SEVERN BUSINESS COLLEGE

Qualifi Level 8 Diploma in Strategic Management and Leadership

Course Handbook

Qualification
Qualifi Level 8 Diploma in Strategic Management and Leadership

Ofqual Number
601/5362/3

Level
8

Total Qualification Time
1600

Credit Value
160

Aim of the Course
This Level 8 Diploma is designed for developing and implementing effective strategies across ambitious growing organisations. Strategic management is for Executive Directors and Senior Managers and for those who have the authority and personal inspiration to translate organisational strategy into effective corporate performance. The Diploma requires aspiring or current directors and senior managers to build a knowledge and understanding in strategic direction and leadership and to focus growth and performance across all levels of an organisation; making it competitive and responsive to acquiring tomorrow's business. The Diploma is accredited at the post graduate Level 8.

Assessment
Assessment is through practical assignments, with no exams - to more accurately reflect the real working environment.

Course Structure

Qualifi Level 8 Diploma in Strategic Management and Leadership			
Unit number	Units	Unit level	Unit credit
800	Leadership Qualities and Practice	8	20
801	Personal Leadership Development as a Strategic Manager	8	20
802	Strategy Development in Cross Border and Global Organisations	8	20
803	Strategic Planning in Cross Border and Global Organisations	8	20
804	Strategic Direction in Cross Border and Global Organisations	8	20
805	Strategic Communication	8	20
806	Culture and its Impact on Strategy	8	20
701	Research Methods	7	20

Assessment Grades

Grade	Marking Criteria
Pass	All learning outcomes are achieved. All assessment criteria are met.
Fail	All learning outcomes are not achieved. All assessment criteria are not met.
No Marks	Plagiarism

UNIT SPECIFICATIONS

Unit Title
Leadership Qualities and Practice

Level
8

Learning Time Hours
200

Credit Value
20

Unit aim

The unit explores the links between leadership and management at the strategic level. Different leadership styles and underlying principles and concepts will be considered. The unit will explore how team performance can be evaluated and optimised to realize strategic business and operational objectives. The unit covers the links between strategic management and leadership, key leadership principles, theory and organisational strategy.

Learning outcomes and assessment criteria
In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to understand the relationship between strategic management and leadership	1.1 Critically analyse the concept of managers as effective leaders 1.2 Critically analyse the concept of leaders as effective managers 1.3 Critically evaluate the balance needed between the demands of strategic management and leadership
2. Be able to recognise leadership qualities that support organisational mission and values	2.1 Critically evaluate the role of the leader in the creation of an organisation's vision, mission and values 2.2 Critically analyse how personal energy, self- belief and responsibility impact leadership styles and their relative success 2.3 Address how leadership can engender empowerment and trust and how ethical stance affects that and the overall impact on organisational practice
3. Be able to make use of different leadership strategies and understand their impact on organisational direction	3.1 Critically evaluate transformational leadership and the impact on organisational strategy 3.2 Critically evaluate transactional leadership and the impact on organisational strategy 3.3 Critically evaluate situational leadership and the impact on organisational strategy

The overall purpose of the level 8 units is to expose students to a range of models and concepts that they may not have come across when studying at level 7 or even at Masters level. The objective is to prompt further research and debate. It is paramount at this level to apply critical reflective thinking and challenge the models and concepts introduced in this guide and those discovered as a result of research.

Indicative Content
In this unit learners will be introduced to a range of models and concepts that they may not have come across when studying at level 7 or even at Masters level. The objective is to prompt further research and debate. It is paramount at this level to apply critical reflective thinking and challenge the models and concepts introduced in this guide and those discovered as a result of research.

Learners will be directed to reading and assigned core text. They will study a number of models, concepts and ideas which could be used to help improve leadership practice in the context of an organisation.

Many organisations and consultancy practices synthesise models and concepts to meet their own or their customer's specific needs. Some of the models and concepts will include:
- Organisational Maturity (CMMI)
- The nature and principles of management
- Managers and leaders
- High commitment organisations
- Leadership and management styles
- Strategic leadership practice
- Nature and principles of management
- Leadership versus management
- Living systems
- Communications and Luhmann's /Shannon's view of communications
- Ashby's law of requisite variety and the transduction boundary
- Culture
- Strategy
- Resources and capabilities
- Context and the environment
- Inter and intra organisational relationships
- Emergent properties

Suggested Resources
- Zeynep, Kanungo, Mendonca, Organisations and Management in Cross Cultural Context, Sage Publications
- Belbin, R. (2004) Management teams: why they succeed or fail. Amsterdam; London: Elsevier Butterworth-Heinemann

