.0   Analyse information to make decisions

5.0   Use a range of tools and techniques to aid decision making.

1.0	Manage one's own time effectively	
Competence Criteria		**Skills and Knowledge**
1.1	Set and prioritise specific and measurable objectives for self	• Objective setting • Organisational, department and personal objectives and policies • Resource availability
1.2	Plan and review work activities in line with objectives	• Planning skills • Time planning tools and techniques • Available resources (physical and human) • Reviewing progress and making appropriate changes
1.3	Delegate work to others	• Identifying suitable tasks • Identifying suitable people for delegation • Briefing and monitoring others • Evaluation

2.0	Manage one's own personal and professional development	
Competence Criteria		**Skills and Knowledge**
2.1	Assess own performance and identify development needs	• Organisational and department objectives • Personal objectives • Current capabilities • Analysis techniques
2.2	Plan continuous personal professional development	• Links to organisational, department and personal objectives • Setting challenging and measurable development objectives • Career planning • Identifying sources of support and development • Regular review and revision of plans • Eliciting feedback from relevant others
2.3	Undertake personal professional development	• Different learning and development approaches • Recording learning and development activities and outcomes • Eliciting and using feedback from others • Continuous life-long learning • Career development

3.0	Use research to obtain information	
Competence Criteria		**Skills and Knowledge**
3.1	Describe the stages of research and apply approaches to the stages	• Reasons for research • Key stages • Inductive and deductive • Relevance and irrelevance
3.2	Select the most appropriate research method	• Quantitative • Qualitative • Different methods and their suitability • Reliability • Validity
3.3	Conduct the research	• Quantitative and qualitative • Questionnaires and surveys • Interviewing • Information sources • Sample size
3.4	Prepare for analysis	• Sifting and sorting • Categorising • Bias and validity • Recording and storing

4.0	Analyse information to make decisions	
Competence Criteria		**Skills and Knowledge**
4.1	Analyse information obtained	• Categories, codes and matrices • Networks and mind maps • Narrative analysis • Statistical analysis • Distributions • Correlation analysis
4.2	Control quality	• Probability sampling • Variations • Mean and standard deviations • Statistical process control • Error analysis

4.3	Draw conclusions	• Data analysis
		• Forecasting
		• Evaluating findings
		• Decision making
4.4	Present research findings	• Text format structures
		• Diagrammatic presentations
		• Oral presentation skills

5.0	**Use a range of tools and techniques to aid decision making**	
Competence Criteria		**Skills and Knowledge**
5.1	Identify and classify managerial decisions	• Managerial roles
		• Crisis, routine, opportunistic
		• Strategic, tactical, operational
		• Programmed, non-programmed
		• Risk factors
5.2	Identify models of decision making	• Rational and non-rational
		• Satisficing
		• Incrementalism
		• Action/interpretation
		• Mintzberg
		• Instinctive/reactive
5.3	Apply steps, tools and techniques to make decisions	• Identification and evaluation of options
		• Scoping, diagnosis, causality, creative thinking
		• Cost-benefit analysis
		• Appropriate analysis tools and when to use these
		• Constraints
5.4	Identify strengths and weaknesses of group decision making	• Benefits and constraints of group decision making
		• Using leadership and other skills to enhance group decision making
		• Group decision making techniques

Financial Management - Core Module

Assessment Objectives

1.0   Identify the constituents of the financial planning process and how these are used in organisations

2.0   Monitor and control performance against budgets

3.0   Apply appropriate costing techniques as part of financial analysis

4.0   Plan and propose financial resource requirements for a department or project

5.0   Appraise capital investment proposals.

1.0	Identify the constituents of the financial planning process and how these are used in organisations	
Competence Criteria		**Skills and Knowledge**
1.1	Identify the purposes of financial planning and budget preparation	- The time-frame for financial planning and congruence with organisational strategic and operational requirements - Alignment of financial planning with strategic and operational objectives - Setting financial objectives of company performance - Presenting the business plan in financial terms - Aiding the planning of annual operations - Co-ordination of organisational activities - Communication of the organisational financial plan - Controlling and evaluating performance
1.2	Identify how the components of the budget cycle provide the structure for short to medium-term financial planning within an organisation	- Selection of a range of budgetary styles (incremental, zero based, rolling, monthly, quarterly and so on) based upon their associated benefits and challenges - Organisational budget cycle - annual or other period - Stages in budget preparation - Budget preparation as a reflection of management style - Budget control mechanisms within an organisation
1.3	Identify the underlying assumptions within financial forecasting	- Importance to the organisation of financial forecasting - Links (and congruence) with the marketing planning - Hierarchy of assumptions - Use of spreadsheets in creating assumption statement(s)
1.4	Identify the projected financial statements within the financial planning process, be able to prepare these statements and show how they reflect the projected performance of the organisation	- Budgeted profit & loss account - Budgeted cash flow statement - Budgeted balance sheet - All financial terminology used within these budgets
1.5	Communicate the final budget plan (or sections of it) to those who need it in order to plan their activities/operations within the appropriate financial period	- Appropriate methods of communicating the budget plan/s - Communication of selected aspects of the budget plan/s to appropriate people/departments in a timely way - Communication of the implications of the budget on strategic and operational activities to those who need this information

2.0	**Monitor and control performance against budgets**
Competence Criteria	**Skills and Knowledge**
2.1 Identify types of organisational control systems and how they operate within organisations	• Strategic, operational and management control systems • Feedback reporting systems • Significant variance analysis • The appropriate use and security of ICT systems in support of the above • Taking timely remedial action • Communicating the remedial action in a timely way
2.2 Compare actual and budgeted profit and loss account statements, balance sheets and cash flow forecasts	• Accruals • Common size analysis • Significant variance analysis • The appropriate use and security of ICT systems in support of the above • Taking timely remedial action where appropriate and communicating this to those who need to know of it • Financial terminology

3.0	**Apply appropriate costing techniques as part of financial analysis**

Competence Criteria	**Skills and Knowledge**
3.1 Apply marginal costing analysis, by taking into account the relationships between cost, profit and volume	• Fixed and variable costs • Unit contribution • Break-even analysis • Margin of safety • Assumptions on which such calculations/decisions are made • The appropriate use of ICT systems in supporting costing techniques and on-going analysis • Uses and limitations of different approaches
3.2 Apply absorption costing analysis, by taking into account the division of costs into direct and indirect	• Identifying direct and indirect costs within organisations for products/services • Assigning costs to different cost centres, services and products • Calculation of overhead recovery rates for different cost centres • Activity-based costing (ABC) • Monitoring the assumptions and calculations upon which such decisions are made so that the impact of changes may be minimised • Selection and application of techniques of depreciation and the allocation/apportionment of this • Uses and limitations

