Level 6 Diploma in Management (Managing People)

Objective of the qualification:

- It should available to everyone who is capable of reaching the required standards

- It should be free from any barriers that restrict access and progression

- It should give equal opportunities for all those wishing to access the qualifications.

Contents

Entry Requirements

These qualifications are designed for learners who are typically aged 19 and above.

For learners who have recently been in education or training the entry profile is likely to include:
- one or two years' study of Business, Management or related qualifications at a Higher Education Institution
- a level 5 qualification in Business, Management or related subjects for example an Level 5 Extended Diploma in Management
- other equivalent international qualifications.

Or

- Relevant work experience at managerial level.

Learners must also have an appropriate standard of English to enable them to access relevant resources and complete the unit assignments.

Introduction to the Level 6 Diploma in Management (Managing People)

These qualifications in Management have been developed to conform to the requirements of the RQF, and to meet the requirements of higher education.

Level 6 diploma in management provides flexible route for learners who have already achieved management qualifications at a lower level and for learners who do not have business or management qualifications, but may have qualifications in other areas and/or prior management experience in the work place.

These qualifications are designed to provide:

- opportunities for learners to acquire knowledge and understanding and develop a range of skills, personal qualities and attitudes essential for successful performance in working life
- specialisms that are directly related to learners' current responsibilities or that meet a particular interest and support career development
- opportunities for learners who wish to undertake a full time course of study leading to an Extended Diploma
- learners with the opportunity to acquire a broader range of knowledge and understanding and to develop the skills they require to work in the field of management,

Progression

On successful completion of this Qualification there are a number of progression opportunities available.

Learners may progress to:

- larger qualifications at the same level e.g. from a diploma to an extended diploma
- other qualifications at the next level for example to a Level 7 Diploma or Extended Diploma in Strategic Management or Healthcare Management.
- an MBA programme.

Level 6 Diploma in Management (Managing People)

Learners taking the Managing People Pathway take two of the four core units and two units from the Managing People Pathway.

Core Units

Unit Title	Level	GLH	Credit
Leadership and Management	6	60	15
Research Project	6	60	15
Managing Quality and Service Delivery	6	60	15
Personal Leadership and Management Development	6	60	15

Managing People pathway units

Unit Title	Level	GLH	Credit
Human Resource Management	6	60	15
Managing Change	6	60	15
Project Management	6	60	15

Unit Specifications

Unit Format
Each unit is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

Unit Title
The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

Unit Aims
The unit aims section summarises the content of the unit.

Unit Code
Each unit is assigned a unit code that will appear on the qualification certificate

Level
All units and qualifications have a level assigned to them which represents the level of achievement. The level of each unit is informed by the level descriptors.

Credit Value
The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

Learning Outcomes
The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

Assessment Criteria
The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 6 you would see words such as analyse, evaluate, synthesise.

Unit Indicative Content
The unit indicative content section provides details of the range of subject material for the programme of learning for the unit.

Leadership and Management	
Unit aims	The aim of this unit is to enable the learner to understand the role of leadership and management in organisations; and the use of leadership and management skills to improve organisational performance.
Unit level	6
Unit code	H/615/2706
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. In order to achieve this unit, the learner will need to demonstrate a full understanding of the concepts of leadership and management, the difference between them and how they are used in organisations. The work must be illustrated with exemplar material from research and where possible from the learner's practical experience in employment, as a learner and from working in teams.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Understand strategic leadership and management in organisations	1.1 Analyse strategic leadership and its links to management in organisations 1.2 Evaluate key leadership and management theories 1.3 Explain how leadership and management styles should change to meet the needs of different situations found in organisations	1M1 Assess the impact that theories of leadership and management may have on strategic decision making	
2. Understand how to improve organisational performance	2.1 Analyse the skills which are needed by strategic leaders and	2M1 Assess the qualities and skills of a named leader in achieving	2D1 Evaluate how specific organisations use motivation in improving organisational performance

through the application of relevant leadership and management skills	managers to improve organisational performance 2.2 Analyse key motivational theories and how they may influence organisational success 2.3 Analyse the contribution of performance management techniques in organisational processes	organisational success	
3. Understand how leaders and managers utilise teams in improving organisational performance	3.1 Explain the development of teams 3.2 Analyse the characteristics of high performance teams 3.3 Evaluate the role of the team leader in creating high performance teams 3.4 Assess the impact of teams on organisational performance	3M1 Analyse the challenges of developing effective virtual teams	3D1 Evaluate the importance of using different types of teams to achieve the required outcomes of a project