- HANDY: Understanding Organisations. PENGUIN BUSINESS
- GRANT, R. (2008) Contemporary strategy analysis. 6th ed. Oxford: Blackwell
- KEW and STREDWICK, Business Environment, Managing in a Strategic Context, CIPD
- JOHNSON and SCHOLES, Exploring Corporate Strategy, PRENTICE HALL
- BROOKS, WEATHERSTON,WILKINSON, The international Business Environment, FT PRENTICE HALL
- Schein, E.H, (2004) Organizational culture and leadership, 3rd ed, Chichester: John Wiley.
- Ashkenas, R. et al. (2002) The Boundaryless Organization: Breaking the Chains of Organizational Structure, 2nd ed, Chichester: Jossey Bass.
- Kotter, J.P. (1996) Leading Change, USA, Harvard Business School Press
- Mintzberg, H., (2007) Tracking Strategies: Towards a General Theory, OUP
- Ringland, G. (2004) Scenario Planning. Wiley
- Trompenaars, F. (1993) Riding the Waves of Culture: Understanding Diversity in Global Business. London: The Economist Books.
- Wong, L. (2010) 'Postcolonial interventions and disruptions: Contesting cultural practices' in International Journal of Cross Cultural Management 10: 345
- Banerjee, S. B. (2000) Whose land is it anyway? National interest, indigenous stakeholders, and colonial discourses: The Case of the Jabiluka Uranium Mine, Organization & Environment, Vol. 13 No. 1, 3-38.
- Banerjee, S. B. (2011) Voices of the Governed: towards a theory of the trans local. Organization, 18(3), 323

One outcome of working through the level 8 units is that they can provide you with the foundation for a detailed literature review which could form the basis of further research at the doctorial level.

This unit guide is populated with some useful references each of leads to other references which could be explored to some depth. As you explore these references, it could be useful to build your own mind map or cognitive map to form the basis of your literature review which could form part of your doctoral proposal.

UNIT SPECIFICATIONS

Unit Title
Personal Leadership Development as a Strategic Manager

Level
8

Learning Time Hours
200

Credit Value
20

Unit aim
This unit is about strategic leadership skills required by directors and senior managers to successfully lead international organisational strategic activity working with partners' buyers, suppliers, customers and competitors.

Learning outcomes and assessment criteria
In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to identify personal skills required to deliver strategic leadership ambitions	1.1 Critically analyse the needs, goals and aspirations of organisations and people involved in international organisational strategy 1.2 Critically evaluate the strategic skills required of a leader to achieve identified strategic leadership ambitions 1.3 Critically assess the relationship between existing, required and future skills to achieve the identified strategic leadership ambitions
2. Be able to manage personal leadership development to support achievement of strategic leadership ambitions	2.1 Critically discuss the opportunities to achieve strategic leadership development 2.2 Design a personal development plan to achieve strategic leadership development 2.3 Devise an implementation process for the development plan
3. Be able to evaluate the effectiveness of the strategic leadership development plan	3.1 Critically assess the achievement of outcomes of the plan against strategic needs 3.2 Evaluate the impact of the achievement of objectives on strategic leadership ambitions 3.3 Critically review and update the leadership development plan

4. Be able to assess the impact of strategic leadership development on the success of international organisational strategy	4.1 Critically evaluate the extent to which the strategic needs of organisations involved in international organisational strategy are met from existing resources 4.2 Formulate proposals to develop the strategic leadership resource 4.3 Critically evaluate the effectiveness of strategic leadership development in achieving advancement of professional leadership practices in organisations

Indicative Content

In this unit learners will study a number of models, concepts and ideas which can be used to help manage team performance. Listed below are some of models and ideas which may help in understanding the scope and dimensions of "Personal Leadership Development as a Strategic Manager".

- Characteristics of multiple perspectives
- What do we mean by skills and competences?
- People skills and competences
- Behavioural competences
- Knowledge – carbon or silicon?
- Gap analysis
- Stafford Beer
- Organisational maturity
- CMMI levels
- What is the core group?
- What information flows easily through the network
- Structural progression of an organisation
- The co-location equals collaboration myth
- A theory of hierarchy (Elliott Jacques)
- A theory of networks (Karen Stephenson)
- The China syndrome
- Ashby's law of requisite variety (Ashby, 1964)
- The two systems compared, Max Boisot
- The future is chaos
- Social network analysis
- Spot the difference employability v PDP?
- How would you assess outcomes against strategic needs?
- Fitness landscape
- Leadership development plan
- What is Inter organisational strategy
- VSM based organisation
- Old and new business models
- On being a global company
- Language, culture and communications
- Shannon's test
- Knowledge
- Communications
- Centralise or decentralise?