4.0	Plan and propose financial resource requirements for a department or project

Competence Criteria	Skills and Knowledge
4.1 Identify how to align financial planning to the strategic/operational aim and objectives of the project or the department	• The organisational aim and objectives associated with project/department • The financial purpose and objectives of project/department • The time constraints associated with project/department plan • Associated assumptions • Fit/alignment (or not) with organisational practice, culture and regulations
4.2 Assess financial opportunities and constraints associated with the project/departmental plan and identify how these influence planning	• Sources of finance and where appropriate 'payback' • Alignment with marketing or other opportunities • Sector/national or other constraints within which the proposal need to be set • Associated risk/s assessment • Assumptions made when developing the proposals • Justification for method of budget planning
4.3 Present a developed financial proposal for a specific project or department	• Presentation of constituent components of the financial proposal • How the proposals will achieve organisational aim and objectives • Apportionment/absorption approach to costing • Management and control mechanisms associated with the budget

5.0	Appraise capital investment proposals

Competence Criteria	Skills and Knowledge
5.1 Appraising the viability of investments through different methods identifying the advantages and disadvantages of each	• Payback period • Annual accounting rate of return (AARR) • Discounted cash flow (DCF) • Net present value (NPV) (opportunity or incremental cash flows) • Internal rate of return (IRR) • Effects of taxation and inflation projection on cash flow forecasts • Weighted average costs of capital

Information Systems Management - Core Module

Assessment Objectives

1.0   Show how the effective management of information enhances the management of the organisation, department or project

2.0   Appraise the information management system and show how Information Technology is changing the way information is obtained, analysed and stored

3.0   Critically appraise the information sources at operational and strategic levels of an organisation

4.0   Critically appraise the organisation's capability for managing information

5.0   Identify the information management systems within a department or for a project.

1.0	**Show how the effective management of information enhances the management of the organisation, department or project**

Competence Criteria	Skills and Knowledge
1.1 Describe the structure and characteristics of systems	• System definition • Components, structure and hierarchy of systems • Characteristics of systems, including holism, emergent properties, environment, boundary, identity and concept • System security • Responsibilities for the management of the various components of the system
1.2 Identify information systems within the organisation	• Models of information systems • Informal and formal information systems • Business information systems which process transactions or support decisions
1.3 Describe how all information systems within an organisation contribute to the Management Information System (MIS)	• Purpose of information systems and sub-systems within the organisation • Information generated and supplied by all systems • Format and structure of information supplied by the systems to MIS
1.4 Identify the purpose and effectiveness of information management in organisations	• Uses of information management, including compliance, operational support, added value, competitive advantage, strategic insight and transformation • Use of IT systems to provide management information • Analytical tools used to appraise management information • Use of the systems to facilitate communication throughout the organisation
1.5 Act upon management information	• Evaluating management information, including historical performance to inform future strategy and planning • Prepare and present reports and proposals • Justify recommendations using management information

2.0	Appraise the information management system and show how Information Technology is changing the way information is obtained, analysed and stored
Competence Criteria	**Skills and Knowledge**
2.1 Identify sources of data and information required within and outside the organisation to plan, monitor and predict own and competitors' performance	• Categories of data • Data collection from within and outside the organisation • Collation and storage systems • The need to consider costs of collection of data and information • Data transformation to timely accessible information for set purposes • Presentation of information in forms that aid decision making
2.2 Critically appraise the organisation's (department or project) current capacity to satisfy identified needs	• The completeness of data and information • The quality (reliability, robustness, timeliness) of data and information • The appropriateness of data information to satisfy organisational needs • The costs associated with data and information collection, storage and retrieval and the associated benefits that it brings • The effectiveness and efficiency of storage and retrieval systems that allows trends over time to be discerned in a way that there is enhancement of planning in a variety of time horizons • The provision and accessibility of automated IS that enhance the capacity to analysis and interpret large volumes of data • The use of the organisation's human knowledge base to enhance decision making • The ability of the organisation to exclude information and data that obscurates critical information required for decision making processes
2.3 Make recommendations to address identified gaps in information systems, provision and management	• Assess the seriousness and the impact the identified information gaps have on the organisation's decision making processes • Propose how best such 'gaps' may be addressed • Prioritise and justify such recommendations • Assess the implications of not implementing the recommendations • Assess the organisation's capacity and ability to adopt the recommendations • Consider the associated costs and benefits of such proposals

3.0	**Critically appraise the information sources at operational and strategic levels of an organisation**
Competence Criteria	**Skills and Knowledge**
3.1 Identify existing and future information needs to support strategic and operational decision making	• Categories of data - qualitative and quantitative - competitor - financial - marketing - HR - comparative/benchmarking • Data to support different time horizon planning - day to day, tactical, operational, strategic • Data collection, storage and retrieval systems • Manipulation of data into useful information and organisational intelligence • Recording data in appropriate formats/structures • Presentation of data/information for different purposes
3.2 Appraise the ability of the current system, or any planned developments, to satisfy in an efficient, effective and economical way these identified information requirements	• Current costs and benefits associated with IM and IMS for strategic planning • Current costs and benefits associated with IM and IMS for operational planning • Analytical tools to identify shortfalls in requirements
3.3 Critically appraise the organisation's 'Knowledge Management' in the light of changing needs	• Awareness of the importance of knowledge management • Ability to recognise current knowledge and experience within the organisation's workforce • The organisation's ability to access and use this identified pool of knowledge and experience to inform strategic and operational planning • Safeguarding such corporate knowledge when staff move to other organisations or retire from employment

4.0	**Critically appraise the organisation's capability for managing information**
Competence Criteria	**Skills and Knowledge**
4.1 Recognise the difficulties and opportunities in managing information	• Coping with excessive, superfluous and outdated information • Identifying sources of valid and sufficient cost effective information from within and outside the organisation • Effective communication of information throughout the organisation on a need to know and must know basis • Ethical, legal and security issues of managing information • Identifying and accessing sources of desirable data and information from outside the organisation • Balancing the internal needs for information whilst at the same time restricting access to sensitive business information • Protection of the systems from unauthorised electronic access and damage • Security of the data/information held in the systems from those unauthorised to access it • Protection of the system and the data within it, from internal and external mischief makers
4.2 Identify the capability of the organisation to manage information and undertake 'Knowledge Management'	• IT systems used within organisations and how they interact synergistically • Communication strategy and practice within the organisation that enhances the communication and decision making processes • Types and levels of information sought and recorded by the organisation • Types and levels of information generated by the organisation • Strategies and approaches made by the organisation for effective 'Knowledge Management'
4.3 Identify the readiness with which the organisation embraces and manages change	• Attitude to assessment of the current capability of IS and ISM in light of evolving IT developments • Change management strategy within the organisation • Inward investment strategy and practice within the organisation • Appropriate analytical tools for appraising information required for organisational and business environmental change

