

Cambridge International Diploma  
Professional Level

**Syllabus**

MANAGEMENT

For assessment in 2009

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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 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. The Higher Professional Level builds on the skills and knowledge of the Professional Level.

#### Cambridge 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.

#### Cambridge Diploma in Management at Professional Level

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 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, 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 Diploma.

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 up to 60 learning hours. This is a guideline only and Centres should plan the duration of courses of study based on a candidate's prior qualifications and experience.

Higher Professional Level modules are designed to take at least 60 learning hours.

#### **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 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 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 timetable 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 of 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 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 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.

All assignments must include a title and, where relevant, a table of contents and bibliography. Tables of statistics, diagrams, graphs, illustrations, photographs, maps etc. should be included provided they are pertinent to the work and are referred to in the text, but they must not be submitted as a complete substitute for written text. All quotations should be indicated clearly and acknowledged.

### **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 Certificate Case Study is 5000 words. It should be word-processed, typed or hand-written legibly and submitted using the cover sheets 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

#### Professional Level

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

- Application of knowledge learned in the previous modules
- Relevance and applicability of the report
- Quality and structure of the report
- Analysis of the Case Study
- 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. 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.

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

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 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 encourage candidates to keep a personal record of learning and achievement throughout the programme. It can be used as the basis for lifelong learning and for job applications. Items can be drawn from activities completed in the Core modules as well as evidence from the Option modules and from the workplace.

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

- Personal Learning and Development Plan
- Curriculum Vitae (CV) or Résumé
- Organisational Diagram of the company/organisation in which the candidate is working
- A personal evaluation of two meetings led by the candidate, reflecting upon improvements made to their own leadership style and any skills improvement from the first to the second meeting
- A personal review of how the candidate has prepared for changes, which affect them, taking place within their organisation
- A personal review of the candidate's own chosen leadership styles during a team event, including reflections on the level of success of these styles in enhancing team performance
- A short report reflecting the candidate's view on how much the work of the department and/or organisation is or should be driven by financial considerations.

### 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 assessment 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 modules for a candidate are complete in order to receive the full Diploma. The full Diploma will not be awarded unless the candidate's Management File and the SAR are sent in to CIE for assessment.

**Figure 1: Management File assessment criteria**

Management File Item	Criteria for successful completion of the item
1. Personal Learning and Development Plan	<ul style="list-style-type: none"> <li>• Demonstrates an awareness of previous learning, skills and experience</li> <li>• Demonstrates an understanding of the role of the programme in personal development</li> <li>• Demonstrates a clear and well thought through plan of work to meet the requirements of the Professional Level Programme</li> <li>• Understands time management and planning</li> <li>• Demonstrates an understanding of personal learning style as reflected in the work plan</li> <li>• Understands importance of ongoing professional development and understanding of career planning</li> </ul>
2. Curriculum Vitae or Résumé	<ul style="list-style-type: none"> <li>• Clear and attractive presentation</li> <li>• Includes all essential information</li> <li>• Concise, grammatical and well written</li> <li>• Presents positive information</li> </ul>
3. Organisational Diagram	<ul style="list-style-type: none"> <li>• Clear and accurate presentation</li> <li>• Follows standard organisational presentation conventions</li> </ul>
4. Personal Evaluation – Communication (500-1000 words)	<ul style="list-style-type: none"> <li>• Clear presentation of ideas and analysis</li> <li>• Demonstrates self awareness and analysis of self development</li> <li>• Understands different forms of communication</li> <li>• Illustrates the application of appropriate forms of communication within the context of a meeting</li> <li>• Illustrates understanding of the impact of self on others</li> <li>• Demonstrates understanding of how best to achieve aims and objectives working with others</li> </ul>
5. Review – Understanding and preparing for change (500-1000 words)	<ul style="list-style-type: none"> <li>• Clear presentation of ideas and analysis</li> <li>• Illustrates understanding of change in the context of an organisation</li> <li>• Demonstrates analysis and understanding of the reasons for change</li> <li>• Illustrates understanding of the impact of change on role, responsibilities and self</li> <li>• Analysis of change and the need to respond to change</li> </ul>
6. Personal Evaluation – Leadership style (500-1000 words)	<ul style="list-style-type: none"> <li>• Clear presentation of ideas and analysis</li> <li>• Demonstrates self awareness in terms of leadership style</li> <li>• Presents analysis of effectiveness of leadership style, supporting analysis with examples and evidence</li> <li>• Demonstrates how leadership style achieves action and aims within a team</li> <li>• Understanding of other roles and ways of working</li> </ul>
7. Report – Work and financial considerations (500-1000 words)	<ul style="list-style-type: none"> <li>• Understands the external and internal financial environment and context governing work activity</li> <li>• Demonstrates understanding of the key principles of finance and how these impact on work activity</li> <li>• Applies knowledge of financial systems and processes to area of work</li> </ul>



## **SECTION 4: MODULE CONTENT**

### **Managing Yourself – Core Module**

#### **Learning Objectives**

- 1.0** Demonstrate an awareness of different management styles and behaviours
- 2.0** Demonstrate the principles of effective delegation
- 3.0** Communicate effectively with others in the workplace
- 4.0** Manage stress in self and others in the workplace
- 5.0** Demonstrate a commitment to continuous professional development.

<b>1.0 Demonstrate an awareness of different management styles and behaviours</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>1.1</b> Identify factors which affect a manager's behaviour	<ul style="list-style-type: none"> <li>• Values and beliefs</li> <li>• Roles and workplace relationships</li> </ul>
<b>1.2</b> Identify styles of management	<ul style="list-style-type: none"> <li>• Competencies</li> <li>• Management and leadership styles</li> <li>• Adapting styles</li> </ul>
<b>1.3</b> Identify ways to learn and develop	<ul style="list-style-type: none"> <li>• Ways of learning</li> <li>• Ways of identifying preferred learning styles</li> <li>• Effective learning</li> <li>• Professional development</li> </ul>

<b>2.0 Demonstrate the principles of effective delegation</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>2.1</b> Identify the advantages of delegation	<ul style="list-style-type: none"> <li>• Time management</li> <li>• Benefits to staff</li> <li>• Benefits to the organisation</li> </ul>
<b>2.2</b> Identify strategies for effective delegation	<ul style="list-style-type: none"> <li>• Appropriate tasks</li> <li>• Potential problems/barriers</li> <li>• Planning</li> <li>• Briefing participants</li> <li>• Evaluation</li> </ul>
<b>2.3</b> Demonstrate effective delegation	<ul style="list-style-type: none"> <li>• Features of delegation plans</li> <li>• Supporting the individual</li> <li>• Reviewing successes and failures</li> </ul>