Suggested Resources

- Burnes, B (2009) Managing Change, London, FT
- Ashkenas, R. et al. (2002) The Boundaryless Organization: Breaking the Chains of Organizational Structure, 2nd ed, Chichester: Jossey Bass.
- Buelens, M., Kinicki, A. & Kreitner, R. (2002) Organisational Behaviour Euro Edition, 2nd ed., New York: McGraw Hill.
- Cascio, W (2005) Managing Human Resources: Productivity, Quality of Work Life, Profits, London: McGraw Hill.
- Hayes, J (2010) The Theory and Practice of Change Management, London, Palgrave Macmillan
- Kotter, J.P. (1996) Leading Change, USA, Harvard Business School Press
- Kotter, J.P. (2008) Sense of Urgency, USA Harvard Business School Press Newstrom
- J.W. & Davis. K. (2006) Organizational Behaviour: Human Behaviour at Work, 12th ed, London: McGraw Hill.
- Noe, R.A (2008) Fundamentals of Human resource management, 3rd ed, London: McGrawHill.
- Schein, E.H, (2004) Organizational culture and leadership, 3rd ed, Chichester: John Wiley.
- Schermerhorn, J.R. (2008) Organizational Behaviour, 9th ed, New York: John Wiley.
- Watson, T. (2006) Organizing and Managing Work, 2nd ed, Harlow: Pearson Education.
- Yukl, G. (2009) Leadership in Organisations, 5th Ed, Prentice Hall: New Jersey
- Multiple Perspectives for Decision Making, Linstone H A North-Holland, N.Y., 1999
- The Challenge of the 21st Century, Linstone H A and Mitroff State University of New York Press, Albany, NY, 1994.

- Multiple Perspectives: Concept, Applications, and User Guidelines Systems Practice Linstone H A 1 989
- Who Really Matters: The Core Group Theory of Power, Privilege and Success
- Kleiner A Nicholas Brealey Publishing, 2003, ISBN 10: 1857883357 / ISBN 13: 9781857883350

Journals
Journal of Marketing
Journal of Marketing Management
European Journal of Marketing
International Marketing Review
International Business Review
Journal of International Business Studies
Journal of International Marketing
Journal of World Business
Harvard Business Review
International Small Business Journal

UNIT SPECIFICATIONS

Unit Title
Strategy Development in Cross Border and Global Organisations

Level
8

Learning Time Hours
200

Credit Value
20

Unit aim
This unit addresses strategy development for cross border or global organisations that face challenges that include political, religious, cultural and social divides and the administrations of organisations operating within particular countries or boundaries.

Learning outcomes and assessment criteria
In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to establish a process for developing and formulating strategy	1.1 Critically analyse the political, social, ethical and operational needs for common strategy in cross border or global organisations and administrations 1.2 Identify methodologies by which strategy is evolved and developed for cross border or global organisations to enable external collaboration on a national and international basis 1.3 Critically identify the opportunities for the future development of strategy so as to enhance the impact on the component organisations, administrations and key stakeholders
2. Be able to analyse and evaluate the factors that influence strategy	2.1 Critically discuss what collective strategy is and how it is formed from the policies of the organisations, administrations and key stakeholders 2.2 Identify with critical commentary upon the key policy and strategy issues that influence strategy 2.3 Explicate how strategy is influenced by the reality of factors including political, global, public interest, media impact, and social, cultural and religious in the modern context
3. Be able to lead the process of developing and formulating strategy	3.1 Critically assess how to resolve tensions between cultures and ethics of contributing organisations, administrations and key stakeholders 3.2 Critically evaluate how strategic intelligence is used in the development and formulation of strategy 3.3 Contribute original thinking to the formulation and development of strategy

Indicative Content

In this unit learners will be introduced to models and ideas which may help in managing strategy development in cross border and global organisations. These include:

- What is collective strategy?
- Collective strategy and Game Theory
- Collective action as a social matching process
- Organisations as social entities
- An organisation as an antipoetic system
- Collective strategy and co evolutionary theory
- Complexity theory, globalisation and diversity
- Collective strategy
- Basic and traditional approaches to strategy
- Three core areas of strategy
- Closed and open systems thinking
- Organisations operating around 2 principal feedback loops
- Open systems models and the resource based view (RBV) of business strategy
- Managing across the transduction boundary
- The complexity of an extended organisation
- Systems and the environment
- The battle between emergence and entropy
- Dealing with multiple perspectives
- Dunning-Kruger and the curse of knowledge
- Organisational diagnosis and design
- Organisational autonomy
- The purpose of structural organisational modelling
- Organisational conflict and conflict management strategies
- Strategic intelligence
- Knowledge transfer
- Authority versus autonomy