5.0	**Identify the information management systems within a department or for a project**
Competence Criteria	**Skills and Knowledge**
5.1 Identify the information needs required to support decision making within a major department of an organisation or for a major project	• Identify a department's/project's information needs for various planning processes • Assess how best such needs may be satisfied from within and outside the organisation's current provision • Decide how best such needs and provision can be managed • Identify gaps in provision • Decide who will need to be involved and who will be responsible for the IS management • Assess the costs associated with these identified information needs and their management • Justify the associated costs of the IS and the ISM
5.2 Assess how the identified gaps in data/information needs can best be met	• Identify possible sources of data/information to 'bridge' the data gap • Assess the departmental consequences of being unable to obtain the required data/information • Outline possible courses of action • Making appropriate recommendations for action • Implement decisions within the context of organisational and legislative protocols and practices for obtaining, recording, storing & retrieving information
5.3 Within current budgetary constraints assess the efficiency and effectiveness of existing and proposed information systems	• Develop systems to appraise the effectiveness of the current ISs and their constituent components • Develop approaches and practices to assess the costs of data/information collection, collation and retrieval • Identify appropriate training and development needs for departmental staff • Critically appraise the efficiency of current and planned practices associated with ISM • Form judgements concerning the overall performance in relation to the department's current IS and their management
5.4 Identify information systems developments required to address identified gaps in current provision	• Make recommendations for change based upon evaluation of current systems and practices • Plan the implementation of the recommendations • Identify future approaches to continuous improvement strategies and processes • Relate MIS to internal and external customer value/management

Strategic Management - Core Module

Assessment Objectives

1.0   Identify the strategic plans of the organisation

2.0   Analyse the impact of the strategy on a department or project

3.0   Analyse options for change in the department or project

4.0   Evaluate and select options for change in line with the strategy

5.0   Implement changes to effect the strategic direction.

1.0	Identify the strategic plans of the organisation	
Competence Criteria		**Skills and Knowledge**
1.1	Clarify the key purpose of the organisation	- Products and/or services - Key markets - Past activities - Future plans
1.2	Identify the business or strategic plan of the organisation for the future	- Strategic plans - Strategic objectives - Business plans
1.3	Explain the reasons for the strategy	- Macro-evolutionary forces in the environment - Micro-evolutionary forces at organisational level - Political forces - Resources - Policies and procedures

2.0	Analyse the impact of the strategy on a department or project	
Competence Criteria		**Skills and Knowledge**
2.1	Identify the role of the department or project in achieving the strategy	- Analysing key activities - Identifying activities for the department or project
2.2	Devise objectives for the department or project in line with the strategy	- Setting clear and measurable objectives - Key activities and objectives of other departments and how these impact - Clear measurable links to the strategic objectives

3.0	Analyse options for change in the department or project	
Competence Criteria		**Skills and Knowledge**
3.1	Analyse forces for and against change	• Internal and external • Physical and human resources
3.2	Identify strategic options	• Options for change in line with the strategic and department or project objectives • Analysis tools such as Porter
3.3	Analyse suitability of options	• Competitive advantage and positioning • Organisational culture and values • Resource constraints • Analysis tools such as Porter
3.4	Match options to organisational strengths	• Available skills and resources • Product/Market growth strategies • SWOT analysis • Internal and external development options

4.0	**Evaluate and select options for change in line with the strategy**	
Competence Criteria	**Skills and Knowledge**	
4.1 Identify evaluation criteria	- Gap analysis - Suitability - Acceptability - Feasibility - Cost-benefit analysis - Risk analysis	
4.2 Select change plan in line with strategy	- Justifying decisions - Consideration of forces for and against change - Evaluation techniques - Procedure for approving strategic investment decisions	
4.3 Propose a strategic plan	- Making a case - Communication skills - Organisational procedures - Planning skills	

5.0	Implement changes to effect the strategic direction	
Competence Criteria		**Skills and Knowledge**
5.1	Align people to the strategy	• People's reaction to change • Change agents • Supporters • Gatekeepers • Spectators • Resistors • Refugees • Influencing skills • Creating a success culture
5.2	Plan implementation	• Setting objectives • Action planning • Resource allocation • Accountabilities • Monitoring and review approaches • Balanced scorecard • Contingency planning
5.3	Monitor and control strategic change	• Monitoring methods • Project planning • Recording results • Dealing with the unexpected
5.4	Communicate results	• Communication skills • Report writing • Maintaining motivation • Negotiation skills • Key stakeholders
5.5	Evaluate success	• Evaluation methods • Success measures • Learning from experience • Planning for continuous improvement • Reporting procedures

Human Resource Planning – Optional Module

Assessment Objectives

1.0   Identify the strategic importance of human resource planning to an organisation

2.0   Use a range of techniques to define job roles in organisations

3.0   Identify and apply recruitment policies and practices

4.0   Identify and apply selection policies and practices

5.0   Appraise the recruitment and selection policies and procedures in the organisation.

1.0	**Identify the strategic importance of human resource planning to an organisation**
Competence Criteria	**Skills and Knowledge**
1.1 Identify how HR Planning contributes to the strategic planning of the organisation	• Characteristics and importance of human resource planning • Strategic benefits of human resource planning • Organisation business plan • Strategic and operational goals and objectives • Competitive advantage
1.2 Identify current skill and knowledge equity within the organisation and forecast requirements to meet organisational objectives	• HR planning models and techniques • Organisational activity forecasting • Strategies to reconcile inequities in supply and requirements e.g. recruitment, redundancy, training • Human resource budgeting • Current HR deployment within organisation • Quantity and quality of human resources - qualifications, skills and knowledge auditing • Succession planning • Employment trend analysis • Labour market knowledge