Indicative Content

1. Understand strategic leadership and management in organisations

Concepts of leadership and management

- Definitions of leadership and the role of leaders, classification of leadership (e.g. dimensions, processes, personality), leadership as a process, power and influence, strategic and operational, the importance of common goals, leaders and followers/ leadership of groups, leadership skills, Mintzberg's 10 managerial roles.

Leadership and management theories

- Trait theories, process theories, functional leadership, transactional e.g. Bennis and Bass, leadership/management styles, situational theories e.g. Hersey and Blanchard, contingency theory e.g. Fiedler, path-goal theory, Transformational Leadership, psychodynamic theory

Styles

- Autocratic, bureaucratic, laissez-faire, persuasive, participative, charismatic ; adapting styles to different situations.

2. Understand how to improve organisational performance through the application of relevant leadership and management skills

Skill sets

- Different skills sets for leaders and managers. Leaders need to be able to create vision, set direction, communicate, risk taker, plan, listen etc. Managers need to build the team, lead and work in teams, communicate, time management, meet deadlines, manage performance, delegate, project management, problem solve

Motivation

- Taylorism, Mayo, Maslow, Herzberg and Broad theories (e.g. temporal motivation theory), cognitive theory, power, behavioural theories; social constructivism
- How leaders motivate and practical aspects of motivation

Performance management

- Clarity of end results and goal setting, agreement with staff, reward, performance monitoring and measurement, gathering feedback, use of data and outputs, job design and characteristics and employee needs

3. Understand how leaders and managers utilise teams in improving organisational performance

Development of teams

- Stages of team development e.g. Tuckman, Honey, Leigh and Maynard.
- High performance teams; shared purpose and established goals; clear roles; strong interdependencies; agreed decision making process; use of review and feedback; stable team membership; strong learning environment; team based rewards system

Team leadership

- Roles and models of team leadership, establishing the culture of team performance, giving direction, establishing reporting lines, celebrating success, managing conflict, communications, collaboration and team decision making, creativity of teams; monitoring performance and measuring team success

Impact on organisational performance

- Teams - utilising skills of individual members; shared goals and ambitions; working with and supporting colleagues; wanting success for the team, common understanding of the plan and its impact on the organisation; individual performance of a team member and impact on the work of others
- Underperforming teams and negative impact on organisational performance, goals not achieved, blame culture; conflict; staff absence, retention

Virtual teams

- Working with real time; common message and communication; lack of clarity and direction and second guessing; lack of empathy and personal connection; different work ethic and culture in team members; hidden incompetence; diminished productivity; availability.

Research Project	
Unit aims	The aim of this unit is to develop the knowledge, understanding and skills required to produce a research question and carry out independent research using appropriate research techniques. The learner will analyse and present their research findings, evaluate the research methodology and their personal learning.
Unit level	6
Unit code	M/615/2708
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. In order to achieve this unit, learners must carry out a comprehensive piece of research on a chosen area. Learners will need to carefully select a topic for research and may require guidance from the tutor to ensure that it is appropriate. Learners must provide sufficient evidence to meet all the learning outcomes at the required standards.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Be able to consider appropriate research methodologies in preparation for conducting research	1.1 Explain the scope and objectives for a valid research question or hypothesis 1.2 Present a proposal that clearly demonstrates a grasp of the question or hypothesis 1.3 Explain the research methods and techniques that will be used		1D1 Evaluate the chosen research methods and techniques, showing how they support achievement of the stated objectives
2. Be able to conduct research based on the research question or hypothesis and analyse the findings	2.1 Use different research methods to gather relevant primary and secondary data to address the research question and hypothesis 2.2 Analyse the information gathered from the data collected	2M1 Evaluate the strengths and limitations of the data collection and analysis	