Suggested Reading

- Grant, R. (2010) Contemporary Strategy Analysis: Text and Cases. 7th ed. Hoboken N.J: Wiley.
- Johnson, G. Scholes, K. & Whittington, R. (2011) Exploring Corporate Strategy: Text & Cases. 9th ed. Harlow: Pearson Education Limited
- Kaplan, R., (2001) The Strategy-Focused Organization: How Balanced Scorecard Companies Thrive in the New Business Environment. Boston Mass: Harvard Business School Press.
- Jackson, MC. (2003) Systems Thinking: Creative Holism for Managers. John Wiley.
- Ringland G. (2004) Scenario Planning. Wiley
- EDEN and ACKERMAN, Marketing Strategy, SAGE
- CESERANI, Big Ideas, KOGAN PAGE
- Kapferer JN, (2008) The New Strategic Brand Management. 4th ed. London: Kogan Page
- BROOKS, WEATHERSTON, WILKINSON, The international Business Environment, FT PRENTICE HALL
- HUGHES, O. and O'NEILL, D. (2008) Business, government and globalization: an international perspective. Basingstoke: Palgrave Macmillan
- CABLE V. (2009) The storm: the world economic crisis and what it means. London: Atlantic Books

Other Topics to Explore

- The legal and regulatory frameworks of media planning and campaigns, assessing limitations and opportunities for corporate media action
- Cooperation and competition, collaboration and partnerships: Competition, collaboration. Measurement vs. collaboration, managing hidden agendas of the rears of data obsession. Managing measurement mania. The Benefit Effect – 7 steps to cultural collaboration. (Evan Rosen)
- Principles and practice of strategic alliances, mergers acquisition and organic growth. The alliance cycle and implications for risk management, speed to the market, economies of scale, shared knowledge, market access and cost management
- Enterprise Risk Management. (Coso)
- Theory, principles and practice of policy, and its influence on strategic direction. A. large leaps, Equilibrium theory Baumgartner & Jones. Grass Roots, Community organising theory, Ainsky & Biklen, social psychology. Political window, agenda setting Kingdom, political approaches to policy
- Principles and practice of linking governance and complexity theory, why governance fails, linking governance to shareholders. Goergen, Mallin, Kelly, Al-Hawamdeh, Yu-Chie. (2010)
- The five steps of the theory of constraint. Linking constraint theory to policy development

- Critical systems Heuristics. Ulrich. (1983). Enhancing reflective practices Co-evolutionary integration: the co-creation of a new organizational form following a merger and acquisition. Mitleton-Kelly, Eve (2006)
- Co-evolutionary integration: the co-creation of a new organizational form following a merger and acquisition. Emergence: Complexity and Organization, 8 (2). pp. 36-47. ISSN 1521-3250
- Mitleton-Kelly, Eve (2006) Co-evolutionary integration: the co-creation of a new organizational form following a merger and acquisition. Emergence: Complexity and Organization, 8 (2). pp. 36-47. ISSN 1521-3250
- Complexity theory, Globalisation and Diversity, Walby S, School of Sociology and Social Policy University of Leeds, Paper presented to conference of the British Sociological Association, University of York, April 2003.

UNIT SPECIFICATIONS

Unit Title
Strategic Planning in Cross Border and Global Organisations

Level
8

Learning Time Hours
200

Credit Value
20

Unit aim
The unit examines the range of influences and impacts on cross border or global organisations and how that contributes to successful strategy formulation and the management of risk.