2.0	Use a range of techniques to define job roles in organisations	
Competence Criteria		**Skills and Knowledge**
2.1	Establish personnel requirements to meet strategic and operational objectives	• Organisational business plan • HR planning strategy • HR planning models, techniques and strategy • HR planning packages and tools – technological development, computer packages • Philosophy and culture of HRM e.g. hard, soft • Models of organisational structure e.g. Atkinson's flexible firm • Variable patterns of working – trends • Organisational and legal constraints • HR budget and resources
2.2	Prepare for recruitment	• Organisational structure and culture • Structural and hierarchical options – reporting lines and accountability • Interdependency between and within teams • Job analysis and job evaluation methods and techniques • Task based versus results based job descriptions • Strategies to clarify, agree and communicate job roles • Implications of role overload for organisational efficiency • Role ambiguity and motivation

3.0 Identify and apply recruitment policies and practices	
Competence Criteria	**Skills and Knowledge**
3.1 Prepare for recruitment	• The recruitment business case • Job analysis • Job and personnel specifications, including models such as Rodger and Munro, behavioural and job competencies • Applicant information pack • Internal and external influences e.g. local labour market, competitors • Organisational and legal considerations • Calculating recruitment costs & benefits
3.2 Implement recruitment	• Recruitment and advertising opportunities, including agencies/consultancies, publications, internal/external, Internet, international • Organisational recruitment practices • Application methods • Applications handling • Organisational and legal considerations

4.0	**Identify and apply selection policies and practices**
Competence Criteria	**Skills and Knowledge**
4.1 Identify the advantages and constraints of selection methods	• Systematic selection processes and procedure • Range of selection methods e.g. assessment centres, interviewing, psychometric assessment, work-based testing, CV and application form analysis • Task versus competence based methods • Factors affecting choice of method • Predictive accuracy • Internal considerations e.g. administrative ease, time factors, competence and skills of selectors • Cost benefit analysis • Legal and organisational considerations
4.2 Prepare for selection interviews	• Types of interviews and their purpose • Preparing selection panels • Preparing for interview • Devising and allocating questions • Preparing the interview tools • Organisational procedure and documentation e.g. recording, scoring and feedback documentation • Legal and organisational considerations
4.3 Carry out selection interviews	• Structuring and conducting the interview • Interpersonal and interviewing skills, including questioning, listening, note-taking • Managing the process • Overcoming difficulties • Organisational and legislative policies
4.4 Complete selection procedure(s)	• Organisational procedures for completion • Giving feedback • Employment legislation relating to eligibility to work and contracts of employment • Evaluating the process

5.0	Appraise the recruitment and selection policies and procedures in the organisation	
Competence Criteria		**Skills and Knowledge**
5.1	Identify and implement appropriate recruitment and selection policies and procedures	- Benefits of implementing systematic recruitment and selection - Range of recruitment and selection policies and procedures - The use of e-recruitment approaches - Characteristics and benefits of effective recruitment and selection policies and procedures - Internal and external factors determining choice of policies and procedures - Predictive accuracy - Legal, cultural and ethical considerations - Expectations and experiences of applicants - Responsibility and accountability for recruitment and selection - Calculating recruitment and selection costs and benefits - Congruence with HRM and HR planning strategy and objectives
5.2	Evaluate recruitment and selection practices	- Methods and levels of evaluation - Review and feedback mechanisms - Methods of obtaining feedback from both internal and external candidates and others involved in the process - Establishing performance indicators for measuring effectiveness e.g. recruitment, retention, cost effectiveness - Monitoring and managing performance - Role and significance of effectiveness of induction programmes - Cost benefit analysis - Congruence with HRM and HR planning strategy and objectives - Contribution to strategic and operational objectives

Organisational Behaviour and Change Management - Optional Module

Assessment Objectives

1.0   Describe culture and values as they apply to organisations

2.0   Describe how cultural background shapes the values, attitudes and behaviours of organisations

3.0   Analyse culture and values in organisations

4.0   Identify risks to culture and values

5.0   Make recommendations for improving organisational culture and values.

1.0	Describe culture and values as they apply to organisations	
Competence Criteria		**Skills and Knowledge**
1.1	Analyse the mission, vision and values statements of the organisation	• Mission, vision and values statements • Types of culture
1.2	Identify people's understanding of the mission, vision and values statements	• Research and analysis skills • Matching individual perceptions with those of the organisation • Implications of different understanding and perceptions
1.3	Define the organisational structure	• Different organisational structures • Multinational companies • Global companies • International companies • Transnational companies
1.4	Draw conclusions about the culture and values of the organisation	• Culture and values linked to the mission, vision and values statements • Implications of mismatch or differences in perceptions

2.0	Describe how cultural background shapes the values, attitudes and behaviours of organisations	
Competence Criteria		**Skills and Knowledge**
2.1	Identify the history of the organisation and its development	• Evolving organisational structures • The life of an organisation
2.2	Describe the cultural background of the organisation	• Issues of cultural importance in multicultural organisations • Issues of trading or working across borders • Role of ethics in organisational behaviour • The way people think and behave
2.3	Identify the links between cultural background and the values, attitudes and behaviours of the organisation	• Cultural differences and diversity • Matching organisational and individual values • Different cultures and beliefs • Internal and external influences • Types of culture

3.0	Analyse culture and values in organisations	
Competence Criteria		**Skills and Knowledge**
3.1	Describe the links between changes in organisational structure and its culture and values	• Key factors in determining culture • Types of changes that occur in organisational structure
3.2	Relate culture and values to organisational behaviour	• Patterns of working • Reasons behind changes in behaviour • Impact of behaviour on culture and values • The role of ethics in organisational behaviour

4.0	Identify risks to culture and values	
Competence Criteria		**Skills and Knowledge**
4.1	Identify issues that affect organisational behaviour	• Internal factors • External factors • Global issues • Perceptions and individual behaviours • Value risks • Characteristics of the life phases of organisations
4.2	Analyse issues for possible impact	• The need to change culture and values • Forces for and against changes • Benefits of changing culture and values
4.3	Identify resistance to change and the potential impact of change on cultures and values	• Emotional responses and relationships • Resource implications • Existing systems and agreements • Power blocks • Working practices • People skills • Personalities

5.0	Make recommendations for improving organisational culture and values	
Competence Criteria		**Skills and Knowledge**
5.1	Describe how organisations develop	• Changes in attitudes, values, culture • Behaviour modification • Structural changes • Policy changes • Strategic development
5.2	Describe the features of a learning organisation	• Key features of a learning organisation • How organisations learn
5.3	Identify options for changes to cultures and values	• Change options identification • Analysis of options
5.4	Identify areas of change and devise a plan for managing these	• Dimensions of change • Change agents • Change action plans • Process implications • Resource implications • People development • Consultation • Monitoring and evaluation

