Level 8 Diploma in Strategic Management and Leadership

Learner Guide

September 2016

About QUALIFI

Quality: The Assurance of Recognition and Rigorous Quality Standards

At the heart of QUALIFI's commitment to the creation and awarding of respected Qualifications is a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO). QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI are also recognised by the Qualifications in Wales (QiW) and the CCEA (in full) who are responsible for awarding organisation and the quality assurance in both Wales and Northern Ireland. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised awarding organisation, QUALIFI has a duty of care to implement good quality assurance processes. This is to ensure that centres that are approved for the delivery and assessment of QUALIFI's qualifications and awards. It will also safeguard the outcome of assessments and meet the national regulatory requirements.

QUALIFI's qualifications are developed as being accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and the learner is free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration are available for centre reference. Centres are responsible for reviewing the applicant's ability to successfully complete the training programme and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate.   The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learners' entry requirements.

Relevance

QUALIFI works with a growing number of sector skills councils, professional associations and employers to identify mission-critical learning requirements and assess outcomes of programmes to achieve a consistent and recognised professional and academic standards.

We have built a reputation for supporting relevant skills in a range of job roles and industries including Leadership, Enterprise and Management, Hospitality & Catering, Health and Social Care, Business Process Outsourcing and Public Services. Our portfolio includes nationally recognised Qualifications as well as bespoke Qualifications.

Accessible

The result is a growing number of UK and internationally recognised Qualifications that reflect workforce and professional areas of needed competency.

We support our Approved Learning Centres with flexible approaches to learning assessment through classroom based study, blended learning and distance learning programmes. Our goal is to support learners by giving them access to current and relevant education and Qualifications that support their career aspirations. Learn more about online learning.

The world is changing and QUALIFI has the innovative spirit and commitment to learners to change with it while maintaining high standards of integrity and credibility.

Ambition

Our ambition is **"To enable all individuals to realise their true potential by achieving success through learning."**

Student Commitment

This represents a clear statement of QUALIFI Ltd and its partners' intentions to deliver agreed standards for a range of academic and administrative services. It spells out what is expected of you as a student and the contribution that can be made to gain the most benefit from your study time through our courses. Students play an important part in the process of improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for students to feedback about the experience of teaching and learning.

Students will get the best out of their study time with QUALIFI centres if you are encouraged to:

- Prepare for classes and attending punctually
- Complete work to the best of their ability and submitting it on time
- Not committing plagiarism
- Keeping up to date with course information through email or other channels
- Using the feedback opportunities given to improve subsequent work
- Making appropriate use of teaching staff's time
- Taking responsibility for personal development planning and skills development
- Treating staff, fellow learners and neighbours in the local community with respect at all times

Supporting Diversity

QUALIFI Ltd and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Contents

1 Introduction

1.1 Why Choose QUALIFI Qualifications?

This suite of Qualifications provides a realistic and broad opportunity for Learners seeking career and professional development. They will support Learners in realising their potential and by association the prospects of the organisations they work with or for.

The objectives of this suite of Qualifications is to:

- provide career path support to Learners who wish to develop their management, enterprise capabilities and opportunities in their chosen sector;
- improve understanding of the business environment, organisations and how they are managed and developed; and
- develop skills and abilities in Learners to support their professional development.

The suite of Qualifications provides a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast changing and complex business environment and different organisation's ability to stay resilient and respond positively to change and opportunities will be explored.

Management of a range of business operations and functions, the management of specific challenges for organisations will introduce Learners to management theory, practice and models that will provide valuable knowledge and know-how.

The issues and concepts dealt with as part of this suite of Qualifications are best explored through exposure to organisations, for any full time Learners work placements are encouraged so that genuine experience and insight can be gained. Problem solving and creativity are attributes encouraged and developed in Learners through all the Units.

The Qualifications will develop the Learner's ability to:

- apply analytical and evaluative techniques and to enhance those skills;
- investigate issues and opportunities;
- develop their awareness and appreciation of managerial, organisational and environmental issues;
- use management techniques and practices in imaginative ways;
- make use of relevant information from different sources;
- develop and encourage problem solving and creativity to tackle problems and challenges;
- exercise judgement, own and take responsibility for decisions and actions; and
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this suite of Qualifications has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigour, validity and demand for the Qualifications.

Discussions and feedback has been taken during the duration of the development of the Qualifications on content, the potential Learner audience for the Qualifications and assessment methods ensuring a valuable experience and recognised set of skills, knowledge and understanding are realised.

1.3 Qualification titles and codes

The Qualifications have been accredited to the Regulated Qualification Framework (RQF) and each Qualification has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the Qualification has its own RQF code. The QAN for these Qualifications are as follows:

> Qualifi Level 8 Diploma in Strategic Management and Leadership: 601/5362/3

1.4 Awarding institution

QUALIFI LTD

2 Programme purpose

2.1 Reasons for the Qualifications

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.