Learning outcomes and assessment criteria
In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to analyse the planning and implementation of existing inter-organisational strategies	1.1 Evaluate the restraints and constraints on the integration of inter-organisational strategy 1.2 Identify and assess the respective contributions of participating organisations and administrations to the development and integration of inter-organisational strategy 1.3 Analyse the separate components of the planning and implementation process and the impact of tensions between them on the inter-organisational strategy and its implementation 1.4 Assess the impact of the inherent and respective power and status of the participating organisations and administrations on the inter-organisational strategy and its implementation
2. Be able to analyse the theories and methods of strategy formulation used	2.1 Critically compare and evaluate the missions, goals, roles, strengths and weaknesses, opportunities and threats of cross border partners and competitor organisations and administrations 2.2 Critically compare and evaluate theories and methods of strategy formulation used in cross border partner organisations and administrations 2.3 Critically evaluate how effectively strategies link policy objectives, goals and aspirations to operational outcomes for cross border partners 2.4 Identify, and assess the impact of, methods for managing risks and opportunities in the strategy
3. Be able to evaluate the role and impact of strategic intelligence	3.1 Critically assess the means of obtaining, co-ordinating, measuring and analysing strategic intelligence 3.2 Critically evaluate and interpret strategic intelligence and determine measures of confidence in that intelligence to inform the development, implementation and review of policy and strategy for cross border and global organisations 3.3 Explain how strategic intelligence has a key influence in cross border and global organisational planning and decision-making 3.4 Critically examine the concept of 'acceptable risk' associated with gathering and using of strategic intelligence 3.5 Critically evaluate the effectiveness of risk theories and models used in

	organisational strategic planning
4. Be able understand and utilise the impact of cultural differences based on research	4.1 Critically evaluate the concepts of culture, character, ethos, beliefs, attitudes and needs and how they impact on the development and management of cross border organisational alliances and coalitions 4.2 Critically assess the influence of domestic, national and multi-national contexts on the development and implementation of cross border and global organisational policy and strategy 4.3 Critically analyse the body of knowledge on cultural differences to support proposals for innovative ways of mitigating or enhancing the impact of cultural differences on cross border or global organisational policy and strategy

Indicative Content

In this unit learners will come across a number of models, concepts and ideas which can be used to help in exploring how strategic planning in cross border and global organisations can be effective. Strategic planning in cross border and global organisations involves a complex interaction between a number of significant factors including:

- Leadership and management styles
- Organizational knowledge
- Organisational history and experience
- Culture; individual, organisational and country, values and beliefs (which was explored in QF 806), Culture and its impact on strategy
- Strategic planning methods and approaches
- Strategic planning processes
- Stakeholders and risks

Suggested Resources

- Muodon A and PERKINS, Organisational Behaviour, Kogan Page
- Kew and Stredwick, Business Environment, Managing in a Strategic Context, CIPD
- Kew and Stredwick, Human resource Management in a Business Context, CIPD
- Brooks, Weatherston, Wilkinson, The international Business Environment, FT Prentice Hall
- De Wit, B., (2004) Strategy-Process, Content, Context: An International Perspective. 3rd ed. London: Thomson
- Stacey, R., (2011) Strategic Management and Organisational Dynamics: The Challenge of Complexity to Ways of Thinking about Organisations. 6th ed. Harlow, England, New York: Financial Times Prentice Hall
- Hackley, C. (2003) Doing Research Projects in Marketing, Management and Consumer Research, London: Routledge.
- Keegan, S. (2009) Qualitative Research: Good Decision Making Through Understanding People, Cultures and Markets (Market Research in Practice), London: Kogan Page.
- Malhotra, N.K. & Birks, D.F. (2007) Marketing Research an Applied Approach, 3ed., London: Pearson Education Ltd
- SAVAGE, The Flaw of Averages, AMAZON
- STANDAGE, T. (ed) (2005) The future of technology: how to adapt and prosper. London: Economist Books.

UNIT SPECIFICATIONS

Unit Title
Strategic Direction in Cross Border and Global Organisations

Level
8

Learning Time Hours
200

Credit Value
20

Unit aim
This unit will allow senior strategic managers to explore the influences and impacts upon cross border and global policy and strategy. It will support improvements in setting direction, the approach to and in forecasting success of cross border or global policy and strategy.