Customer Relations Management - Optional Module

Assessment Objectives

1.0   Define the key principles of customer relations management

2.0   Manage customer expectations

3.0   Create a customer service orientation

4.0   Manage customer dissatisfaction

5.0   Identify techniques for improving customer relations management.

1.0 Define the key principles of customer relations management	
Competence Criteria	**Skills and Knowledge**
1.1 Define customer relations management	• Changing concept of managing customer relations • Customer versus product led organisational strategies • Characteristics of a customer focussed organisation
1.2 Identify approaches to customer focus	• Importance of customer focus as a driver for change • Developing a customer focus • Value laden relationships • Key quality concepts
1.3 Identify key customer groups	• Internal and external customers • Customer needs, expectations and perceptions • Customer service chains • Stakeholders

2.0	**Manage customer expectations**	
Competence Criteria		**Skills and Knowledge**
2.1	Analyse gaps between customer expectations and perceptions	• Research methods • Gap analysis • Internal and external contributory factors • Strategic drift
2.2	Propose strategies for addressing gaps	• Remedial strategies • Marketing and customer information strategies • Market research approaches • Alternative approaches • The service cycle • Staff competence, attitudes and skills • Technological development

3.0	Create a customer service orientation	
Competence Criteria		**Skills and Knowledge**
3.1	Identify organisational factors that affect customer service quality	• Service strategies and internal systems • Service culture, mission, vision, goals and values • Dedicated resources and cost effectiveness • The external markets • Competition and competitor behaviour • Supply, demand and cost
3.2	Define the contribution of employees to customer service	• Official and unofficial cultures • The role of training and development • Employee behaviours and attitudes • Empowerment and motivation • Leadership • Performance management
3.3	Evaluate the implications and effectiveness of technological developments	• Role of technology in accessing and communicating with customers • Technology as a method of providing customer service • Computer and telephone technology • Call centres • Customer perceptions and expectations • Quality measures • Cost effectiveness

4.0	**Manage customer dissatisfaction**	
Competence Criteria		**Skills and Knowledge**
4.1	Identify levels and nature of customer dissatisfaction	• Sources of customer feedback • Customer satisfaction surveys • Research methods • Causes and models of customer dissatisfaction • Gap and trend analysis
4.2	Devise strategies for dealing with dissatisfaction	• Marketing and communication strategies • Complaints handling strategies • Customer service departments and charters • Training and development, continuous professional development • Cultural change

5.0	Identify techniques for improving customer relations management	
Competence Criteria		**Skills and Knowledge**
5.1	Research and develop strategies which are customer focussed	• Characteristics and benefits of a customer focussed strategy • Expectations and perceptions of existing and potential customers • Cost effective research methods • Strategies for remaining customer focussed – review, feedback and implementation • External influences, speed of change
5.2	Identify techniques to manage customer relations	• Implications of the status and culture of customer relations management within the organisation • Measures of customer satisfaction/dissatisfaction • Proactive techniques initiated by the organisation • Reactive techniques in response to customer dissatisfaction or poor relations • Customer charters and customer services/relations departments • Bench marking – against competitors and best practice • Communication strategy and tools • Implications of technological advancement • Resources implications – cost benefit analysis
5.3	Implement strategies to improve customer relations management	• Gap analysis • Action planning for improvement • Implementation of improvement plans • Monitoring and evaluation techniques

People Development - Optional Module

Assessment Objectives

1.0 Identify how human resource development contributes to organisational strategy

2.0 Identify processes and frameworks to promote learning in organisations

3.0 Identify learning and development needs in the organisation

4.0 Plan learning and development programmes

5.0 Evaluate learning and development programmes.

1.0	Identify how human resource development contributes to organisational strategy	
Competence Criteria		**Skills and Knowledge**
1.1	Identify how HRM contributes to organisational strategy	• Alignment to strategic and operational goals and objectives • Performance measuring systems • Competitive advantage • The learning organisation • Empowerment • HRM as a driver for change • Total quality management
1.2	Identify how factors internal and external to the organisational impact on human resources	• Structure, culture and organisational policies and procedures • Organisational structure and well being • Employment and labour market trends • Competitor activity • Access to education & learning • Increased communication & information technology • Expectations about quality of working life (QOWL) • Legal, organisational and ethical concerns
1.3	Identify HRM strategy and systems	• Models of HRM e.g. hard and soft • HR strategies, policies and activity • Balance between organisational, individual and business needs
1.4	Identify the responsibility for HRM within an organisation	• HRM as a specialist function – role of the HR specialist • HRM as a managerial activity promoting the benefits of learning • Responsibility for HR development • Responsibility for own learning and development - CPD

2.0 Identify processes and frameworks to promote learning in organisations	
Competence Criteria	**Skills and Knowledge**
2.1 Define a learning organisation	• Features and benefits of the learning organisation • Models of the learning organisation • Promoting an effective and productive learning environment • Supporting learning and CPD • Benefits for the individual, team and organisation • Empowerment and motivation • Contribution to organisational development and objectives • Resource implications
2.2 Identify appropriate strategies for developing a learning organisation	• Systematic problem-solving • Experimenting and experiential learning • Succession planning • Alliances and partnerships, networking • Range of staff development activities e.g. secondment, mentoring • Support for CPD – including reward and recognition • Systematic transfer of knowledge & skills within the organisation • Communication and feedback mechanisms • Dedicated resources and budget
2.3 Identify and utilise appropriate competence frameworks	• Range of competence frameworks • Selecting appropriate competence frameworks for the organisation • Identifying and agreeing appropriate competence frameworks for functions, teams and individuals • Using competence frameworks to assist and improve HR activities e.g. recruitment & selection, succession planning, performance review and development planning • Evaluating the continued appropriateness and relevance of competence frameworks
2.4 Create conditions for effective learning	• Differentiate between learning and training • How people learn • Kolb experiential cycle • Preferred learning styles e.g. Honey and Mumford • Training and development strategy • Links with performance review systems • Developmental versus control models of performance review • Personal development planning • Learning culture • Celebrating and rewarding learning • Access to resources

3.0	Identify learning and development needs in the organisation	
Competence Criteria		**Skills and Knowledge**
3.1	Identify learning and development needs	- Differentiate between learning needs and training or development needs - Techniques of training/development needs analysis (TNA) - Impact of external and internal factors e.g. legislative frameworks, professional competence frameworks, customer expectations - Prioritising needs - Balance between organisational, team and individual needs - Methods of regularly reviewing changing needs e.g. induction, performance review - Evaluating need satisfaction
3.2	Agree and communicate training and development needs	- Training and development strategy and systems - Clarifying aims and objectives - Organisational, team and individual training and development plans - Performance review and appraisal - Opportunities for feedback - Communications strategy

