Pearson BTEC Level 7 Diploma in Strategic Management & Leadership

Course Handbook

Qualification
Pearson BTEC Level 7 Diploma in Strategic Management and Leadership

Ofqual Number
603/5908/0

Level
7

Total Qualification Time
600

Credit Value
60

Pearson BTEC Level 7 Diploma
The Pearson BTEC Level 7 Qualifications in Strategic Management and Leadership are designed to provide focused and specialist vocational courses with a clear work-related emphasis. The qualifications provide the knowledge, understanding and skills required to manage people and resources in a strategic way in all sizes of organisation. They are particularly suitable for learners who wish to follow a tailored programme of study that is directly related to their work in strategic management/leadership, or that is related to an aspect of employment they wish to move into in the future.

The 60 credits Diploma builds on the 20 credits Certificate and is designed to provide a focused qualification on strategic management, leadership and change, with creativity, innovation and entrepreneurship. It prepares learners to work as strategic managers and leaders.

Course Structure

Pearson BTEC Level 7 Diploma in Strategic Management and Leadership			
Unit number	Units	Unit level	Unit credit
1	Strategic Leadership and Management	7	20
2	Strategic Change Management	7	20
4	Creativity, Innovation and Entrepreneurship	7	20

Timetable
Course start date is as on the acceptance letter
Term 1 (3 months): Strategic Management and Leadership
Term 2 (3 months): Strategic Change Leadership + Creativity, Innovation and Entrepreneurship

Assessment
Assessment is through practical assignments with no exams - to more accurately reflect the real working environment.
Students need to submit 1/2 assignments in 3 months.

Qualification & Unit Grading is a Pass

In order to achieve a **pass** in a unit	• The learner needs to meet all the learning outcomes for the unit
	• The assessment criteria determine the standard required to achieve the unit
No grade	• Plagiarism

UNIT SPECIFICATIONS

Unit Title
Strategic Leadership and Management

Level
7

Unit Credit
20

Unit introduction

Leaders and managers at all levels of an organisation have important roles to play in supporting an organisation's ability to meet its strategic intentions, to remain sustainable and to grow in, more often than not, dynamic and evolving environments.

Building on an understanding and appreciation of contemporary and seminal theories, concepts and models, learners will examine the strategic challenges faced by senior members of an organisation ensuring a competitive advantage. This may be through 'business as usual' activities or through the implementation of change initiatives.

Learners will explore strategic leadership and management in practice where ethics, diversity and performance management are important considerations, especially during times of uncertainty and volatility in operating markets.

Using this knowledge as a basis for examining their own ability and capacity to undertake a strategic leadership and management role, learners will consider those qualities and traits exhibited by effective strategic leaders and managers before reflecting on and critiquing their own skills and behaviours. This will lead to the production of a logical and relevant professional development plan in which they identify appropriate actions for improvement.

Learning outcomes and assessment criteria
To pass this unit, the learner needs to meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning Outcomes	Unit Content	Assessment Criteria
A Understand the concept of strategic leadership and management	*Current and seminal theories, concepts and models;* leadership – transformational leadership, servant leadership, followership, adaptive leadership, agile leadership, leader-member exchange theory, contingency leadership, strategic thinking; management – competition-based theory, resource-based theory, agency theory, game theory, strategic modelling. *The organisation and strategic leadership and management;* organisations – classical, scientific, administrative, bureaucratic, neo-classical, modern (open system); organisational structure, organisational behaviour – autocratic, custodial, supportive, collegial; levels of behaviour – individual, group and organisation. *Current contexts and challenges;* globalisation, emerging markets, artificial intelligence, remote working, transparency, equal opportunity, risk management, employee engagement and retention, work force diversity, professional development, state interventions, pace of change, changing demographics, changing stakeholder expectations, needs and interests. *Role of strategic leaders and managers in delivering strategic objectives;* strategy development, decision making, problem solving, entrepreneurs, visionary, financial management, predicting the future, creating the future, environmental assessments, delivering a sustainable business, delivering change.	A.1 Critically examine contemporary and seminal theories, concepts and models related to strategic leadership and management A.2 Critically discuss the relationship between an organisation and strategic leadership and management A.3 Assess contemporary contexts and challenges for strategic leaders and managers A.4 Critically evaluate the role of strategic leaders and managers in delivering competitive advantage
B Understand strategic leadership and management in practice	*Performance management;* strategic alignment of resources, employee motivation, recognition and reward, supervisor-subordinate relationship, performance management systems, talent management, talent development, empowerment and delegation, recruitment and selection. *Equality and diversity;* equal opportunities, national v international diversity management, organisational justice, corporate social responsibility, developing an ethical organisation, global diversity. *Morals, ethics and organisational culture;* ethical principles, ethical premises, openness, transparency, rational decision-making, confidentiality, public relations, stakeholder influence, trust, cultural conflicts, individual/group power and politics, Hardy's cultural types (role, power, task, person).	B.1 Critically discuss performance management as a strategic tool for leaders and managers B.3 Analyse the equality and diversity challenges presented to strategic leaders and managers B.4 Evaluate the impact of morals, ethics and organisational culture on the behaviour of strategic leaders and managers
C Understand the role of	*Organisational strategy and change:* strategic options (e.g.	C.1 Discuss the relationship between