Learning outcomes and assessment criteria
In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to evaluate the influences upon policy and organisational strategies	1.1 Critically review and assess the relationship between different partners in the development of policy and its impact on cross border and global organisational strategy 1.2 Critically evaluate the contribution of economic, political and social factors to the development of cross border and global organisational policy and strategy 1.3 Critically assess and evaluate the role of domestic, national, and multi-national interests in the translation of policy in cross border and global organisational strategy
2. Be able to assess the roles of relevant partners in the formulation of inter-organisational strategy	2.1 Identify and evaluate the policy position of different partners involved in the development and implementation of inter organisational strategy 2.2 Evaluate tensions and conflicts of interest in the roles of different partners, and propose innovative solutions to enhance relationships and outcomes in order to achieve a coherent output 2.3 Develop models which support inter-organisational working and which respect the integrity of partner organisations and their political, moral, social and economic stance and differences
3. Be able to evaluate the impact of economic factors in cross border or global organisational policy objectives and strategy	3.1 Critically identify and assess key economic drivers 3.2 Critically evaluate the impact on existing policy and strategy commitments of the finance and funding of operational activities arising from new cross border or global strategic and policy imperatives 3.3 Propose and critically assess ways of funding unexpected operational activities which will need to meet cross border or global organisational policy and strategic commitments
4. Be able to improve cross border and global organisational strategy, planning and implementation	4.1 Review and critique current methods and theories of cross border and global organisational strategic planning and implementation 4.2 Propose original and innovative alternatives to improve cross border and global organisational communication co-ordination, strategic planning and operational implementation, and critically evaluate their likely impact
5. Be able to posit a future view of how trends and events can and will influence cross border and global organisational policy and strategy	5.1 Research and critically review authoritative, quantitative and qualitative data and sources to identify relevant political, social, economic, technological and moral trends which may affect short, medium and long-term inter-organisational policy and strategy 5.2 Use current concepts, theories and methodologies to forecast likely future events which will affect and be affected by cross border and global policy and strategy 5.3 Propose alternative and innovative solutions that challenge perceived wisdom to achieve better outcomes from the process of cross border and global organisational policy and strategy formulation.

Indicative Content

In this unit learners will study a number of models, concepts and ideas which can be used to help manage strategy in cross border and global organisations. These models and ideas which may help in managing in the context of the learner's organisation.

- Who are the different partners involved?
- Policy into Strategy?
- What is the Strategic Planning Approach? (Recap)
- What is The Strategy? (Corporate/Business)
- What is the role of functional policies for each partner?
- Wholly owned or a foreign subsidiary?
- What is organisational structure?
- Governance of the relationship?
- How does policy translate into strategy?
- What is the purpose of policies and strategies?
- Motives to enter a strategic alliance
- Boundary judgements
- Establishing a reference system
- The Formation of strategic alliances
- Strategic alliances as hybrid forms
- Fusion or fission
- How is the organisation funded?
- Organisational design patterns
- The opposite of strategy

- What are your sources of data and information?

Suggested Resources
- Strategic Alliances and Models of Collaboration, Todeva E School of Management, University of Surrey
- Implementing Inter-Organizational Systems for Strategic Advantage: A Value-Flow Framework, Michael T K Tan, School of Computing, National University of Singapore

Other Topics to Explore
- The Theory of Constraints
- Transaction cost economics
- Critical Success factors, assumptions and decisions
- Deliberate strategy
- Emergent strategy
- Scenario based strategy
- Response based strategy

UNIT SPECIFICATIONS

Unit Title
Strategic Communication

Level
8

Learning Time Hours
200

Credit Value
20

Unit aim
The unit aims to develop the ability to critically assess and appreciate the impact of media for international organisations. It considers stakeholders, political and pressure groups as well as the part played by media owners.

Learning outcomes and assessment criteria
In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to ascertain the significance of media on international organisational strategy	1.1 Critically assess domestic, national and international media 1.2 Critically evaluate the importance of the media in influencing partners, opinion formers, stakeholders, customers and the public at large 1.3 Critically identify and evaluate the influence of pressure and political groups, and media owners, on the media's portrayal of international organisational policy and strategy
2. Be able to evaluate the impact of global and everpresent media on stakeholder opinion	2.1 Critically research and review the challenges and pressures faced by the media in reporting the activities which deliver international organisational policy and strategy 2.2 Critically evaluate how the media's constraints and timecritical requirements can be used for positive corporate strategic outcomes 2.3 Critically assess and evaluate the interaction of news, public and stakeholder opinion on international organisational policy and strategy 2.4 Critically evaluate the impact of global news media and design innovative methods of utilising these to the benefit of the international organisational policy and strategy

Indicative Content
In this unit learners will study a number of models, concepts and ideas which can be used to help manage strategic communications. Learners will be introduced to models and ideas which may help in managing in the context of an organisation. These include:
- What is the media?