4.0	Plan learning and development programmes	
Competence Criteria		**Skills and Knowledge**
4.1	Identify appropriate learning and development methods	• Range of methods • Formal and informal development techniques • Advantages and constraints of possible development methods • Skill/knowledge/competence to be developed • Learning domains • Preferred learning and development styles • Organisational culture • Resources
4.2	Plan for and support staff development	• Training and development cycle • Pre-development briefing and follow up • Formative and summative review and feedback • Equality of opportunity • Managing expectations • Reward, recognition and motivation • Supporting, coaching and mentoring • Evaluating development

5.0	Evaluate learning and development programmes	
Competence Criteria		**Skills and Knowledge**
5.1	Define the need for evaluation	• Importance of evaluation • Purpose of evaluation • Difference between validation and evaluation of training/development
5.2	Identify and describe models and levels of evaluation	• Models of evaluation and evaluative techniques • Levels of evaluation e.g. Kirkpatrick – reaction, learning, behavioural change and results

5.3	Identify and implement methods of evaluation	• Planning programmes to incorporate evaluation
		
		• Formative and summative evaluation
		
		• Problems of organisational evaluation of training
		
		• Methods of evaluation, including:
		  - using control groups
		  - measuring satisfaction of objectives
		  - cost benefit analysis
		  - cost effectiveness analysis
		  - HR value formula

5.4	Act upon the results of evaluation	• Recording and analysing results • Feedback mechanisms and control loops • Training and development cycle • Communicating results in organisational and business terms • Action planning for improvement

Strategic Marketing - Optional Module

Assessment Objectives

1.0 Analyse the competitive market

2.0 Determine market segmentation

3.0 Identify marketing options in line with the organisational strategy

4.0 Identify potential barriers to success and analyse risks

5.0 Evaluate marketing options and propose a marketing plan in line with the strategy.

1.0	**Analyse the competitive market**	
Competence Criteria		**Skills and Knowledge**
1.1	Clarify the purpose of market analysis	• Purpose of environmental analysis and positioning • Effect of the market on organisational strategies and plans • Role of analysis in informing marketing decisions and plans
1.2	Identify and gather relevant information	• Establish information requirements • Sources and methods of gathering information • Technological developments and research methods and analysis • Internal and external sources of information • Market information and behaviour • Competitor activity • Product/service information • Customer needs and behaviour • Macro – environmental factors, such as political, economic, demographic, social trends
1.3	Analyse information and draw conclusions	• Analysis skills and tools • Competitor analysis tools, such as Porters Five Force Analysis • Organisational positioning tools, such as PEST(LE) • Analytical profiles • Drawing and presenting conclusions from research and analysis

2.0 **Determine market segmentation**	
Competence Criteria	**Skills and Knowledge**
2.1 Identify segments	• Characteristics of different market segments • Customer profiles • Customers' key purchasing criteria and buying behaviour • Competitor activity • Creating fresh segments
2.2 Analyse options	• Range of options • Sector growth vs. relative market share • Sustainable market share • Market penetration • Diversification • Product life cycle • Analytical models and tools e.g. Ansoff, Porter, BCG • Matching options to organisational strengths and capabilities (SWOT)

3.0	**Identify marketing options in line with the organisational strategy**
Competence Criteria	**Skills and Knowledge**
3.1 Identify and analyse marketing options	• Analytical models, tools and skills • Protect/build on current position • Product/service development • Market development • Diversification • Collaboration • Market penetration

3.2 Determine strategic options	• Range of strategic options, such as:
	
	    - competitive advantage
	    - price-based strategy
	    - differentiation strategy
	    - hybrid strategy
	
	 • Factors affecting choice of strategy
	
	 • Organisational capacity and capability
	
	 • Ensuring coherence and "strategic fit"

4.0	**Identify potential barriers to success and analyse risks**
Competence Criteria	**Skills and Knowledge**

4.1 Review organisational capability to change and identify potential barriers to success	• Organisational capacity and capability to change
	
	• Change management
	
	• Internal barriers to success, such as:
	   - company structure, culture and systems
	   - staff morale, habits and beliefs
	   - expectations and perceptions
	
	• External barriers to success, such as
	   - market barriers to entry and exit
	   - competitor behaviour

4.2 Analyse risks	• Forecasting techniques • Techniques and strategies for calculating and minimising risk • Failure strategies • Risk vs. return options • Competitor strategies

5.0	Evaluate marketing options and propose a marketing plan in line with the strategy	
Competence Criteria		**Skills and Knowledge**
5.1	Evaluate marketing options	• Identify appropriate options • Analytical and evaluative techniques – generic and marketing specific • Funding options – e.g. equity, retained earnings, debt • Organisational capacity and capability • Coherence and "strategic fit"
5.2	Forecast and calculate potential returns on investment	• Value-added activities • Activity based approaches to revenue and cost analysis • Forecasting • Product life cycle • Cost-benefit analysis • Financial viability
5.3	Propose a marketing plan	• Key features of an effective marketing plan e.g. targets/objectives, realistic time scales, clear accountability, monitoring and evaluation • Using research findings and analysis to inform recommendations and planning • Principles of planning and project management • Internal and external stakeholders • Communication and consultation strategies • Proposing and negotiating skills • Change management – gaining commitment and "buy in" • Methods for reviewing and evaluating the continued appropriateness of plans • Incorporating criteria to allow effective monitoring and evaluation of progress and success

Performance Management - Optional Module

Assessment Objectives

1.0   Identify and implement appropriate induction programmes

2.0   Set objectives and review performance

3.0   Identify and implement appropriate motivation and reward strategies

4.0   Devise and implement performance improvement strategies

5.0   Manage careers within the organisation.

1.0	Identify and implement appropriate induction programmes	
Competence Criteria		**Skills and Knowledge**
1.1	Plan effective induction/orientation programmes	• Organisational procedures for induction/orientation • Inducting into job role • Inducting into organisation • Inducting into team • Organisational Health & Safety • Employment legislation • Development and promotional opportunities • Induction checklists
1.2	Implement effective induction/orientation programmes	• Scheduling events • Working with other staff, e.g. mentors, line managers, trainers • Monitoring progress • Agreeing future plans • Evaluating induction process