strategic leadership and management in delivering organisational change	diversification, internationalisation), competitive strategies, interactive strategies, business models, deliberate and emergent strategies, strategic capabilities. *Change as a process and as a concept:* the meaning of change, types of change (developmental, transitional, transformational), levels of change (alpha, beta, gamma), causes of change, reactive and proactive change, the psychology of change, barriers to change, Lewin's change management model, McKinsey's 7S model, Kotter's change management theory, Bridge's transition model. *Current and emerging approaches to change implementation:* planned change, emergent change, collaboration, the 'lens' of change, change through innovation, intrapreneurship, embracing technology (e.g. robotics and AI), environmental protection, sustainability.	organisational strategy and change C.2 Critically evaluate change as a process and as a concept C.3 Critically discuss current and emerging approaches to change implementation
D Be able to review and develop own skills and behaviours as a strategic leader and manager	*Qualities and traits of effective strategic leaders and managers:* articulate, strategic thinker, visionary, disciplined, accountable, high emotional intelligence, motivated, compassionate, open-minded, goal focused, hard decision maker, effective communicator, demonstrates integrity, inspirational. *Conducting an assessment:* 360-degree feedback, reflections on action, reflections in action, being critical, personal SWOT, reflective logs, reflective journals, Myers-Briggs Type Indicator, emotional intelligence assessment, DISC profiling. *Justifying recommendations:* think SMART, logically supported recommendations, recommendation statements, establishment of reasons for the recommendations, provide supporting evidence, indicate actions to take, suggested timeframes, establishment of key performance indicators (KPIs), establishment of key success factors (KSFs).	D.1 Critically discuss the qualities and traits of effective strategic leaders and managers D.2 Critically assess own qualities, traits, skills and behaviours related to strategic leadership and management D.3 Develop justified recommendations for developing own strategic leadership and management skills and behaviours

Essential resources
There are no essential resources required for this unit.

Assessment requirements
Learning outcome A
This learning outcomes requires learners to engage in seminal and current literature where the focus is the broader contexts and principles of strategic leadership and management. It is expected that learners will engage with research which has a focus on how strategic leaders and managers operate at local, national and international levels considering both global and local contexts and challenges. Through case study analysis learners can explore the different ways in which strategic leaders and managers can support an organisation to achieve its strategic objectives. A learner's ability to critique arguments and premises identified in the literature and research is necessary if learners are to fully appreciate the strategic principles of both leadership and management in different contexts.

Learning outcome B
Building on the knowledge and understanding gained through learning outcome A, learners will explore the practical aspects of being a strategic leader and manager. Again, through case study analysis, which could relate to local organisation's which learners have direct access to, learners will be able to reach judgements on the effectiveness of performance management and equality and diversity polices and practice, whilst considering the cultural influences on and within an organisation. An ability to be critical is to be demonstrated.

Learning outcome C
Learners are more likely to appreciate the role of leaders and managers in delivering organisational change through a clear understanding of how change principles and practice is related to organisational strategy. Learners should explore different organisations who are engaged in strategic change, the influence of the type of strategy on change, and the approach used by the organisation. This exploration must show consideration of emerging approaches. Again, an ability to be critical is to be demonstrated.