- Media, Public, Policy, People
- Positioning of Major Communication Vehicles
- Integrated Marketing Communications (IMC)
- Building the media plan and todays goals
- Time to start another plan
- The Message
- Media impact on public policy and the implications for a civil society
- Hegemony and integrated theory
- Media Creating
- Policy Impact
- Effects theory and public opinion
- Defining perceptions in and of organisations
- Reasons for the growth of pressure groups and lobbying
- Knowledge sharing - or not!
- Ethics and decision making strategies
- The between emergence and entropy
- The impact of the 24 x 7 world
- Public relations
- Cialdini's six principles of influence
- Internal branding
- Models of communication
- Stages of buying and Advertising

Suggested Resources

- Strange S. (2003), "The Declining Authority of States", Ch. 12 in D. Held and A. McGrew, The Global Transformations Reader: An Introduction to the Globalization Debate. Cambridge: Polity Press.
- Strange S. (1998) Mad Money: When Markets Outgrow Governments, Ann Arbor: University of Michigan Press.
- Garrett, G. (2003) Ch. 26, "Global Markets and National Politics" pp. 301-318 in D. Held and A. McGrew, The Global Transformations Reader: An Introduction to the Globalization Debate. Cambridge: Polity Press
- Frenkel, M. (2003) Decolonizing Organization Theory: Between Orientalism and Occidentalism. Paper presented at the third Critical Management Studies Conference, Lancaster.
- Hofstede, G. & Minkov, M (2010) Cultures and Organizations: Software of the Mind, Third Edition: Intercultural Cooperation and Its Importance for Survival.3e New York: McGraw-Hill
- Holliday, A. (2011) Intercultural Communication and Ideology. London: Sage.
- Holliday, A., Hyde, M. and Kullman, J. (2010) Intercultural Communication. London: Routledge.
- Hua, Z. (2011) Language and Intercultural Communication Reader London: Routledge.
- Jack, G. and Westwood, R. (2009) International and Cross-Cultural Management Studies: A Postcolonial Reading. New York: Palgrave MacMillan

UNIT SPECIFICATIONS

Unit Title
Culture and its Impact on Strategy

Level
8

Learning Time Hours
200

Credit Value
20

Unit aim
This unit aims to develop deep understanding of the complexities of organisations that operate internationally and how that affects strategy development. The unit will use reasoned and researched perspectives and aims to develop alternative perspectives.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to evaluate and critique international organisational policy and strategy	1.1 Identify and critically evaluate the conceptual grounds on which current perception of international organisational policy and strategy are based 1.2 Critically analyse the impact of political structures, culture, language, religion and beliefs, social customs, ethnicity, ethos and geographical location of current perceptions on international organisational strategy 1.3 Determine how to maximise organisational effectiveness and strategy by using findings of political and ethnographic study exploit outcomes
2. Be able to evaluate the impact of cultural influences on international organisational decisionmaking	2.1 Critically assess the roles of religion, political structures, cultural norms, ethnicity, ethos, the concept of 'the State', business and economic models and globalisation in the development of international organisational policy and strategy 2.2 Critically evaluate how the roles of religion, political structures, cultural norms, ethnicity, ethos, the concept of 'the State', business and economic models and globalisation affect the process of and participation in decision-making and enable a consensus view of international organisational policy and strategy
3. Be able to challenge the nom concepts of stakeholder power, status and roles	3.1 Critically evaluate and explore contrasting stakeholders structures, their power and status 3.2 Produce researched, logical, powerful and coherent arguments for discussion with stakeholders and influencers that challenge the status quo on thinking and structures

Indicative Content

In this unit learners will study a number of models, concepts and ideas which can be used to understand culture and its Impact on strategy. However, it should be noted that this unit does not explore the different approach to business strategies or even attempt to evaluate the impact of culture on strategy formulation. Culture is only one of the variables which impact on strategy and strategy formulation, albeit it that it could be argued, the most important. Other factors which play role include:

- Leadership and management style
- Organisational maturity and experiences
- Organisational history

Listed below are some of models and ideas which may help you to understand culture and its impact on strategy. These represent a very small subset of the management models, concepts and ideas in use in industry, commerce or academia:

- Organisational Maturity
- Leadership and management styles
- Communication and communication channels
- Culture
- Country of origin and the effect of cultural distance
- Managerial implications
- Culture - stories and metaphors
- Strategy - different schools of thought
- Resources and capabilities
- Context /environment MINTS & BRICs
- Inter/intra organisational relationships
- Feedback loops
- Multiple perspectives
- Boundaries
- Relationships and emergence properties

Suggested Resources

- Zeynep, Kanungo, Mendonca, Organisations and Management in Cross Cultural Context, Sage Publications. This book is essential reading it contains extensive additional reading and very useful web pages
- Heijes, C. (2011) 'Cross-cultural perception and power dynamics across changing organizational and national contexts: Curaçao and the Netherlands', Human Relations, 64: 5, 653-674.*
- McSweeney, B. (2002) 'Hofstede's model of national cultural differences and their consequences: A triumph of faith – a failure of analysis', Human Relations, Vol. 55 No. 1, pp. 89-118.
- Hall, E. and Hall, M. (1990) Understanding Cultural Differences: Germans, French and Americans, Yarmouth: Intercultural Press.
- Hofstede, G.; Hofstede, G. J.; Minkov, M. (2010) Culture and Organization: Software of the mind, 3rd edition, Maidenhead: McGraham Hill.