<b>3.0 Communicate effectively with others in the workplace</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>3.1</b> Identify forms of communication used in the workplace	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Non-verbal</li> <li>• IT based</li> </ul>
<b>3.2</b> Identify the most effective forms of communication for specific purposes	<ul style="list-style-type: none"> <li>• Formal</li> <li>• Informal</li> <li>• Meetings</li> <li>• Interviews</li> </ul>
<b>3.3</b> Demonstrate a range of communication skills	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Applying appropriate communication according to the situation</li> </ul>

<b>4.0 Manage stress in self and others in the workplace</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>4.1</b> Identify causes and effects of stress	<ul style="list-style-type: none"> <li>• Causes of stress at home and work</li> <li>• Physical and behavioural signs of stress</li> <li>• Effect of stress on work productivity</li> </ul>
<b>4.2</b> Identify ways of coping with stress	<ul style="list-style-type: none"> <li>• Avoiding stressful situations</li> <li>• Analysing work/home balance</li> <li>• Coping strategies</li> </ul>
<b>4.3</b> Identify change strategies for managing stress in the workplace	<ul style="list-style-type: none"> <li>• Identifying stress points</li> <li>• Planning how to reduce stress</li> <li>• Support mechanisms</li> <li>• Reviewing success of plan</li> </ul>

<b>5.0 Demonstrate a commitment to continuous professional development</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>5.1</b> Analyse your present career situation, including current competence	<ul style="list-style-type: none"> <li>• Skills and qualities</li> <li>• Knowledge and understanding</li> <li>• Experience</li> <li>• Qualifications</li> <li>• Identification of areas for improvement</li> </ul>
<b>5.2</b> Analyse requirements for career progression	<ul style="list-style-type: none"> <li>• Vocational specific skills and knowledge</li> <li>• Transferable skills</li> <li>• Career paths and job market knowledge</li> <li>• Personal development needs</li> </ul>
<b>5.3</b> Demonstrate understanding of career planning	<ul style="list-style-type: none"> <li>• Career planning</li> <li>• Personal development planning</li> <li>• Clear time-related targets</li> <li>• Work experience requirements</li> </ul>
<b>5.4</b> Commit to continuous professional development	<ul style="list-style-type: none"> <li>• Learning logs or development diaries</li> <li>• Learning reflection</li> <li>• Learning and development plans and records</li> </ul>

## **Managing Information – Core Module**

### **Assessment Objectives**

- 1.0 Demonstrate an awareness of different types of information and the range of sources
- 2.0 Obtain appropriate information to aid decision making
- 3.0 Analyse information to arrive at conclusions
- 4.0 Present information to others using a range of methods
- 5.0 Use Information Technology effectively within the working environment.

<b>1.0 Demonstrate an awareness of different types of information and the range of sources</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>1.1</b> Identify appropriate data and information in order to support organisational decision making processes	<ul style="list-style-type: none"> <li>• Information needs for business (for instance – financial, marketing, human resource, customer care, and so on)</li> <li>• Identifying data and information sources</li> <li>• Identifying quantitative and qualitative information</li> <li>• Evaluating the quality of data and information</li> <li>• Assessing sufficiency, validity, currency, accuracy of data/information</li> </ul>
<b>1.2</b> Identify the purpose of information	<ul style="list-style-type: none"> <li>• Analysing different types of business information</li> <li>• Managing the knowledge equity in organisations</li> <li>• Intellectual capital</li> <li>• Supporting quality issues (for instance ISO, TQM and so on)</li> <li>• The Learning Organisation</li> <li>• Using information to persuade, influence and support</li> <li>• Monitoring and evaluation of the plans and processes</li> </ul>
<b>1.3</b> Identify appropriate types and sources and quality of information	<ul style="list-style-type: none"> <li>• Internal (electronic and human resources/capital)</li> <li>• External (for instance Internet, trade associates, Government agencies, trade journals, professional associations and so on)</li> <li>• Primary/secondary – formal/informal</li> <li>• Information “shelf-life”</li> <li>• Evaluating reliability of sources</li> <li>• Evaluating quality of information (robustness, reliability, hard/soft)</li> </ul>
<b>1.4</b> Manage information	<ul style="list-style-type: none"> <li>• Information flowline</li> <li>• Recording, storage, retrieval and presentational systems</li> <li>• Transformation of data into information/intelligence</li> <li>• Legislation, regulation and security</li> <li>• Associated costs and benefits</li> <li>• Distribution of information in suitable formats to appropriate people within the organisation</li> </ul>

<b>2.0 Obtain appropriate information to aid decision making</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>2.1</b> Types of data/information to support a range of decision making processes	<ul style="list-style-type: none"> <li>• Structured and unstructured decisions</li> <li>• Contributions to strategic decisions</li> <li>• Operational decisions</li> <li>• Tactical decisions</li> <li>• Day to day decisions</li> </ul>
<b>2.2</b> Identify the types of data/information needed to support the range of decision making processes	<ul style="list-style-type: none"> <li>• Competitor information in relation to markets, sales, costs</li> <li>• Market opportunities and trends</li> <li>• Supplier information</li> <li>• Customer information</li> <li>• Labour market information</li> <li>• Personnel and internal human resource information (staff turnover, skills base, unit/hour costs, performance)</li> <li>• Financial (capital costs, loan payment, debtors, creditors, primary and secondary ratios, overheads, breakeven analysis)</li> </ul>
<b>2.3</b> Identify the costs of such information and the potential benefits	<ul style="list-style-type: none"> <li>• Critically assess the use to which organisational information systems meet organisational needs</li> <li>• Identify gaps in provision</li> <li>• Identify collection, collation and storage of information that is no longer useful or is stored but not used</li> <li>• Assess costs of data collection, collation, transformation, storage and retrieval of data/information/intelligence</li> <li>• Identify opportunities for cost savings</li> </ul>
<b>2.4</b> Identify and assess communications within the organisation	<ul style="list-style-type: none"> <li>• Formal and informal</li> <li>• Electronic (e-mail, Intranet, WAN, LAN, conferencing)</li> <li>• Systems and data security (hacking, virus, worms, need to know principle, pass word discipline)</li> <li>• Information overload and abuse (e-mail system, paper systems, meeting/conferences, electronic notice boards)</li> <li>• Other than electronic means (person to person or group, face to face, briefing papers, organisational news sheet)</li> <li>• For full time/part time, experienced, new, temporary, relief staff and how their information needs are or are not met</li> </ul>

