

Cambridge International Diploma
Higher Professional Level

MANAGEMENT

For assessment in 2010

Syllabus

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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.

The syllabus and assignments are available in English. 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 |
| 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 |
| 4268 | Strategic Marketing | 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 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:

- Understanding the concepts and issues specified in the core modules
- Application of knowledge and conceptual understanding
- Research and academic reading
- Overall quality of the report and presentation
- Analysis
- Conclusions and recommendations.

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 available on the Teacher Support website. 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 are 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 are sent to CIE for assessment.

Figure 1: Management File Guidance

| Management File Item | Criteria for successful completion of the item |
|---|--|
| <p>1. Analysis of organisation (1500-2000 words)</p> | <ul style="list-style-type: none"> • Clear presentation of ideas and analysis • Provides an organisational diagram, following organisational presentation conventions • Analysis covers, as appropriate, the organisation's: <ul style="list-style-type: none"> • business strategy and mission • structure • resources and assets • current financial performance • leadership/decision-making style • staffing and skill base • Products/services and customers |
| <p>2. Design of Research project (1500-2000 words) – based on module 4257 Management Skills</p> | <ul style="list-style-type: none"> • 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 |
| <p>3. Personal Review of Management skills development (1000-1500 words)</p> | <ul style="list-style-type: none"> • 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 ones own time effectively
- 2.0** Manage ones 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 ones own time effectively | |
|---|--|
| Competence Criteria | Skills and Knowledge |
| 1.1 Set and prioritise specific and measurable objectives for self | <ul style="list-style-type: none"> • Objective setting • Organisational, department and personal objectives and policies • Resource availability |
| 1.2 Plan and review work activities in line with objectives | <ul style="list-style-type: none"> • Planning skills • Time planning tools and techniques • Available resources (physical and human) • Reviewing progress and making appropriate changes |
| 1.3 Delegate work to others | <ul style="list-style-type: none"> • Identifying suitable tasks • Identifying suitable people for delegation • Briefing and monitoring others • Evaluation |

| 2.0 Manage ones own personal and professional development | |
|--|--|
| Competence Criteria | Skills and Knowledge |
| 2.1 Assess own performance and identify development needs | <ul style="list-style-type: none"> • Organisational and department objectives • Personal objectives • Current capabilities • Analysis techniques |
| 2.2 Plan continuous personal professional development | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Reasons for research • Key stages • Inductive and deductive • Relevance and irrelevance |
| 3.2 Select the most appropriate research method | <ul style="list-style-type: none"> • Quantitative • Qualitative • Different methods and their suitability • Reliability • Validity |
| 3.3 Conduct the research | <ul style="list-style-type: none"> • Quantitative and qualitative • Questionnaires and surveys • Interviewing • Information sources • Sample size |
| 3.4 Prepare for analysis | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Categories, codes and matrices • Networks and mind maps • Narrative analysis • Statistical analysis • Distributions • Correlation analysis |
| 4.2 Control quality | <ul style="list-style-type: none"> • Probability sampling • Variations • Mean and standard deviations • Statistical process control • Error analysis |

| | |
|---|--|
| <p>4.3 Draw conclusions</p> | <ul style="list-style-type: none"> • Data analysis • Forecasting • Evaluating findings • Decision making |
| <p>4.4 Present research findings</p> | <ul style="list-style-type: none"> • Text format structures • Diagrammatic presentations • Oral presentation skills |