2.2 Rationale, aims and learning outcomes of the course

The rationale of the Diploma is to provide recognition for those who wish to develop their own abilities within the business. The outcomes of the Diploma look to develop the skills required by organisations globally in order to provide excellent service and so elevate its status and credibility.

The Diploma creates learning that advances the thought leadership of organisations, offering conceptual and practical insights that are applicable in the companies of today and tomorrow.

Furthermore, we look to develop the senior managers, directors, executives and leaders of the future through the creation and delivery of learning appropriate for industry.

The Diploma will link to key development areas of commerce more specifically within organisational and strategical management, marketing and enterprise. Contemporary issues are identified and evaluated so that the learner has a true vocational understanding on the industry as well as an academic perspective.

The qualification will enable Learners to become independent, self-directed learners with tools and motivation to continue learning, developing and reflecting on practice throughout their careers.

2.3 Aims of the Certificate and Diplomas

The Diploma provides the opportunity for individuals to forge a career in management by seeking a greater knowledge and understanding industry, and to support the individual's development into senior positions. The course aims for the following:

1. To enable learners to apply analytical and evaluative techniques to business in private and public sectors
2. To enhance analytical and evaluative skills relating to business across a number of industries
3. To develop the learner's ability to recognise and reflect on the process of personal learning and development which facilitates the enhancement of key personal, sociable and other transferable skills
4. To encourage the student's self-reflection, analytical, intellectual and transferable skills

2.4 Learning Outcomes of the Diploma

The overall learning outcomes of the Diploma are:

1. To understand and apply the principles of strategic leadership in a business environment
2. Review and apply the principles of business management within industry
3. To understand and apply the principles of strategic management in a specific environment
4. To improve the employability of learners by allowing them to explore the relationship between management theories and their practical application in the business world.

5.   Analyse problem solving techniques specific to business and industry
6.   Select, collate, review and analyse information form a wide range of sources
7.   Work independently and as part of a team
8.   Manage one's own personal development and growth

These are the overall learning outcomes in line with post graduate programmes. The learning outcomes for each module are identified in Appendix 1 within the module descriptors.

3. Delivering the qualifications

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support Learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved Centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that Learners are provided with appropriate learning opportunities and guidance. EQA's will ask to see and discuss a Centre's formative assessment plans. The suitability of plans will be agreed with the Centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor Centre's compliance. For assessment purposes QUALIFI can:

- appoints assignment setters, markers and moderators;
- sets and agrees assignments;
- marks and moderate's assignments;
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

3.2 Access to study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with lecturers and the centre support team.

All learners should be issued with the diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right Qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the Qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary Qualification and unit choices. When learners are recruited, you need to give them accurate information on the title and focus of the Qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

The Qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the Qualifications will be through centre interview and the candidates will be expected to hold the following

Level 7 Qualification or;
Master's Degree

In certain circumstances, managers with considerable experience but no formal Qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be Academic.

4 Structure of the Qualifications

4.1 Units, credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Strategic Management and Leadership is a Level 8 Qualification.

All 8 units are each 15 credits in value. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15 credit unit approximates to a TQT of 150 hours incorporating 80 hours of Guided Learning. This equates to 1200 hours of TQT and 120 credits.

Examples of activities which can contribute to Total Qualification Time include:

- Guided Learning
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time
- All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification structure

The overall structure of the course is based on 8 modules that cover a number of topics relating to learning outcomes. All modules are mandatory. Each unit has the equivalency of 15 credits.

Learners will be invited to attend lectures and workshops that will introduce the subject matter.

Learners must complete all units successfully and achieve 120 credits before the Diploma can be issued.

Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas.

Units require reflective exam sets and/or summative assessments for marking.

QUALIFI Level 8 Diploma in Strategic Certificate Management and Leadership

The Level 8 Diploma focuses upon developing understanding, skills and abilities to equip the Learner with the awareness and aptitudes to be an effective strategic manager and leader.

Learners must complete the 8 mandatory units to achieve the Diploma.

Unit Reference	Mandatory Units	Level	TQT
700	Leadership Qualities and Practice	7	150
801	Personal Leadership Development as a Strategic Manager	8	150
802	Strategy Development in Cross Border and Global Organisations	8	150
803	Strategic Planning in Cross Border and Global Organisations	8	150
804	Strategic Direction in Cross Border and Global Organisations	8	150
805	Strategic Communication	8	150
806	Culture and its Impact on Strategy	8	150
701	Research Methods	7	150

4.3 Progression and links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 8 Diploma in Strategic Management and Leadership** will allow progress to:

- a university partner to discuss a research proposal for MPhil/PhD, or
- directly into employment in an associated profession.