<b>3.0 Analyse information to arrive at conclusions</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>3.1</b> Identification of where information and or data are required to support the decision making processes at sub-organisational level (section, department)	<ul style="list-style-type: none"> <li>• Identification of the needs for regular data/information flow to support day to day and operational activities</li> <li>• Assessment of the needs for occasional or one-off data sets or information during the course of an operational cycle</li> <li>• Identification on the format in which such data or information is required</li> </ul>
<b>3.2</b> Critical assessment of the availability, access and format of this data/information	<ul style="list-style-type: none"> <li>• Deciding the availability of such data and information needs and how best to obtain them</li> <li>• Assessing the suitability of the format in which the data sets and information is available</li> <li>• Assessing the costs of obtaining the information and the associated benefits</li> </ul>
<b>3.3</b> Appraisal of the quality of this information to support the decision making processes	<ul style="list-style-type: none"> <li>• Assessing the fitness for purpose of the quantitative and qualitative information/data</li> <li>• Judging if additional data is required to support existing data sets</li> <li>• Time relatedness of existing information</li> <li>• Robustness, sensitivity, reliability of data sources</li> </ul>
<b>3.4</b> Techniques of analysis that support the decision making processes	<ul style="list-style-type: none"> <li>• Computer supported 'large data set' analysis</li> <li>• Automated systems relating to variance analysis (from planned courses of a range of actions/functions)</li> <li>• Projections based on historical data</li> <li>• Statistical analysis – regression, lines of best fit, mode, median, mean</li> <li>• Costing techniques and computer aided decisions</li> <li>• Break even analysis</li> <li>• Computer modelling</li> <li>• Graphical techniques</li> </ul>
<b>3.5</b> Arriving at and communicating decisions	<ul style="list-style-type: none"> <li>• Forming decisions based on best available information and not always complete information</li> <li>• Communicating the decisions to those who need to know in a suitable form and in a timely way that aids them in their day to day work</li> <li>• Where appropriate, communicating the basis upon which decisions have been reached</li> <li>• When necessary recording the decision in a suitable way – (action plan, operational plan, capital purchase plan and so on)</li> </ul>



<b>4.0 Present information to others using a range of methods</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>4.1</b> Understand the purpose and function of meetings to gather and provide information	<ul style="list-style-type: none"> <li>• Formal and informal meetings</li> <li>• Function of meetings within a communications strategy and structure</li> </ul>
<b>4.2</b> Lead and manage meetings in order that the aim, objectives and expectations of those involved are met	<ul style="list-style-type: none"> <li>• Identify the aim, objectives and constraints of specified meetings</li> <li>• Prepare the agenda and other information in a format suitable for use at specific meetings and suitably communicate it to those who need to know</li> <li>• Managing contributions from all meeting participants</li> <li>• Facilitation of discussion and decision-making</li> <li>• Listening, questioning and summarising skills</li> <li>• Making proposals and presentation skills</li> <li>• Managing conflict effectively – understand and manage the behaviour of others</li> <li>• Time keeping</li> <li>• Appropriate non-verbal behaviour</li> <li>• Closing and evaluating meetings</li> </ul>
<b>4.3</b> Prepare formal presentations	<ul style="list-style-type: none"> <li>• Organising content and structure of proposals and presentations</li> <li>• Selecting and using a framework for the presentation</li> <li>• Meeting audience needs and expectations</li> <li>• Influencing and persuading skills</li> <li>• IT applications, such as PowerPoint</li> <li>• Creating visual support material</li> <li>• Creating notes and memory aids</li> <li>• Preparation of venue in a way that supports the purpose of the meeting</li> </ul>
<b>4.4</b> Give formal presentations	<ul style="list-style-type: none"> <li>• Using notes and memory aids</li> <li>• Addressing audiences</li> <li>• Coping with nerves and using the voice effectively</li> <li>• Personal presentation skills and techniques, including non-verbal behaviour</li> <li>• Using verbal and physical emphasis techniques</li> <li>• Answering questions</li> <li>• Summarising and closing the presentation</li> </ul>

<b>5.0 Use Information Technology effectively within the working environment</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>5.1</b> Identify the use of current technology within organisations	<ul style="list-style-type: none"> <li>• Types of communications</li> <li>• Information recording, organising and presenting</li> <li>• Automated ICT systems</li> <li>• 'White Board' technology</li> <li>• Bulletin boards</li> <li>• Information transfer</li> </ul>
<b>5.2</b> Identify the use of current electronic communication systems within the business environment	<ul style="list-style-type: none"> <li>• LAN, WAN, Internet, Intranet, Extranet</li> <li>• EDI</li> <li>• E-mail</li> <li>• Video and telephone conferencing</li> <li>• Electronic translation services</li> <li>• Internet information retrieval systems</li> </ul>
<b>5.3</b> Identify potential problems with IT communications systems	<ul style="list-style-type: none"> <li>• Compatibility of hardware/software and communications systems</li> <li>• Running, maintenance and renewals or upgrade costs</li> <li>• Legislation and regulations concerning data protection and the 'rights' and 'responsibilities' of the individual</li> <li>• Computer fraud and the protection of intellectual property rights</li> <li>• Security systems – anti virus, worms and Trojan horses, hacking in general</li> <li>• Operating 'need to know' principles and protection from internal data manipulation/mischief making</li> <li>• E-mail protocols and uses</li> <li>• Unethical and misuse of electronic communications systems</li> <li>• Information overload</li> </ul>

## **Managing Change – Core Module**

### **Assessment Objectives**

- 1.0 Analyse influences for change in the working environment
- 2.0 Identify and prioritise options for change
- 3.0 Analyse the forces for and against change and devise strategies for overcoming these
- 4.0 Develop an implementation plan for change
- 5.0 Justify planned changes.