Learning outcome D
This learning outcome can be divided into two parts. Firstly, an examination of the qualities and traits of effective leaders and managers particularly in different contexts. The contexts could be from experience, case study or a combination of both. Secondly, the learning outcome requires learners to develop justified recommendations for their own development as strategic

leader. This is most likely to be in the form of a CPD plan, but this plan must be justified through the gathering of evidence. Evidence could be present in the form of performance feedback, peer feedback, a reflect journal and selfanalysis tools. The plan must be SMART and indicate the KPIs and KSFs which the learner deems to be appropriate.

UNIT SPECIFICATIONS

Unit Title
Strategic Change Management

Level
7

Unit Credit
20

Unit introduction
Leaders and managers at all levels of an organisation have important roles to play in delivering organisational change. Building on an understanding and appreciation of contemporary and seminal theories, concepts and models, learners will examine the role of leaders and managers as strategic agents for change where context, change types and change choices are key considerations. Learners will explore different perspectives on strategic change where an appreciation of the relationships between organisational culture, power and internal politics, and organisational learning. Understanding theses different perspectives will enable learners to explore, in greater depth, how strategic change management is applied in practice.
Once learners are able to examine the internal and external environments of organisations and how these influence organisational change, they will be in a position to design a change transition strategy where the conditions for change are effectively enabled. People can be both champions of, and resistors to change. As such, how they are managed is key to the success or otherwise of a change initiative. Learners will explore the role of leaders, managers and the human resources team as tools to engage with employees and establish the conditions which will facilitate a successful change and deliver required performance outcomes. Using this knowledge as a basis learners will consider ways in which a change strategy should be approached before producing a change strategy for an organisation. This organisation could be real or contained within a case study.

Learning outcomes and assessment criteria
To pass this unit, the learner needs to meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning Outcomes	Unit Content	Assessment Criteria
A Understand the concept of strategic change management in an organisational context	*Current and seminal theories, concepts and models;* John P Kotter's eight steps to successful change, Kubler-Ross five stages transition cycle, Prosci's five building blocks of awareness, desire, knowledge, ability, reinforcement (ADKAR), McKinsey's 7S (strategy, structure, systems, shared values, skills, style, staff) framework, Kurt Lewin's change management model (unfreeze - transition - refreeze, Burnes' framework of change, Burke-Litwin's causal change model, contingency theory, espoused theory, theory-in-use. *The role of leaders and managers;* visionary, facilitator, decision-maker, agile, change agent, team player, strategist, planner, co-ordinator, passionate, influencer, communicator, conflict avoidance, liaison, coach, advocate. *Types and styles of organisational change;* types - planned (proactive), unplanned (reactive), transformational, horizontal v vertical, remedial, incremental, organisational wide v functional specific, structural, people-centric, process and procedural, relocation, merger/acquisition, realignment to strategy; styles – pull (collaborative, consultative, educational), push (coercive, directive, punishment). *Change contexts* ; top-down v bottom-up change, time,	A.1 Critically examine current and seminal theories, concepts and models related to strategic change management A.2 Critically discuss the role of leaders and managers as agents for change A.3 Analyse types and styles of organisational change A.4 Critically discuss how change context affects change choices