3. Be able to present findings from research investigations	3.1 Present research findings to a given audience using appropriate formats 3.2 Appraise the relevance and value of information gathered 3.3 Review the validity of the research outcomes against the stated objectives	3M1 Respond orally to questions on research findings	
4. Be able to review own personal learning	4.1 Reflect on own learning in carrying out research investigations	4M1 Identify and analyse actions for improvement in future research projects 4M2 Recommend future opportunities for own professional learning based on outcomes from research investigation and the reflection on own learning	4D1 Create a plan to improve own skills for future research

Indicative Content

1. **Be able to consider appropriate research methodologies in preparation for conducting research**

Research proposal

- Possible questions or hypothesis; proposal identifies the purpose of the research and the objectives; the desired outcomes and scope.
- Research methods e.g. survey, questionnaire, observations; literature review. Application of Saunders' Research Onion; ways to test reliability and validity; definitions of data e.g. primary and secondary sources, qualitative and quantitative; ways to reference sources. Research methods chosen are appropriate. They will enable purpose, objectives and outcomes of the research to be met.

2. **Be able to conduct research based on the research question or hypothesis and analyse the findings**

- Conduct research, for example; primary sources, secondary sources, sampling.
- Methods of collating information including electronic and paper-based for example; note taking, photographs, video recordings, mind mapping.
- Legal aspects of data collection including confidentiality, data protection, ethics.
- Analysis of data including trend analysis, coding or grouping of types.

3. **Be able to present findings from research investigations**

Presentation of research findings

- Appropriate report format so research findings are presented logically to aid understanding, for example; title, acknowledgements, contents page, introduction, summary of literature review, research methods used, findings, recommendations, references, bibliography, appendices including questionnaires, surveys, etc.
- Methods for statistical data for example graphs and charts.
- Research leads to realistic recommendations and evaluative conclusions linked to stated objectives of the research.
- Potential audience for example colleagues, external stakeholders and tutors.

- Oral responses need to be detailed, clear, logical and show understanding.

4. Be able to review own personal learning

Own performance

- Examples may include; reflection on methods used, challenges faced, new learning, skills and knowledge used to enable progress, skills and knowledge gap, personal learning and development.
- Use of feedback from others for example colleagues, audience for presentation, those who took part in primary research.
- Actions for improvement should be linked to personal reflection and feedback. They need to be specific, challenging but achievable with timescales and incorporated into future planning.

Managing Quality and Service Delivery	
Unit aims	To enable learners to develop the knowledge and understanding required to manage and deliver excellent customer service.
Unit level	6
Unit code	T/615/2712
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standard specified by the assessment criteria for the unit. Learners can approach this unit theoretically although the assignment work must be in context and include examples and illustrations from the learner's own experience or research. The work can be applied across the business sectors or in a specific context, for example, public service or healthcare.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand how to identify and meet stakeholder needs when managing quality and service delivery	1.1 Identify the different stakeholder groups in organisations and describe their expectations for quality and service delivery 1.2 Evaluate the processes used in organisations to identify stakeholder needs	1M1 Evaluate the importance of identifying stakeholder needs when managing quality and service delivery	1D1 Assess the impact of poor quality and service delivery for the stakeholders of a named organisation
2. Understand how to manage quality and service delivery	2.1 Analyse the concept of quality when delivering a service 2.2 Review quality standards which can be used for measuring quality and service delivery 2.3 Explain how quality standards are set, monitored and maintained	2M1 Assess approaches to quality management and service delivery	2D1 Analyse the potential issues associated with embedding a chosen approach for achieving quality and service delivery
3. Understand how to embed quality improvement and service delivery	3.1 Analyse the role of leaders and managers in embedding quality improvement and service delivery 3.2 Explain the issues related to	3M1 Evaluate the importance of continuous quality improvement in ensuring organisational success	3D1 Review the implementation of continuous quality improvement and service delivery in a named organisation

	embedding continuous improvement and service delivery and propose possible solutions		

Indicative Content

1. **Understand how to identify and meet stakeholder needs when managing quality and service delivery**

   - Identification of different stakeholder groups and their needs; External customers, Internal customers, Other business stakeholder groups, for example, employees, Perceptions, Expectations, Individual needs.