<b>1.0 Analyse influences for change in the working environment</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>1.1</b> Demonstrate understanding of the internal and external pressures on organisations for change	<ul style="list-style-type: none"> <li>• Political, economic, social, technological, legal and environmental</li> <li>• Internal pressures</li> <li>• External pressures</li> </ul>
<b>1.2</b> Describe how internal and external influences affect an organisation's operations	<ul style="list-style-type: none"> <li>• Analysis of pressures</li> <li>• Consequences of not changing in line with pressures</li> </ul>

<b>2.0 Identify and prioritise options for change</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>2.1</b> Identify areas for change in a department or organisation	<ul style="list-style-type: none"> <li>• The forces for change</li> <li>• The types of changes needed</li> <li>• Options for change strategies</li> <li>• Analysis of options</li> <li>• Objectives of change options</li> </ul>
<b>2.2</b> Prioritise change options	<ul style="list-style-type: none"> <li>• How to prioritise</li> <li>• Benefits of change options</li> <li>• Consequences of delaying change</li> <li>• Importance and urgency of change options</li> </ul>

<b>3.0 Analyse the forces for and against change and devise strategies for overcoming these</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>3.1</b> Analyse the forces for and against the proposed changes	<ul style="list-style-type: none"> <li>• Drivers for change</li> <li>• Restrainers</li> </ul>
<b>3.2</b> Identify the reasons for resistance to change and the most likely sources of these	<ul style="list-style-type: none"> <li>• Attitudes to change</li> <li>• Obsolescence issues with regard to equipment</li> <li>• Financial factors</li> </ul>
<b>3.3</b> Suggest ways of overcoming resistance to change	<ul style="list-style-type: none"> <li>• Communication and involvement methods</li> <li>• Change champions</li> <li>• How to identify and implement training and development needs</li> <li>• Negotiation</li> <li>• Cost-benefit analysis</li> </ul>

<b>4.0 Develop an implementation plan for change</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>4.1</b> Demonstrate understanding of planning resources	<ul style="list-style-type: none"> <li>• Task breakdown</li> <li>• Critical time factors</li> <li>• Effect of plan on people and production</li> </ul>
<b>4.2</b> Develop a communication plan for the change	<ul style="list-style-type: none"> <li>• Who will be affected</li> <li>• Communication techniques</li> <li>• Motivational methods</li> <li>• Benefits of consultation</li> </ul>
<b>4.3</b> Devise a change plan	<ul style="list-style-type: none"> <li>• Planning skills</li> <li>• Objective setting</li> <li>• Monitoring methods</li> <li>• Evaluation criteria and techniques</li> <li>• Contingencies</li> </ul>

<b>5.0 Justify planned change</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>5.1</b> Demonstrate ability to justify proposals	<ul style="list-style-type: none"> <li>• Benefits and drawbacks of change</li> <li>• Presenting a case for change</li> </ul>
<b>5.2</b> Present recommendations for change	<ul style="list-style-type: none"> <li>• Report writing</li> <li>• Influencing and persuasion</li> <li>• Consequences of not changing</li> <li>• Perceived problems and possible solutions</li> </ul>

## **Managing Finance – Core Module**

### **Assessment Objectives**

- 1.0** Construct a balance sheet for a project or department
- 2.0** Interpret and construct a profit and loss statement for a project or department
- 3.0** Differentiate between fixed and variable costs
- 4.0** Construct a budget for a project or department
- 5.0** Describe the role of finance in the general management of a project or department.

<b>1.0 Construct a balance sheet for a project or department</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>1.1</b> Demonstrate understanding of the uses of a balance sheet	<ul style="list-style-type: none"> <li>• The purpose and uses of balance sheets</li> <li>• Financial position</li> </ul>
<b>1.2</b> Demonstrate the ability to analyse balance sheets	<ul style="list-style-type: none"> <li>• Assets and liabilities</li> <li>• Limitations of balance sheets</li> </ul>
<b>1.3</b> Collect and analyse relevant information to create a balance sheet	<ul style="list-style-type: none"> <li>• The accounting equation</li> <li>• Numerical analysis</li> <li>• Presenting information</li> </ul>

<b>2.0 Interpret and construct a profit and loss statement for a project or department</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>2.1</b> Demonstrate understanding of the principles for measuring financial performance	<ul style="list-style-type: none"> <li>• Trading accounts</li> <li>• Cash flow</li> <li>• Capital and depreciation</li> </ul>
<b>2.2</b> Demonstrate understanding of the use of profit and loss accounts	<ul style="list-style-type: none"> <li>• Uses of profit and loss account</li> <li>• Limitations of profit and loss account</li> <li>• Profit margins</li> <li>• Stewardship</li> </ul>
<b>2.3</b> Construct a profit and loss statement	<ul style="list-style-type: none"> <li>• Numerical analysis</li> <li>• Presenting numerical information</li> </ul>



<b>3.0 Differentiate between fixed and variable costs</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>3.1</b> Demonstrate understanding of costs and how these are allocated or apportioned	<ul style="list-style-type: none"> <li>• Classifying costs</li> <li>• Knowing which costs can be classified as fixed and those which are variable; identifying how this can vary according to different situations</li> <li>• Contribution costing</li> <li>• Approaches to apportionment and allocation (of overheads)</li> </ul>
<b>3.2</b> Demonstrate understanding of variance analysis	<ul style="list-style-type: none"> <li>• Calculating variances</li> <li>• Favourable and adverse variances</li> <li>• The likely impact of variances on planned profit</li> <li>• Action to address significant variances</li> </ul>

<b>4.0 Construct a budget for a project or department</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>4.1</b> Demonstrate understanding of the budget cycle and linking this to operational plans	<ul style="list-style-type: none"> <li>• Four main stages</li> <li>• Responsibility and accountability</li> <li>• Fixed costs</li> <li>• Variable costs</li> </ul>
<b>4.2</b> Demonstrate understanding of budgetary control systems	<ul style="list-style-type: none"> <li>• The requirements for effective systems of budgetary control</li> <li>• Individual roles in relation to budgetary control</li> <li>• Monitoring costs and expenditure</li> </ul>
<b>4.3</b> Demonstrate the ability to construct a budget	<ul style="list-style-type: none"> <li>• Budget preparation process</li> <li>• Cash flow forecasting</li> <li>• Analysis of financial information</li> <li>• Presentation and justification of budgetary decisions</li> </ul>