4.4 University exemptions

QUALIFI has exemptions for learners to progress to a number of Universities to complete further study.

The pathways are an indication of the learner's progress towards a University degree and is based on the University's review of QUALIFI's learning programmes and outcomes. Further information is available here http://www.QUALIFI.net/learning-pathways/

4.5 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or Qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to the QUALIFI's policy document on RPL.

5 Equality and Diversity

QUALIFI recognises that discrimination and victimisation is unacceptable and that it is in the interests of the organisation and its employees to utilise the skills of the total workforce. It is the aim of the organisation to ensure that no employee or other representative of the organisation receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give of their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all in our employment.

All employees and other related representatives, whether part-time, full-time or temporary, will be treated fairly and with respect. Selection for entry on to learning programmes and selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability. All employees will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the organisation.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly Equality Act 2010 https://www.gov.uk/equality-act-2010-guidance. In addition, full account will be taken of any guidance or Codes of Practice issued by the Equality and Human Rights Commission, any Government Departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or making contact with QUALIFI.

6 Further professional development and training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 161 818 9904

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net   www.QUALIFI-international.com

Appendices

Appendix 1: Unit Descriptors

Unit 700: Leadership Qualities and Practice

Unit code: A/506/9126
RQF level: 7

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

Learning Outcomes	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.

Useful references:

- http://www.mindmapping.com/
- http://www.banxia.com/dexplorer

Unit 701: Research Methods

Unit code: Y/506/9133
RQF level: 7

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.

The unit aims to allow learners to:

- develop the ability to conduct research into business and management issues that require familiarity with a range of business data, research sources and appropriate methodologies;

- combine theoretical and practical programme elements and personal development by building the academic skills and qualities within a holistic approach;

- gain confidence and competence in the academic skills required to study successfully at the Masters level and beyond.

- When you have completed this module, you should have developed skills in the following areas:

- The principles and practice of quantitative and qualitative research with a practical view of the whole process from idea to required output.

- Defining research and development questions and prioritising these in relation to contemporary managerial and business need as reflected in current student perceived situations, expert opinion and peer reviewed sources.

- Finding, selecting and reviewing literature.

- Methodology, instrumentation and research design to suit specific nature of fieldwork.

- Analysing data, interpreting data and evidence.

Learning Outcomes and Assessment Criteria

Learning Outcomes	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

Unit 801: Personal Leadership Development as a Strategic Manager

Unit code: F/506/9127

RQF level: 8

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

Learning Outcomes	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: McGraw-Hill.
- 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 27st 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
- https://www.amazon.co.uk/Brain-Firm-2e-Classic-Beer
- Limits to growth http://donellameadows.org/
- 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 802: Strategy Development in Cross Border and Global Organisations

Unit code: F/506/9130

RQF level: 8

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

Learning Outcomes	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 803: Strategic Planning for Cross Border and Global Organisations

Unit code: L/506/9132
RQF level: 8

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

Learning Outcomes	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
	2.3 Critically compare and evaluate theories and methods of strategy formulation used in cross border partner organisations and administrations
	2.4 Critically evaluate how effectively strategies link policy objectives, goals and aspirations to operational outcomes for cross border partners
	2.5 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

Indictaive 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

- Beer, the brain of the firm

- 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.

- Brand S, Disruptive Technologies

- Theory practice and constraints of product based or competitive advantage approaches to strategy formulation. Porter (1980). Resource based theory of the firm. Hamel G. Parhalad C.K. Blackler. (1995). Wernerfelt. (1995). Firms dependant on intangible resources. (Hall. (1995)

Unit 804: Strategic Direction in Cross Border and Global Organisations

Unit code: R/506/9133
RQF level: 8

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

Learning Outcomes	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	4.1 Review and critique current methods and theories of cross border and global organisational strategic planning and implementation

organisational strategy, 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 805: Strategic Communication

Unit code: L/506/9129

RQF level: 8

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

Learning Outcomes	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 ever-present 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 time-critical 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 806: Culture and its Impact on Strategy

Unit code: J/506/9128
RQF level: 8

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

Learning Outcomes	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 decision-making	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 ccultural 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.

Additional Resources

- http://www.slideshare.net/ahl054000/the-cultural-diversity-of-western-conceptions-of-management-1
- http://varenne.tc.columbia.edu/hv/clt/and/culture_def.html
- http://leadershipcrossroads.com/mat/Organizational%20vs%20National%20Culture.pdf
- https://www.geert-hofstede.com/organisational-culture.html
- http://leadershipcrossroads.com/mat/Organizational%20vs%20National%20Culture.pdf