   - Impact of poor quality service; Organisational reputation, Brand loyalty, Organisational position in the market, Meeting of organisational strategic aims, Accountabilities, for example, public sector
     –stakeholders, Government; private sectors – shareholders, lenders, Meeting required standards, for example, healthcare impacts of failure in delivering healthcare services, impact on financial figures.

   - Meeting the needs of stakeholder groups: Balancing needs of different stakeholder groups, Delivering and measuring excellent service, Setting service standards and Service Level Agreements, The importance of managing and monitoring service delivery, How to manage and record service delivery, customer driven management.

2. **Understand how to manage quality and service delivery**

   - Quality and Quality Standards: Quality definition, Dimensions of quality for service delivery, Quality systems, ISO9000/9001, Other quality systems, for example, IIP Quality management, Total quality management.

   - Implementing standards; Excellence model, Theories of quality – Deming, Juran, Crosby, Quality strategies in service delivery, Developing a quality led organisation, Job roles in quality management, Staff involvement in organisational quality management.

   - Setting, monitoring and maintaining standards: How standards are set, Implementation of ISO9000/90001, Auditing quality feedback mechanisms, for example, questionnaires and surveys, Good practice in standard setting and methods for evaluating quality, service delivery.

3. Understand how to embed quality improvement and service delivery

- Concept of continuous quality improvement:
    - History in manufacturing and application to service delivery, theories and techniques, for example, Kaizen, Total Quality Management, Lean Production and Lean Management, Deming Cycle, Benchmarking, Pareto analysis, Force Field Analysis, etc.

- Embedding continuous quality improvement and service delivery is required to meet stakeholder: Needs, Perceptions, Expectations.

- Investment in staff and resources

- Value for money and best practice

Embedding and implementation: Encouraging staff involvement and rewarding it, Competence standards, implementing change in the business organisation, Managing and monitoring continuous quality improvement, Performance management.

Personal Leadership and Management Development	
Unit aims	This unit aims to help learners develop their own personal leadership and management skills to support the achievement of organisational objectives and personal progression.
Unit level	6
Unit code	A/615/2713
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	Learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. To achieve the standards for this unit, learners will be required to identify their own skills development needs for leadership and management based on real evidence. Learners must actually apply the plan which is produced so they may need an extended time to carry out this assignment.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand how personal leadership and management skills support the achievement of organisational objectives	1.1 Evaluate the terms leadership and management and their application in organisations 1.2 Evaluate the personal leadership and management skills required to support achievement of organisational objectives	1M1 Analyse the impact of organisational objectives, values and cultures on the leadership and management role	1D1 Analyse the leadership and management skills of a leader in a named organisation
2. Be able to manage development of own personal leadership and management skills to support achievement of personal and organisational objectives	2.1 Carry out an audit of own personal leadership and management skills 2.2 Set objectives to meet personal development and organisational needs 2.3 Identify and explain opportunities to meet objectives set 2.4 Prepare a personal development plan to develop own leadership and management skills and to support	2M1 Justify how opportunities selected for the personal development plan support achievement of organisational objectives	.

	organisational objectives 2.5 Carry out appropriate personal development activities in accordance with the plan to develop skills identified in the audit		
3. Be able to reflect on the effectiveness of personal development plans in developing management and leadership skills	3.1 Review progress and outcomes of the personal development plan against the objectives set	3M1 Compare current personal leadership and management skills with the outcomes of original audit	3D1 Analyse areas for further development and update personal development plan

Indicative Content

1. **Understand how personal leadership and management skills support the achievement of organisational objectives**

Organisational objectives:

- Different organisational visions and aims, for example; financial, customer focused, product focused etc.: stakeholder requirements, for example; profitability, ethical operation, legal compliance, strategic plans, accountability of leaders and managers for organisational objectives, impact of organisational type, purpose, values and culture on leadership and management roles, the wider environment requirements affecting organisation.

Personal leadership and management skills:

- Leadership and management characteristics, skills, competence and knowledge required, behaviours, attitudes associated with effective leadership, personal skills.