<b>5.0 Describe the role of finance in the general management of a project or department</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>5.1</b> Understanding responsibilities relating to managing financial information	<ul style="list-style-type: none"> <li>• Relationship between managerial decisions and financial performance</li> <li>• Financial documents as an expression of departmental intentions</li> <li>• Internal controls in relation to financial management</li> <li>• Regulations and legal requirements</li> <li>• Financial standing orders</li> <li>• Inputs – transformation – outputs</li> <li>• Attaching monetary values to inputs and outputs</li> </ul>
<b>5.2</b> Measuring financial resources and understanding key conventions	<ul style="list-style-type: none"> <li>• Cash flow</li> <li>• Managerial decisions influencing the cash flow</li> <li>• Working capital cycle</li> <li>• Financial frameworks</li> <li>• Depreciation</li> <li>• Using financial information to analyse performance</li> <li>• Interpreting performance using financial data</li> </ul>
<b>5.3</b> Communicating financial data and information	<ul style="list-style-type: none"> <li>• Budget planning</li> <li>• Budget statements and associated documents</li> <li>• Regularly monitoring performance in financial terms</li> <li>• Regularly communicating performance outcome to those who need to know of it</li> </ul>
<b>5.4</b> Stewardship and responsibilities	<ul style="list-style-type: none"> <li>• Stakeholder analysis</li> <li>• Stakeholder influence on financial management and associated practice</li> <li>• Satisfying stakeholders' needs and requirements</li> </ul>

## **Managing Teams – Optional Module**

### **Assessment Objectives**

- 1.0 Build an effective team
- 2.0 Establish effective team-working
- 3.0 Lead a team effectively
- 4.0 Evaluate team performance
- 5.0 Show how the effectiveness of teams contributes to the overall efficiency of the organisation.

<b>1.0 Build an effective team</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>1.1</b> Identify team functions within an organisation	<ul style="list-style-type: none"> <li>• The importance and benefits of teams within an organisation</li> <li>• Definitions of team and group</li> <li>• Types of teams</li> <li>• Limitations of teamwork</li> </ul>
<b>1.2</b> Identify the characteristics of an effective team	<ul style="list-style-type: none"> <li>• Characteristics of effective teams</li> <li>• Factors affecting team effectiveness</li> <li>• Models of team roles</li> <li>• Barriers to effective teamwork</li> <li>• Models of the stages of team development</li> </ul>
<b>1.3</b> Form an effective team	<ul style="list-style-type: none"> <li>• Clarifying team purpose, job requirements and goals</li> <li>• Applying analytical methods for establishing provision needs</li> <li>• Competence mapping and auditing</li> <li>• Identifying appropriate roles and tasks of team members</li> <li>• Identifying and agreeing key tasks and performance measurement criteria</li> <li>• Identifying and communicating task allocation strategies</li> </ul>
<b>1.4</b> Identify team protocols and agreed codes of conduct	<ul style="list-style-type: none"> <li>• Stages of team development</li> <li>• Interpersonal skills and behaviours, including non-verbal behaviour</li> <li>• Establishing and agreeing team working practices</li> <li>• Publishing and reviewing team-working protocols</li> <li>• Stages of team development</li> <li>• Value alignment within teams</li> <li>• Recognising and managing differences within teams</li> </ul>

<b>2.0 Establish effective team-working</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>2.1</b> Establish and communicate team strengths, strategies and goals	<ul style="list-style-type: none"> <li>• Clarifying team purpose and roles</li> <li>• Team mission and value statements</li> <li>• Managing changes in structure, purpose and levels of performance of the team</li> <li>• Socialisation of team members into the team</li> </ul>
<b>2.2</b> Establish and increase the effectiveness of the team	<ul style="list-style-type: none"> <li>• Factors influencing team building</li> <li>• Identifying and evaluating collaborative working strategies</li> <li>• Strategies and techniques for team problem solving and decision making</li> <li>• Leadership, motivation, reward strategies and systems</li> <li>• Agreeing communication strategy and protocols</li> <li>• Identifying and implementing strategies and practices for individual and team development e.g. delegation, coaching</li> </ul>
<b>2.3</b> Identify barriers to team working and implement strategies for overcoming these	<ul style="list-style-type: none"> <li>• Barriers to effective teamwork</li> <li>• Problem-solving strategies and skills</li> <li>• Role and task clarification</li> <li>• Effective team management and leadership</li> <li>• Motivational skills</li> <li>• Managing team relations and conflict</li> </ul>

<b>3.0 Lead a team effectively</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>3.1</b> Identify and practise strategies for managing the task, the team and the individual	<ul style="list-style-type: none"> <li>• Differentiate between leadership and management</li> <li>• Characteristics of effective team leadership and management</li> <li>• Management styles, including autocratic, consultative and participative</li> <li>• Leadership styles, including action centred leadership, situational and charismatic leadership</li> <li>• Determining appropriate style of leadership and management</li> <li>• Clarifying levels of responsibility, authority and accountability</li> <li>• Gaining trust of team members</li> </ul>
<b>3.2</b> Encourage participation from team members	<ul style="list-style-type: none"> <li>• Increasing participation from team members</li> <li>• Barriers to participation and strategies for overcoming them</li> <li>• Motivational factors and models</li> <li>• Motivating individuals and the team</li> <li>• Opportunities to participate and feed back</li> <li>• Feedback and reward systems</li> <li>• Establishing trust and openness</li> <li>• Developing confidence and communication skills</li> <li>• Seeking opinions and consensus</li> </ul>
<b>3.3</b> Communicate with the team and with other teams within the organisation	<ul style="list-style-type: none"> <li>• Identifying and agreeing communication strategy and practices within and between teams</li> <li>• Preparing, leading and facilitating team meetings</li> <li>• Briefing the team</li> <li>• Giving and receiving feedback</li> <li>• Questioning and listening skills</li> <li>• Managing relationships and conflict</li> <li>• Effective networking</li> <li>• Organisational team interdependencies</li> <li>• Managing inter-team relationships and conflict</li> </ul>