2.0 Set objectives and review performance	
Competence Criteria	**Skills and Knowledge**
2.1 Set and agree individual objectives in line with department or team objectives	• Strategic, tactical and operational objectives of the organisation • Team or department objectives • Roles and responsibilities • Specific, realistic and challenging objectives • Competence frameworks • Constraints
2.2 Allocate work	• Job descriptions • Work objectives • Career aspirations
2.3 Monitor and review performance	• Purpose of monitoring and assessment • Methods of self-assessment • Third party assessment techniques, such as 180 or 360 degree • The influence of constraints or personal circumstances • Record keeping
2.4 Provide feedback on performance	• Feedback skills • Listening skills • Agreeing actions • Recording decisions

3.0	Identify and implement appropriate motivation and reward strategies	

Competence Criteria		Skills and Knowledge
3.1	Describe the benefits and constraints of models of human motivation	• Theories of motivation • Expectancy theories • Incentive and satisfaction models • Organisational constraints
3.2	Identify levels of individual and team motivation	• Operational audits • Performance reviews • Factors reflecting levels of motivation
3.3	Set performance objectives as motivators for teams and individuals	• Characteristics of effective objectives • Challenging activities • Matching skills and knowledge to activities • Reviewing and giving feedback
3.4	Use reward strategies to maintain and increase motivation	• Advantages and constraints of reward strategies, including financial (e.g. performance-related pay) • Non-financial recognition strategies • Organisational culture and value systems • Organisational HR policies and procedure

4.0	Devise and implement performance improvement strategies	
Competence Criteria		**Skills and Knowledge**
4.1	Arrange for staff coaching	• Characteristics of effective coaching • Characteristics of an effective coach • Coaching skills and practices • Monitoring outcomes • Constraints on effective coaching
4.2	Allocate a mentor	• Characteristics of effective mentoring • Characteristics of an effective mentor • Mentoring skills and practices • Monitoring outcomes • Constraints on effective mentoring
4.3	Sponsor staff	• Characteristics of effective sponsoring • Characteristics of an effective sponsor • Sponsoring opportunities • Learning and development opportunities • Evaluating effectiveness • Constraints on effective sponsoring
4.4	Provide opportunities for team development	• Team roles • Team development audits • Preparing for and implementing team-building events • Evaluating results

5.0	Manage careers within the organisation	
Competence Criteria		**Skills and Knowledge**
5.1	Identify career paths	• Progression opportunities within the organisation • Increased or different responsibilities • Opportunities elsewhere
5.2	Assess future plans with individuals	• Self-assessment techniques • Likes and dislikes • Aspirational and motivational needs • Skills and knowledge
5.3	Support career development plans	• Empowerment • Continuous professional development • Job swaps and secondments • Delegation • External events such as conferences and trade fairs • Projects • Training and development • Global factors and cross-cultural training

SECTION 5: READING LIST

This reading list is updated regularly on CIE's website.

Management Skills

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN
Research Methods in Business Studies: A Practical Guide	Ghauri, Pervez, N.	2005	Financial Times/Prentice Hall Addison Wesley	0273681567
How to Research	Blaxter, L., Hughes, C., Tight, M.	2001	Open University Press	0335209033
The Handbook of Qualitative Research	Denzin, N., Lincoln, Y.	1994	Sage	0803946791
Survey Research Methods	Fowler, F.	2001	Sage	0761921915
Qualitative Research for the Information Professional	Gorman, G., Clayton, P.	1997	Facet Publishing	1856044726
Language in the Inner City	Labov, W.	1998	University of Pennsylvania Press	0812210514
Real World Research	Robson	2002	Blackwell	0631213058
Research Methods for Business Students	Saunders, Lewis, Thornhill	2002	Pearson	0273658042
The On-time, On-target Manager	Blanchard, K., Gottry, S.	2005	Harper Collins	0007190352
How to Be an Even Better Manager	Armstrong, M.	2004	Kogan Page	074944262X
The Seven Habits of Highly Effective People	Covey, S.	2004	Sagebrush Education Resources	0743272455
A Managers Guide to self Development	Pedler M., Burgoyne J., Boydell T.	2001	McGraw Hill	0077098307
Re-imagine	Tom Peters	2004	Dorling Kindersley	1405305819

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Financial Management

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN
Accounting and Finance for Non-Specialists	Atrill, P., McLaney, E.	2003	Pearson	0273679627
Understanding Financial Management: A Practical Guide	Baker, K., Powell, G.	2005	Blackwell Publishers	0631231005
Management Accounting	Upchurch, A.	1998	Pearson	0273622269
Accounting for Non-Accounting Students	Dyson, J.	2003	Pearson	0273683853
Exploring Strategic Financial Management	Grundy, A.	1998	Pearson	0135701023
Corporate Finance and Investment Decisions and Strategies	Pike, R., Neale, W.	2002	Pearson	0273651382
Management Accounting for Business Decisions	Drury, C.	2001	Thomson Business Press	1861527705

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www.bized.ac.uk
www.macroanaltics.com/html/net/net_present_value.html
www.investopedia.com
www.onlinewbc.gov/docs/finance/fs_ratio1.html
www.quickmba.com/accounting/fin/equation
www.quickmba.com/accounting/fin/statements
www.your-small-business-accounting-adviser.com
www.accounting.com
www.accounting.rutgers.edu
www.bizhelp24.com/accounting

Information Systems Management

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN
A Practical Handbook for Software Development	Birrell, N.D., Ould, M.A.	1988	Cambridge University Press	0521347920
The Empty Raincoat: making sense of the future	Handy, C.	1995	Arrow Business Books	0099301253
The Information Edge: Successful Management Using Information Technology	Wilson, M.	1997	Pearson	0273625845
Management Information Systems	Laudon, K., Laudon, J.	2005	Prentice Hall	0131538411
Knowledge Management in Organizations	Hislop, D.	2004	Oxford University Press	0199262063
Strategic Management and Information Systems	Robson, W.	2005	Pearson	0273651250
What Business Really Wants from IT	White, T.	2004	Elsevier Butterworth Heinemann	0750660961
Information Systems Today	Valacich, J., Jessup, L.	2005	Pearson	0131273965

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Strategic Management

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN
Exploring Corporate Strategy – Text and Cases	Johnson, G.	2005	Pearson	1405824565
Competitive Strategy: Techniques for Analyzing Industries and Competitors	Michael E. Porter	2004	Free Press	0743260880
Managing Change	Burnes, B.	2004	Pearson	0273683365
Managing Change in Organisations	Carnall, C.	2002	Pearson	0273657356
Competing for the Future	Hamel, G., Prahalad, C.K.	1996	Harvard Business Press	0875847161
Corporate Strategy	Lynch, R.	2002	Pearson	0273658549
The Rise and Fall of Strategic Planning	Mintzberg, H.	2000	Pearson	0273650378
Making a Difference: Strategies and Tools for Transforming your Organisation	Nixon, B.	2001	Management Books 2000	1852523727