	scope, capability, readiness, power, preservation, diversity, capacity, culture.	
B Understand different perspectives on change	*Organisational culture perspective;* the informal organisation, organisational culture, change challenges to culture, individual and group perspectives, the emotions of change, role of leaders, role of managers, external reality, interpretation, competing subcultures and identities, the evolving influence of cultural diversity. *Power and politics perspective;* types of power – legitimate, expert, reward, information, coercive, referent, tactical use of power by organisations and employees; politics - political pyramid, political interventions, resistance and barriers, scarcity and competition, existence of constituencies, interest conflicts, follow on effects; self-serving behaviours, organisations as a political entity, constraints and freedoms of organisational structure. *Organisational learning perspective;* characteristics of a learning organisation – systems thinking, personal mastery, mental models, shared vision, team learning; knowledge development, the dynamics of organisational learning, as a product of organisational enquiry, learning cycles, reflecting on action, reflecting in action, communities of learning, the learning curve.	B.1 Discuss change from an organisational culture perspective B.2 Discuss change from a power and politics perspective B.3 Discuss change from an organisational learning perspective
C Prepare change Management strategy in a given organisational context	*Internal and external environment;* external analysis (PESTLE, STEEPLE), external reasons for change include – markets, economic, globalisation, legislation, demographics, new technologies, environmental and sustainability pressures, competitor behaviour; internal analysis (SWOT, TOWS), internal reasons for change include – merger/acquisition, change to vision/mission, change of leadership/management, financial pressures, restructuring; stakeholder identification and analysis (power – interest matrix). *Change transition;* alternative visions/missions, individual and organisational transitions, mobilising for change, sequencing change activities, barriers and resistance to change, stakeholder positioning, resource and activity alignment, process/procedure changes, learning and development, change through dialogue, reflective learning, consolidating gains. *Enabling conditions for organisational change;* senior management – rewriting the context, relational leadership, building credibility, leadership and management practices; middle management – as change intermediaries, leadership and management skills. 'two-faced approach'; role of human resource management – HR systems and processes, recruitment and selection, performance management, training and development, organisational development; diagnosing resistance – parochial self-interest, misunderstanding, lack of trust, identifying perceptions, levels of tolerance for change; dealing with resistance – education, communication, participation, involvement, facilitation, support, negotiation, agreement *Employee engagement;* the employee voice, developing trust, communication, organisational justice, rethinking resistance, the psychological contract, employee support, coaching and mentoring, the emotional challenges.	C.1 Analyse the internal and external environments which influence organisational change C.2 Discuss, in consultation with others, how change transition is designed by strategic leaders and managers C.3 Critically evaluate ways in which strategic management enabled the conditions for organisational change in a given context C.4 Evaluate the importance of employee engagement to organisational change
D Be able to design a Change management strategy	*Enabling successful change;* establish a clear visions, leverage the change management timeline, plan carefully, be transparent, tell the truth, communicate, create a roadmap, support employees, provide training, invite	D.1 Examine an approach to enabling successful change D.2 Produce justified change management strategy for an

participation, manage expectations, monitor and measure, demonstrate strong leadership, use an appropriate framework (e.g. McKinsey's 7S). *Justifying recommendations;* recommendations must be logically supported, establish reasons for the strategy/change detail the strategic steps, provide supporting evidence, indicate actions to take, suggest timeframes, establish benchmarks and targets (SMART), establish responsibilities.	organisation

Essential resources

There are no essential resources required for this unit.

Assessment requirements

Learning outcome A

This learning outcome initially focuses on the concepts, theories and models of change management which will provide the foundation for a critical exploration of the unit'scontent. This learning outcome requires learners to extend their knowledge of the principles of leadership and management to examine the strategic aspect of change management in the context of types, styles and contexts of organisational change. Learners will be expected to make relationships between the topics contained within the assessment criteria and demonstrate an ability to be critical of the relevance of concepts, theories and models in differing contexts.

Learning outcome B

When exploring the subject of strategic change management, learners must understand and appreciate that different perspectives will have different influences and impact on how change is planned and implemented. These perspectives are typically grouped into organisational cultural, power and politics, and learning. In addition to recognising the individual influences and impacts, learners must demonstrate they understand the symbiotic relationships between them. Learners would benefit from analysing different case studies where the perspectives, individually and collectively, are put into context.

Learning outcome C

To understand how strategic change management is put into practice, learners must become familiar with the 'tool's which are used to help establish the environment, and their forces, in which the change initiative will take place. Only then will learners be able to consider how to design a change strategy where the choice of approach to the change transition is likely to determine success or otherwise. This learning outcome also requires learners to consider themselves, in the role of a strategic leader/manager, as being enablers of change. Learners must also understand and appreciate the role strategic enablers' play in securing the 'buy-in' from those affected by change, particularly employees. Evidence can be achieved through actual working experience or good quality case studies which provide examples of successful and unsuccessful change transitions based on the practice of change management.