- Hofstede, G. (1996) Riding the Waves of Commerce: A test of Trompenaars' "model" of national culture differences, International Journal of Intercultural Relations, 20 (2): 189-198.
- Steers, R., Sanchez-Runde, C. and Nardon, L. (2010) Management across cultures, Cambridge: Cambridge University Press, Chapters 3 and 7.
- Trompenaars, F. (1996) Resolving International conflict: Culture and Business Strategy, Business Strategy Review, 7(3): 51-68.
- Hooker, J. (2009) 'Corruption from a cross-cultural perspective', Cross Cultural Management, Vol. 16, Issue 3, pp. 251-267.*
- Taylor, P. and Bain, P. (2005) '"India calling to the far away towns": the call centre labour process and globalization', Work, Employment and Society, Vol. 19 No. 2, pp. 261-282.*
- Steers, R., Sanchez-Runde, C. and Nardon, L. (2010) Management across cultures, Cambridge: Cambridge University Press, Chapters 10 and 11.

UNIT SPECIFICATIONS

Unit Title
Research Methods

Level
7

Learning Time Hours
200

Credit Value
20

Unit aim
The aim of the unit is to develop the learner's knowledge and understanding of academic practice and approaches to research. It utilises a problem-based learning approach to develop your practical competence in aspects appropriate to academic practice and research in business and management.

Learning outcomes and assessment criteria
In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to understand and apply different research methods that can provide realistic and applicable outcomes	1.1 Critically apply the principles and practices of quantitative and qualitative research on a practical level 1.2 Define research and development questions and prioritise them in relation to contemporary managerial and business needs
2. Be able to use standard research methodologies	2.1 Produce critical literature reviews based upon research methodology 2.2 Use methodology, instrumentation and research design appropriate to the specific nature of fieldwork 2.3 Critically apply statistical methods
3. Be able to produce research reports	3.1 Plan and deliver management research projects using research methodologies 3.2 Provide written research reports that include data visualisation 3.2 Address ethical issues in research

Indicative Content
In this unit learners will study a number of models, concepts and ideas which can be used to help manage team performance. These will include:
- Systems of interest
- Boundary critiques
- Multiple perspectives
- Emergent properties
- Reference systems
- Maps and Models - Our models, our selves
- Context is everything
- Diagnosis and Analysis
- Your research Focus? – Some Questions
- Your research strategy

- The nature of data and information
- Taxonomy, ontology and epistemology
- Mode 1 and 2 Knowledge
- Tacit and explicit knowledge
- Methods and techniques for collecting data and information
- Criteria for selecting data and information
- Sources of data and information
- Different types of research

Suggested Resources

- Bruce, I. (2008) Market Research in Practice: Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research, 2nd ed., London: Kogan Page.
- Bryman, A. (2008) Social Research Methods, Oxford: Oxford University Press.
- Callingham, M. (2004) Market Intelligence: How and why organisations use market research, London: Kogan Page Ltd.
- Cassell, C. & Symon, G. (2004) Essential Guide to Qualitative Methods in Organisational Research, London: Sage.
- Cottrell, S. (2008) The Study Skills Handbook, 3rd ed., Basingstoke: Palgrave Macmillan.
- Daymon, C. & Holloway, I. (2011) Qualitative Research Methods in Public Relations and Marketing Communications, 2nd ed., London: Routledge.
- Fink, A. (2009) How to Conduct Surveys a Step by Step Guide, 4thed., London: Sage Publications.
- Gill, J. & Johnson, P. (2010) Research Methods for Managers, 4th ed., London: Sage Publications.
- Hackley, C. (2003) Doing Research Projects in Marketing, Management and Consumer Research, London: Routledge.
- Keegan, S. (2009) Qualitative Research: Good Decision Making Through Understanding People, Cultures and Markets (Market Research in Practice), London: Kogan Page.
- Malhotra, N.K. & Birks, D.F. (2007) Marketing Research an Applied Approach, 3ed., London: Pearson Education Ltd.
- Yin, R.K. (2008) Case Study Research: Design and Methods, (Applied Social Research Methods), 4th ed., London: Sage Publications