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Human Resource Planning

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN
The Human Side of Enterprise	McGregor, D.	1985	McGraw-Hill	0070450986
Management and Organisational Development	Mullins, L.J.	2004	Pearson	0273688766
A Handbook of Human Resource Management Practice	Armstrong, M.	2003	Kogan Page	0749441054
Human Resource Management	Dessler, G.	2004	Prentice Hall	0131440977
Human Resource Management	Mondy, R., Noe, R.	2004	Pearson	0131273892
International Human Resource Management: A Critical Text	Scullion, H., Lineham, M.	2005	Palgrave Macmillan	0333741390
Human Resource Management A Contemporary Approach	Beardwell, I., Holden, L.	2003	Pearson	0273679112
Managing Human Resources in Asia- Pacific (Global HRMS)	Pawan S. Budhwar	2004	Routledge	0415300061
People Resourcing	Taylor, S.	2005	CIPD	1843980770

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Organisational Behaviour and Change Management

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN
Exploring Corporate Strategy – Text and Cases	Johnson, G., Scholes, K., Whittington, G.	2005	Pearson	1405824565
Management and Organisational Behaviour	Mullins, L.	2004	Pearson	0273688766
Managing Across Borders: The Transnational Solution	Bartlett, C.A., Ghoshal, S.	1999	Harvard Business School Press	0875848494
Managing Change	Burnes, B.	2004	Pearson	0273683365
Managing Change in Organisations	Carnall, C.	2002	Pearson	0273657356
Understanding Organizations	Handy, C.	1993	Penguin Books	0140156038
Cultures and Organisations	Hofstede, G.	1994	Profile Books	1861975430
Corporate Strategy	Lynch, R.	2002	Pearson	0273658549
Future Revolutions	Mercer, D.	1999	Thomson Learning	0752813781
Organisational Behaviour	Huczynski, A., Buchanan, D.	2003	Pearson	0273682229
Fundamentals of Organisational Behaviour	Griffin, R., Moorhead, G.	2005	Houghton Mifflin Co,	0618492704
Organisational Culture	Brown, A.	1998	Pearson	0273631470
Organisations and the Business Environment	Campbell, D., Craig, T.	2005	Elsevier Butterworth Heinemann	0750658290

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Customer Relations Management

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN
Delivering Quality Service: Balancing Customer Perceptions and Expectations	Zeithami, V.A., Parasuraman, A., Barry, L.L.	1990	Simon and Schuster	0029357012
The Service Profit Chain	Heskett, J., Sasser, W.E., Schleshinger, L.A.	1997	Simon and Schuster	0684832569
The Loyalty Effect	Reichheld, F	2001	HBS Press	1578516870
Service Management for Competitive Advantage	Fitzsimmons, J.A., Fitzsimmons, M.J.	2003	McGraw Hill	007121643X
CRM at the Speed of Light: Essential Customer Strategies for the 21st Century	Greenberg, P.	2004	Osborne McGraw-Hill	0072231734
The Ultimate CRM Handbook: Strategies and Concepts for Building Enduring Customer Loyalty and Profitability	Freeland, J.	2002	Higher Education	0071409351
The Six Principles of Service Excellence	Gilbert-Jamison, T.	2005	Authorhouse	1420856308
Customer Mania! It's Never too Late to Build a Customer-Focused Company	Blanchard, K.	2005	HarperCollins	0007201397

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People Development

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN
Managing Across Cultures	Schneider, S.C., Barsoux, J.L.	2002	Prentice Hall	027364663X
A Handbook of Human Resource Management Practice	Armstrong, M.	2003	Kogan Page	0749441054
Core Management for HR Students and Practitioners (2nd ed)	Winfield P., Bishop R., Porter K.	2003	Butterworth/ Heinemann	0750658274
People management and development (people and Organisations)	Marchington, M., Wilkinson, A.	2002	CIPD	0852929269
Learning and Development (People and organisations)	Harrison R.	2002	CIPD	0852929277
The Coaching at Work Toolkit: A Complete Guide to Techniques and Practices	Zeus, Perry, Skiffington, Suzanne	2002	McGraw Hill	0074711032
Learning and Development: processes, practices and Perspectives at work	Gibb, S.	2002	Palgrave Macmillan	0333984471
How to Motivate Every Employee	Bruces, A.	2005	McGraw-Hill	0071463305

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Strategic Marketing

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN
Strategic Marketing in Practice	Ranchhod, A.	2004	Elsevier Butterworth Heinemann	075066195X
International marketing strategy – Analysis, development and Implementation	Doole I., Lowe R.	2004	Thomson	1844800253
Strategic Marketing Management Planning Implementation and Control	Gilligan, G., Wilson, R.	2004	Elsevier Butterworth Heinemann	0750659386
Market-led Strategic change	Piercy, N.F.	2002	Elsevier Butterworth Heinemann	075065225X
Global Marketing Management	Keegan, W.	2005	Pearson	0131968548
Marketing Communications: Contexts, strategies and applications	Hughes, G., Fill, C.	2005	Elsevier Butterworth Heinemann	075066648X
Marketing Management: An Asian Perspective	Kotler, P., Tan Chin-Tiong, Ang Swee-Hoon, Siew-Meng Leong	2004	Pearson	0131066250
Blue Ocean Strategy	Chan, W., Mauborgne, R.	2005	Harvard Business School Press	1591396190

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Performance Management

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN
A Handbook of Human Resource Management Practice	Armstrong, M.	2003	Kogan Page	0749441054
The HR Scorecard: Linking People, Strategy and Performance	Mark Huselid, et al	2001	Harvard Business School Press	1578511364
Perfect Phrases for Performance Reviews	Douglas Max	2003	McGraw-Hill Education	007140838X
Performance Management in a Week (In a Week S.)	Phil Baguley	2002	Hodder Arnold	0340849681
Performance Coaching: The Handbook for Managers, HR Professionals and Coaches	Angus McLeod	2003	Crown House Publishing	1904424058
Integrated Performance Management	Kurt Verweire (Editor), Lutgart van den Berghe (Editor)	2004	Sage Publications Ltd	1412901553
Coaching for Change: Practical Strategies for Transforming Performance	Kaye Thorne	2004	Kogan Page	0749441682
How to Motivate Every Employee	Bruce, A.	2005	McGraw-Hill	0071463305

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