| | |
|--|--|
| <p>5.0 Use a range of tools and techniques to aid decision making</p> | |
| <p>Competence Criteria</p> | <p>Skills and Knowledge</p> |
| <p>5.1 Identify and classify managerial decisions</p> | <ul style="list-style-type: none"> • Managerial roles • Crisis, routine, opportunistic • Strategic, tactical, operational • Programmed, non-programmed • Risk factors |
| <p>5.2 Identify models of decision making</p> | <ul style="list-style-type: none"> • Rational and non-rational • Satisficing • Incrementalism • Action/interpretation • Mintzberg • Instinctive/reactive |
| <p>5.3 Apply steps, tools and techniques to make decisions</p> | <ul style="list-style-type: none"> • Identification and evaluation of options • Scoping, diagnosis, causality, creative thinking • Cost-benefit analysis • Appropriate analysis tools and when to use these • Constraints |
| <p>5.4 Identify strengths and weaknesses of group decision making</p> | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 obscures critical information required for decision making processes |
| 2.3 Make recommendations to address identified gaps in information systems, provision and management | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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' | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Products and/or services • Key markets • Past activities • Future plans |
| 1.2 Identify the business or strategic plan of the organisation for the future | <ul style="list-style-type: none"> • Strategic plans • Strategic objectives • Business plans |
| 1.3 Explain the reasons for the strategy | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Analysing key activities • Identifying activities for the department or project |
| 2.2 Devise objectives for the department or project in line with the strategy | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Internal and external • Physical and human resources |
| 3.2 Identify strategic options | <ul style="list-style-type: none"> • Options for change in line with the strategic and department or project objectives • Analysis tools such as Porter |
| 3.3 Analyse suitability of options | <ul style="list-style-type: none"> • Competitive advantage and positioning • Organisational culture and values • Resource constraints • Analysis tools such as Porter |
| 3.4 Match options to organisational strengths | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Gap analysis • Suitability • Acceptability • Feasibility • Cost-benefit analysis • Risk analysis |
| 4.2 Select change plan in line with strategy | <ul style="list-style-type: none"> • Justifying decisions • Consideration of forces for and against change • Evaluation techniques • Procedure for approving strategic investment decisions |
| 4.3 Propose a strategic plan | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • People's reaction to change • Change agents • Supporters • Gatekeepers • Spectators • Resisters • Refugees • Influencing skills • Creating a success culture |
| 5.2 Plan implementation | <ul style="list-style-type: none"> • Setting objectives • Action planning • Resource allocation • Accountabilities • Monitoring and review approaches • Balanced scorecard • Contingency planning |
| 5.3 Monitor and control strategic change | <ul style="list-style-type: none"> • Monitoring methods • Project planning • Recording results • Dealing with the unexpected |
| 5.4 Communicate results | <ul style="list-style-type: none"> • Communication skills • Report writing • Maintaining motivation • Negotiation skills • Key stakeholders |
| 5.5 Evaluate success | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Mission, vision and values statements • Types of culture |
| 1.2 Identify people's understanding of the mission, vision and values statements | <ul style="list-style-type: none"> • Research and analysis skills • Matching individual perceptions with those of the organisation • Implications of different understanding and perceptions |
| 1.3 Define the organisational structure | <ul style="list-style-type: none"> • Different organisational structures • Multinational companies • Global companies • International companies • Transnational companies |
| 1.4 Draw conclusions about the culture and values of the organisation | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Evolving organisational structures • The life of an organisation |
| 2.2 Describe the cultural background of the organisation | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Key factors in determining culture • Types of changes that occur in organisational structure |
| 3.2 Relate culture and values to organisational behaviour | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Changes in attitudes, values, culture • Behaviour modification • Structural changes • Policy changes • Strategic development |
| 5.2 Describe the features of a learning organisation | <ul style="list-style-type: none"> • Key features of a learning organisation • How organisations learn |
| 5.3 Identify options for changes to cultures and values | <ul style="list-style-type: none"> • Change options identification • Analysis of options |
| 5.4 Identify areas of change and devise a plan for managing these | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Research methods • Gap analysis • Internal and external contributory factors • Strategic drift |
| 2.2 Propose strategies for addressing gaps | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Gap analysis • Action planning for improvement • Implementation of improvement plans • Monitoring and evaluation techniques |

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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Analysis skills and tools • Competitor analysis tools, such as Porter’s 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 | <ul style="list-style-type: none"> • Characteristics of different market segments • Customer profiles • Customers' key purchasing criteria and buying behaviour • Competitor activity • Creating fresh segments |
| 2.2 Analyse options | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Analytical models, tools and skills • Protect/build on current position • Product/service development • Market development • Diversification • Collaboration • Market penetration |
| 3.2 Determine strategic options | <ul style="list-style-type: none"> • Range of strategic options, such as: <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Organisational capacity and capability to change • Change management • Internal barriers to success, such as: <ul style="list-style-type: none"> - company structure, culture and systems - staff morale, habits and beliefs - expectations and perceptions • External barriers to success, such as <ul style="list-style-type: none"> - market barriers to entry and exit - competitor behaviour |
| 4.2 Analyse risks | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

SECTION 5: READING LIST

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

Management Skills

| TITLE | AUTHOR | PUBLISHED | PUBLISHER | ISBN |
|--|--|-----------|---------------------------------|---------------|
| Self Leadership and the One Minute Manager | Blanchard, K., Fowler, S., Hawkins, L. | 2006 | Harper Collins | 9780007208104 |
| Qualitative Research in Business & Management | Myers, M. | 2008 | Sage | 9781412921664 |
| The Curious Researcher | Ballenger, B. | 2008 | Pearson Education | 9780205666119 |
| Doing Business Research | Lee, N., Lings, I. | 2008 | Sage | 9781412928786 |
| Understanding Research | Neuman, L. | 2008 | Pearson Education | 9780205471539 |
| The Manager's Good Study Guide | Tyler, S. | 2008 | Open University Business School | 9780749213879 |
| What Type of Leader Are You? | Lapid-Bogda, G. | 2007 | McGraw-Hill | 9780071477192 |
| How to Manage People | Armstrong, M. | 2008 | Kogan Page | 9780749452414 |
| How to Be an Even Better Manager | Armstrong, M. | 2008 | Kogan Page | 9780749451639 |
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