<b>4.0 Evaluate team performance</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>4.1</b> Identify team purpose and work objectives	<ul style="list-style-type: none"> <li>• Clarifying and sharing team purpose and objectives</li> <li>• Identifying and agreeing key result areas</li> <li>• Publishing and communicating objectives</li> </ul>
<b>4.2</b> Set standards of performance for the team	<ul style="list-style-type: none"> <li>• Distinguish between performance measurement and performance management</li> <li>• Identifying and agreeing standards of performance with customers and team</li> <li>• Identifying and communicating measures of performance levels and variance significance</li> <li>• Bench marking</li> </ul>
<b>4.3</b> Monitor and record team performance effectively	<ul style="list-style-type: none"> <li>• Performance measurement and indicators</li> <li>• Qualitative and quantitative monitoring systems</li> <li>• Quality assurance systems and processes</li> <li>• Encouraging self assessment by team and individuals</li> <li>• Recording performance effectively and accurately</li> <li>• Reviewing and analysing achievements and progress</li> </ul>
<b>4.4</b> Practise continuous improvement	<ul style="list-style-type: none"> <li>• Performance management</li> <li>• Feedback mechanisms and control loops</li> <li>• TQM models</li> <li>• Continuous improvement cycle</li> <li>• Experiential cycle</li> <li>• Modelling and visualisation techniques</li> <li>• Identifying and implementing strategies for team and individual development</li> <li>• CPD</li> </ul>

<b>5.0 Show how the effectiveness of teams contributes to the overall efficiency of the organisation</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>5.1</b> Identify the role of the team within the organisation	<ul style="list-style-type: none"> <li>• Organisation's mission, goals and objectives</li> <li>• Organisational structure, hierarchy and culture</li> <li>• Allocation and communication of objectives, roles and functions between teams</li> <li>• Organisational team inter-dependencies</li> <li>• Identifying and sharing strategic success and team contribution within teams</li> </ul>
<b>5.2</b> Establish team contribution to organisational efficiency	<ul style="list-style-type: none"> <li>• Measures of organisational efficiency</li> <li>• Agreeing common and useful indicators of team performance</li> <li>• Monitoring, recording and communicating team performance in line with organisational requirements and indicators</li> <li>• Organisational feedback and reward mechanisms</li> </ul>



## **Managing for Quality – Optional Module**

### **Assessment Objectives**

- 1.0 Understand the importance of quality in organisations
- 2.0 Agree and implement quality standards
- 3.0 Develop appropriate systems for managing quality in a department or for a project
- 4.0 Monitor and maintain quality in a department or for a project
- 5.0 Evaluate quality systems.

<b>1.0 Understand the importance of quality in organisations</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>1.1</b> Define quality in terms of specifications conformance and customer perception	<ul style="list-style-type: none"> <li>• Internal and external requirements</li> <li>• Standards and measures</li> <li>• Awareness of key literature from Deming onwards</li> </ul>
<b>1.2</b> Describe the emergence of quality standards over time	<ul style="list-style-type: none"> <li>• TQM</li> <li>• ISO and other quality systems</li> </ul>
<b>1.3</b> Explain the recent dominance of customer perception as key to quality	<ul style="list-style-type: none"> <li>• Internal and external customers</li> <li>• The move towards customer-centric management</li> <li>• The changing needs and perceptions of customers</li> </ul>

<b>2.0 Agree and implement quality standards</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>2.1</b> Explain the value of a quality system to an organisation	<ul style="list-style-type: none"> <li>• Different systems</li> <li>• The effects of quality systems on services and products</li> <li>• The effects of quality systems on the market</li> </ul>
<b>2.3</b> Analyse customer needs	<ul style="list-style-type: none"> <li>• Use of analytical techniques</li> <li>• Internal and external customers</li> <li>• Customer-supplier agreements</li> </ul>
<b>2.4</b> Analyse organisational constraints on quality	<ul style="list-style-type: none"> <li>• Use of analytical techniques</li> <li>• Resource management</li> <li>• Constraints</li> </ul>
<b>2.5</b> Identify key features of Total Quality Management	<ul style="list-style-type: none"> <li>• Knowledge of Total Quality Management systems</li> <li>• Key performance indicators and other measures</li> </ul>

<b>3.0 Develop appropriate systems for managing quality in a department or for a project</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>3.1</b> Explain how process management and structural change are balanced	<ul style="list-style-type: none"> <li>• Process control systems</li> <li>• Implementing changes</li> <li>• Resource management</li> <li>• Maintaining quality of production or service</li> </ul>
<b>3.2</b> Identify Critical Success Factors	<ul style="list-style-type: none"> <li>• Key design principles</li> <li>• Resource constraints</li> <li>• Specifying measures for success</li> </ul>
<b>3.3</b> Identify Key Performance Indicators	<ul style="list-style-type: none"> <li>• Defining performance as a measurable activity</li> <li>• Use of a range of performance measuring techniques</li> <li>• Benchmarking</li> </ul>
<b>3.4</b> Demonstrate use of performance measurement instruments	<ul style="list-style-type: none"> <li>• Design principles</li> <li>• Use of measurement instruments</li> <li>• Record keeping</li> </ul>
<b>3.5</b> Demonstrate use of audit procedures	<ul style="list-style-type: none"> <li>• Design principles</li> <li>• Audit procedures</li> <li>• Resource constraints</li> </ul>

<b>4.0 Monitor and maintain quality in a department or for a project</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>4.1</b> Identify key features of self assessment frameworks and external measures	<ul style="list-style-type: none"> <li>• Frameworks for self assessment and monitoring</li> <li>• External quality systems</li> <li>• Record keeping</li> <li>• Resources including cost/benefit analysis</li> </ul>
<b>4.2</b> Demonstrate use of an identified self assessment technique	<ul style="list-style-type: none"> <li>• Frameworks for self assessment and monitoring</li> <li>• Record keeping and report writing</li> <li>• Resources including cost/benefit analysis</li> </ul>
<b>4.3</b> Use outcomes of self assessment to plan the next cycle of continuous improvement	<ul style="list-style-type: none"> <li>• Collecting and analysing results</li> <li>• Report writing</li> <li>• Resources including cost/benefit analysis</li> <li>• Devising quality plans</li> </ul>

<b>5.0 Evaluate quality systems</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>5.1</b> Identify a range of quality systems	<ul style="list-style-type: none"> <li>• Self assessment and monitoring approaches</li> <li>• External quality systems</li> <li>• Benefits and drawbacks of each</li> </ul>
<b>5.2</b> Use a range of techniques to evaluate different quality systems	<ul style="list-style-type: none"> <li>• Evaluation methods</li> <li>• Effectiveness of systems employed</li> <li>• Efficiency of systems employed</li> <li>• Other systems that might be suitable</li> <li>• Report writing</li> </ul>

## **Managing the Market – Optional Module**

### **Assessment Objectives**

- 1.0 Explain the importance to an organisation of developing a marketing orientation
- 2.0 Describe and apply marketing mix applications for a product or service
- 3.0 Identify and apply pricing practices
- 4.0 Describe and apply placing and promoting products and services within a market
- 5.0 Develop a marketing plan.