Learning outcome D

This learning outcome draws together all learning which has taken place in the previous Learning outcomes by applying a learner's knowledge and understanding, alongside theirs ability to the production of a change strategy. Ideally this would be based on an organisation the learner is familiar with, but a suitably in-depth case study could act as a substitute.

UNIT SPECIFICATIONS

Unit Title

Creativity, Innovation and Entrepreneurship

Level

7

Unit Credit

20

Unit introduction

This unit enables learners to explore the characteristics associated with creativity and innovation in organisations. Learners will explore the traits of successful entrepreneurs and how these can be applied by strategic leaders.

At the heart of this approach to strategic leadership is the need to look for creative solutions to the challenges faced by an organisation and to understand how innovation can be promoted and supported in all aspects of an organisation's activities. This requires an organisational culture in which people are not afraid to take calculated risks to improve the effectiveness of systems and processes and develop new ways of doing things.

Implementing changes to an organisation's culture brings its own challenges. Learners will explore how to identify key goals and priorities to help persuade and communicate innovative ideas to stakeholders and to identify and address barriers to innovation.

Learning outcomes and assessment criteria
To pass this unit, the learner needs to meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning Outcomes	Unit Content	Assessment Criteria
A Understand the contribution of creative and innovative management to organisational development and performance	*Drivers of innovation*: application of Drucker's seven sources of innovation in different organisational contexts; organisational change and restructuring aimed at increasing efficiency, productivity and profitability; changes in the internal/external business environment, e.g. responding to changes in trends or technology; to address changes in market conditions and customer needs; increased competition in the market; product development at different stages in the product life cycle; training and development of the workforce; collaboration and partnerships to promote innovation. *Leadership styles and behaviours*: strengths, adopting appropriate style for different circumstances; theory and practice of influencing and motivating and rewarding others; relationship between transformational and transactional change; decisionmaking processes and style; influence of key stakeholders in supporting and challenging innovation in organisations. *Vision and mission*: influence of vision and mission; indicators of organisational performance; influence of an organisational strategic plan and business plan on innovation; methods; concept that policies and procedures are supported by a culture that reinforces consistently what the organisation is about. *Innovation, organisational development and performance improvement*: organisational development, e.g. identifying new and/or improved products and services to improve revenue and profit; implementation of new operational processes; providing technical leadership. *Performance improvement:* e.g. first to market, premium prices, large market share, increased shareholder return, increased employee motivation and morale, improved systems and processes; monopolisation through patents, licenses, copyrights, trademarks, intellectual property rights. *Factors that limit innovation*: risk, investment needed, continual change; expertise in organisation, technological know-how; strategy – strengths and weaknesses; dealing with barriers to innovation, e.g. stakeholder engagement, organisational culture, resource implications.	A.1 Systematically analyse the factors that influence innovation within organisations A.2 Investigate the impact of innovation on organisational development and performance A.3 Assess the factors that limit innovation in an organisation
B Understand how entrepreneurial skills can enhance innovation within organisations	*Key qualities of entrepreneurship:* e.g. problem solver, persuader, creative thinker, visionary, good communicator, team player, analytical and reflective; how qualities are used in different contexts, e.g. improving systems and processes, new product development, improving quality of product or service delivery to customer. *Leadership and management styles:* influence of different approaches to management and leadership on the development of an intrapreneurial culture within an enterprise; the characteristics of different types of leadership style; the potential impact on intrapreneurship of different leadership styles. *Influence of strategic leadership in promoting changes in workplace practices:* e.g. monitoring current operational	B.1 Critically analyse the qualities of entrepreneurship applied to strategic management B.2 Evaluate the influence of different leadership and management styles on the approach to innovation in an organisational setting B.3 Critically evaluate the influence of intrapreneurship in an organisational context