<b>1.0 Explain the importance to an organisation of developing a marketing orientation</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>1.1</b> Identify the importance of marketing and the factors within the marketing environment	<ul style="list-style-type: none"> <li>• Defining marketing</li> <li>• The importance of marketing within an organisation</li> <li>• Defining different types of markets</li> <li>• Market positioning</li> <li>• Marketing models e.g. Boston Matrix, Ansoff Matrix, Product life cycle</li> </ul>
<b>1.2</b> Identify customers in a range of organisations	<ul style="list-style-type: none"> <li>• Internal and external customers</li> <li>• The customer/supplier chain</li> <li>• Determining and meeting customers' expectations and requirements</li> <li>• Influences affecting customer/buyer behaviour</li> <li>• Dividing markets into customer groups – market segmentation</li> <li>• The difference between customers, consumers and end users</li> </ul>
<b>1.3</b> Distinguish between customer led and product led organisations and explain the advantages of each	<ul style="list-style-type: none"> <li>• Customer led organisations</li> <li>• Product led organisations</li> <li>• Customer relationship management</li> <li>• The marketing concept versus the selling concept</li> <li>• Product life cycle</li> </ul>

<b>2.0 Describe and apply marketing mix applications for a product or service</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>2.1</b> Explain the tactical tools known as the marketing mix	<ul style="list-style-type: none"> <li>• 7Ps of the extended marketing mix</li> <li>• Determinants of the marketing mix</li> <li>• The importance of correct market, product and customer information and analysis</li> <li>• The importance of the right balance at the right time within a product life cycle</li> </ul>
<b>2.2</b> Identify and evaluate the importance and impact of each element of the marketing mix to the marketing strategy	<ul style="list-style-type: none"> <li>• Applying 7Ps to the marketing strategy</li> <li>• Identifying the right blend within a product life cycle</li> <li>• Factors affecting the marketing mix e.g. customer needs and expectations, markets, organisational objectives, competitor behaviour</li> </ul>

<b>3.0 Identify and apply pricing practices</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>3.1</b> Define a pricing strategy	<ul style="list-style-type: none"> <li>• Competition-, demand- and cost-oriented pricing</li> <li>• Profit and revenue objectives</li> <li>• Pricing objectives and practice</li> <li>• Relationship to other aspects of the marketing mix</li> </ul>
<b>3.2</b> Apply a pricing strategy	<ul style="list-style-type: none"> <li>• Market saturation levels</li> <li>• Customer expectation and buying behaviour</li> <li>• Customer perception of price – such as price/quality relationship</li> <li>• Effect of current position within the product life cycle</li> </ul>

<b>4.0 Describe and apply placing and promoting products and services within a market</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>4.1</b> Identify and discuss the concept and importance of place within the market	<ul style="list-style-type: none"> <li>• Defining place</li> <li>• The importance of “place” within the marketing mix</li> <li>• Customer expectations about place and accessibility – i.e. right product, right place, right time</li> <li>• Product availability for purchase and use</li> <li>• Production and distribution, supply chain management</li> <li>• Relationship to other aspects of the marketing mix</li> </ul>
<b>4.2</b> Promote products and services	<ul style="list-style-type: none"> <li>• Range of promotional methods and tools</li> <li>• Factors influencing choice of method/tool</li> <li>• Tailoring promotions to market segments</li> <li>• Cost/benefit analysis of promotional activities</li> <li>• Monitoring and evaluating success</li> </ul>



<b>5.0 Develop a marketing plan</b>	
<b>Competence Criteria</b>	<b>Skills and Knowledge</b>
<b>5.1</b> Identify the characteristics of an effective marketing plan	<ul style="list-style-type: none"> <li>• Reasons for developing a marketing plan</li> <li>• Differences and links between organisational objectives, marketing strategy and marketing plans</li> <li>• Key features of an effective marketing plan</li> <li>• Importance of thorough market and customer research</li> <li>• Using findings and analysis to inform recommendations and planning</li> <li>• Resource implications</li> <li>• Cost effectiveness of marketing activities</li> </ul>
<b>5.2</b> Implement a marketing plan	<ul style="list-style-type: none"> <li>• Basic principles of plan and project management</li> <li>• Difficulties of forecasting – setting realistic timescales</li> <li>• Establishing and agreeing accountability and responsibility for actions</li> <li>• Methods for reviewing and ensuring the continued appropriateness of plans</li> <li>• Monitoring, measuring and communicating results</li> <li>• Cost benefit analysis of marketing activity</li> <li>• Gaining commitment to plans – change management</li> </ul>

**SECTION 5: READING LIST**

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

**Managing Yourself**

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN NUMBER
How to Be an Even Better Manager	Armstrong, M.	2004	Kogan Page	074944262X
Six Thinking Hats	DeBono, E.	2004	Penguin	0140296662
The On-time, On-target Manager	Blanchard, K., Gottry, S.	2005	Harper Collins	0007190352
The Seven Habits of Highly Effective People	Covey, S.	2004	Sagebrush Education Resources	0743272455
Embracing Change: Essential Steps to Make Your Future Today	Buzan, T.	2005	BBC Books	0563487623
Get a Grip!: Overcoming Stress and Thriving in the Workplace	Losyk, B.	2005	John Wiley & Sons Inc	0471659495
Emotional Intelligence	Goleman, D.	1996	Bloomsbury	0747528306
Men are from Mars, Women are from Venus	Gray, J.	1999	HarperCollins Publishers	0091827108
Management of Organizational Behavior	Hersey, P., Blanchard, K.H., Johnson, D.E.	2000	Pearson	0130175986
The Learning Styles Helper's Guide	Honey, P., Mumford, A.	2000	Peter Honey Publications	1902899105
Teach Yourself NLP	Bavister, S., Vickers, A.	2005	Teach Yourself	0071452087
Managing With the Power of NLP: Neuro-linguistic Programming for Personal Competitive Advantage	Molden, D.	1996	Pearson	0273620630

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[www.quickmba.com](http://www.quickmba.com)  
[www.cipd.co.uk](http://www.cipd.co.uk)  
[www.managers.org.uk](http://www.managers.org.uk)