	practices, looking for and identifying opportunities for change or improvement, exploring creative ways to address organisational issues and challenges, improving productivity, increasing the capacity of the business to respond to changes in the internal and external environment. *The concept of intrapreneurship:* features and characteristics; impact on organisational culture and leadership styles; delegated leadership; risk appetite; organisational practices to promote intrapreneurship, e.g. training and development, quality circles, teams, employee engagement, delegation.	
C Understand the techniques used to generate support and commitment to innovation within an organisation	*Impact of creativity and innovation on teams and organisational structure:* organisational structure, e.g. functional and matrix, impact of organisational structures on innovation and creativity; relationship between effective workplace teams, intrapreneurial skills, innovation and the success of an enterprise. *Techniques for creative and innovative solutions*: theory and application of lateral thinking, visioning and problem-solving techniques; theory and use of analytical tools – SWOT (strengths, weaknesses, opportunities, threats), PESTLE (political, economic, social, technological, legal, environmental) analysis; cost-benefit analysis; decisionmaking processes and styles. *Organisational processes*: processes for the evaluation, selection and development of ideas; ideas – value chain, inside/outside, cross-pollination, selection, development, diffusion; role of incubation; need to be systematic.	C.1 Evaluate the approaches used to promote innovation in organisational processes C.2 Comprehensively analyse techniques used to create creative solutions to strategic challenges C.3 Evaluate the impact of an entrepreneurial approach to workforce organisation and development
D Apply an entrepreneurial approach in a strategic leadership role within a given organisational context	*The stages of innovation of a new product, service or process* : product/service idea, design, development, test, implement; market identification, size, segmentation, customer perceptions, market testing, promotion, and launch; process identification, analysis, design, testing and implementation; use of information technology, e.g. SMART technology, e-commerce, computer-aided design (CAD)/computer-aided manufacturing (CAM)/building information modelling (BIM), additive manufacturing, 3D printing, data mining and analysis, internal and external integration of information systems; alignment and integration of new processes with established processes. *Risks:* risk analysis, risk management techniques. *Change models:* e.g. IDEAL model (initiating, diagnosing, establishing, acting and learning). *The decision-making process*: define/clarify the issue, gather facts, identify the range of solutions, consider advantages/disadvantages of the options, select best option, implement; decision-making models – rational, bounded rationality, intuitive, creative. *Performance metrics:* e.g. financial, market performance, workforce motivation and productivity, quality, efficiency and costs.	D.1 Prepare a strategy for promoting innovation in an organisational context D.2 Assess the impact of innovation in an organisation

Essential resources
There are no essential resources required for this unit.

Assessment requirements
Learning outcome A
To achieve learning outcome A, learners must provide evidence to show that they can analyse the influences that impact on the approach to innovation taken by an organisation. This can be evidenced in either a service sector organisation or a manufacturing organisation. Learners must apply theoretical models of the innovation process in a specific organisational context. Learners must

clearly identify how leadership influences the approach to innovation in an organisation and how innovation impacts on the achievement of an organisation's strategic aims and objectives and its vision and mission. The evaluation of organisational performance must incorporate both quantitative and qualitative performance measures. Learners must analyse the factors that limit organisational innovation and assess their impact on innovation within an organisation.

Learning outcome B

To achieve learning outcome B, learners must identify the application of entrepreneurial skills in a specific organisation and show how these skills can be applied in different contexts, both in terms of strategic leadership and across the organisation as a whole. This can be evidenced in terms of product innovation or improving organisational processes. Learners must analyse how different leadership styles can influence innovation.

Learning outcome C

To achieve learning outcome C, learners must analyse the impact of the measures implemented by an organisation to promote the development of intrapreneurial skills within its workforce. The analysis must include the impact of intrapreneurial practices on organisational systems and procedures, workforce structure, organisational culture and performance. Learners must apply both SWOT and PESTLE analysis in a specific context and provide an analysis of the implications on the proposed innovation. The implications must be presented to include both the costs and benefits of the proposed innovation.

Learning outcome D

To achieve learning outcome D learners must show how a strategic change model could be applied to develop a strategy for promoting innovation in an organisation and help prepare it for implementing an innovation. Learners must provide evidence of how an entrepreneurial mind set and associated skills can influence and promote the development of the strategy. The strategy must be supported by a realistic operational plan which show the stages involved in the innovation process and clearly identifies and justifies priorities, targets, actions and management responsibilities. The strategy must include a detailed risk analysis and management plan. Targets should be identified for performance improvements in specific areas of the organisation and include both quantitative and qualitative performance targets.