**Managing Information**

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN NUMBER
Strategic Management and Information Systems	Robson, W.	1997	Pearson	0273615912
Fluency with Information Technology: Skills, Concepts and Capabilities	Snyder, L.	2005	Addison Wesley	0321357825
Decision Making – An Integrated Approach	Jennings and Wattam	1998	Pearson	0273628593
Managing Knowledge: An Essential Reader	Little, S., Ray, T.	2005	Sage Publications Ltd	1412912415
Introducing Information Management: The Business Approach	Hinton, M.	2005	Butterworth Heinemann	0750666684
Giving Presentations	Billingham, J., Baumgartner-Cohen, B., Sealy, J.	2003	Oxford University Press	0198606818
Pocket Guide to Technical Presentations and Professional Speaking	Pfeiffer, W., Zwickel, S.	2005	Prentice Hall	0131529625
Meetings Made Easy: The Ultimate Fix-it Guide	Micale, F.	2005	McGraw-Hill Education	1932531246

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[www.cimaglobal.com](http://www.cimaglobal.com)  
[www.managers.org.uk](http://www.managers.org.uk)

**Managing Change**

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN NUMBER
Managing Change	Burnes, B.	2004	Pearson	0273683365
Managing Change in Organisations	Carnall, C.	2002	Pearson	0273657356
Management: Making the Most of People	Evenden, R., Anderson, G.	1992	Addison-Wesley	0201544482
Understanding Organizations	Handy, C.	1993	Penguin Books	0140156038
Imaginization	Morgan, G.	1997	Sage Publications	076191269X
Management and Organisational Development	Mullins, L.	2004	Pearson	0273688766
Thriving on Chaos	Peters, T.	1988	Harper Collins	0060971843
Manage Change to Reduce Resistance	Harvard Business School	2005	Harvard Business School	1591397812
Leadership and the Art of Change	Beach, L.R.	2005	Sage Publications	1412913829
Dynamic Change Management: How to Get Enduring Results in the Real World	Leintz, B., Rea, K.	2005	Butterworth Heinemann	0750676868

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[www.managers.co.uk](http://www.managers.co.uk)  
[www.quickmba.com](http://www.quickmba.com)

**Managing Finance**

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN NUMBER
Management Accounting	Atrill, P., McLaney, E.J.	1994	Blackwell Publishers	0631195386
Financial Management	Chadwick, L., Kirby, D.	1995	International Thomson Business Press	041511067X
Accounting for Non- Accounting Students	Dyson, J.R.	2003	Pearson	0273683853
Finance for Non-Financial Managers	Millichamp, A.H.	2000	Thomson Learning	0826453791
Managing Budgets	Sleight, S.	2000	Dorling Kindersley	0751307718
Budgeting Basics and Beyond	Shim, J., Siegel, J.	2005	John Wiley & Sons Inc	0471725021

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[www.investopedia.com](http://www.investopedia.com)  
[www.onlinewbc.gov/docs/finance/fs\\_ratio1.html](http://www.onlinewbc.gov/docs/finance/fs_ratio1.html)  
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[www.quickmba.com/accounting/fin/statements](http://www.quickmba.com/accounting/fin/statements)  
[www.your-small-business-accounting-adviser.com](http://www.your-small-business-accounting-adviser.com)  
[www.accounting.com](http://www.accounting.com)  
[www.accounting.rutgers.edu](http://www.accounting.rutgers.edu)  
[www.bizhelp24.com/accounting](http://www.bizhelp24.com/accounting)

**Managing Teams**

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN NUMBER
Building Effective Teams	Duke Corporation Education	2005	Dearborn Trade, US	0793195233
Building Smart Teams: Roadmap to High Performance	Beatty, C., Barker Scott, B.	2004	Sage Publications	0761929568
Effective Teambuilding	Adair, J.	2002	Pan Macmillan	0330298097
Management Teams: Why They Succeed or Fail	Belbin, R.M.	2003	Butterworth- Heinemann	0750659106
The One Minute Manager Builds High Performance Teams	Blanchard, K. et al	2004	HarperCollins Business	0007105800
Team Roles at Work	Belbin, R.M.	1996	Butterworth- Heinemann	0750626755
Getting To Yes	Fisher, R., Ury, W., Patton, B.	1997	Arrow	0099248425
Emotional Intelligence	Goleman, D.	1996	Bloomsbury	0747528306
Managing Disagreement Constructively	Kindler, H.S.	1996	Crisp Learning	1560523832
Management and Organisational Behavior	Mullins, L.	2004	Pearson	0273688766
Management	Naylor, J.	2003	Pearson	0273673211

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**Managing for Quality**

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN NUMBER
The Essence of Total Quality Management	Bank, J.	1997	Pearson	0135731143
Six Sigma for Dummies	Gugi, C. et al	2005	Hungry Minds Inc, U.S	0764567985
TQM: Text with Cases	Oakland, J., Porter, L.	2004	Butterworth Heinemann	0750657405
Operations Management: Strategy and Analysis	Krajewski, L., Ritzman, L.	2001	Prentice Hall	0201615452
Managing the Supply Chain: The Definitive Guide for the Business Professional	Simchi-Levi, D., Kaminsky, P.	2003	McGraw-Hill Education	0071410317
What is Total Quality Control – The Japanese Way	Ishikawa, K.	1988	Prentice Hall	0139524339
Imaginization	Morgan, G.	1997	Sage Publications	076191269X
Delivery Quality Service: Balancing Customer Perceptions and Expectations	Parasuraman, A., Zeithami, V., Leonard, L., Berry, L.	1990	Free Press	0029357012

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**Managing the Market**

TITLE	AUTHOR	PUBLISHED	PUBLISHER	ISBN NUMBER
Marketing: Principles and Practice	Adock, D., Bradfield, R., Halbourg, A., Ross, C.	2001	Pearson	027364677X
Marketing	Mercer, D.	1995	Blackwell Publishers	0631196382
Marketing: Concepts and Strategies	Dibb, S., Simkin, L., Pride, W., Ferrell, O.C.	2005	Houghton Mifflin	061853203X
Principles of Marketing	Kotler, P., Armstrong, G.	2003	Pearson	0131212761
Marketing Management	Kotler, P.	2005	Pearson	0131457578
The Highly Effective Marketing Plan	Knight, P.	2004	Financial Times Prentice Hall	0273687867
Marketing: Concepts and Strategies	Dibb	2005	Houghton Mifflin	061853203X
Marketing Management: An Asian Perspective	Kotler, P., Tan Chin-Tiong, Ang Swee-Hoon Siew-Meng Leong	2004	Pearson	0131066250

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