2. Be able to manage development of own personal leadership and management skills to support achievement of personal and organisational objectives

Development opportunities:

- Coaching, mentoring, networking, professional bodies and professional recognition, formal training, education opportunities, formal qualifications, reflective learning models and techniques, feedback – obtaining, evaluating, using feedback, carrying out different tasks in an organisation, taking on different roles.

Personal development plans:

- Contents of plans – activities, timescales, milestones, deadlines, aims and objectives, writing SMART objectives

Personal development:

- Continual review and reflection, different opportunities for learning including formal (organised training activities) and informal (on-the-job experience, personal reading, learning from colleagues), learning from activities, using feedback on activities, recording achievement

3. Be able to reflect on the effectiveness of personal development plans in developing management and leadership skills

Review:

- Review of original objectives, review of achievement against original objectives, competences and results, importance of review, identifying objectives not yet achieved.

Evaluation:

- Measuring effectiveness, evaluating effectiveness, benchmarking with others.
- Identifying activities that were not effective, areas needing further development.

Further development:

- Further development needs and opportunities, building on success, addressing areas of weakness, updating plans, the importance of continuous development and reflection.

Human Resource Management

Unit aims	The aim of this unit is to develop knowledge understanding and skills in human resource management and consider contemporary issues that affect human resource management within organisations.
Unit level	6
Unit code	A/615/2727
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Learners will approach this unit from a theoretical perspective but examples from organisations will be required to illustrate the work.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Understand how human resource management contributes to organisational effectiveness	1.1 Compare different definitions of strategic human resource management 1.2 Analyse the contribution human resource management makes to organisational effectiveness 1.3 Evaluate the different approaches organisations take to staff recruitment and selection	1M1 Analyse the human resource needs of organisations in different sectors of the economy	1D1 Evaluate the effect of different human resource management practices on organisational productivity and profit
2. Understand the formulation and implementation of human resource management plans	2.1 Analyse the human resource management process 2.2 Assess roles in the human resource management function in organisations 2.3 Analyse the development and implementation of human resource management plans	2M1 Explain how human resource management policies and procedures are monitored in organisations in order to support current and future plans	2D1 Compare approaches to human resource management planning in organisations using current and valid examples to support the comparisons made
3. Understand contemporary issues affecting human resource management in organisations	3.1 Analyse the impact of culture and structure on human resource management in organisations 3.2 Explain the effect of current legislation on human resource	3M1 Analyse employee relations management processes used by organisations	

	management in organizations		
	3.3 Assess the impact of globalisation on human resource management in organisations		

Indicative Content

1. Understand how human resource management contributes to organisational effectiveness

- Definitions of strategic HR management.
- Contribution human resource management makes to organisational effectiveness, for example: supporting achievement of organisational strategy, direction and achievement of organisational vision; appropriate human resources in place with the knowledge, experience and skills required, productivity, achievement of KPIs, competitiveness, meeting legal requirements.
- Staff recruitment and selection internal v external recruitment, use of agencies, use of technology, social media, press advertising, skills audit, job analysis, job description, personal specification, competency frameworks. Selection procedures, shortlisting against criteria, interview process and techniques, references.

Monitoring processes:

- KPIs, quantitative data and qualitative feedback and data, attendance monitoring, productivity, achievement of stated outcomes in HRM plans and strategic plans, appraisal systems, compliance with changes in legislation, fit with future plans.

Approaches to planning:

- Alignment with strategic direction, soft planning, forecasting, employee data e.g. turnover, forecasting future needs, gap analysis, outsourcing strategies, restructuring, collaboration, training and development of staff, monitoring and evaluation.

2. Understand the formulation and implementation of human resource management plans

Process:

- Setting direction, long term v short term, organisational design.
- Audits, designing the management system, planning total workforce/demand forecasting, generating required human resource, developing people and performance/reward management systems, assessing organisational, competence, performance/development strategies.

Roles:

- Roles strategic HR role, member of senior management group, operational and front-line management, administrators, HR specialists/consultants, outsourcing.

Development and implementation:

- Conducting a strategic review of business objectives and current plan, agreeing HR requirements, taking account of external developments with e.g. legislation, competitors, economic situation, education, setting out the HR plan, short, medium, long term, SMART targets, Implementing HR strategies.
- Monitoring processes, criteria for success, cost/benefit analysis, milestones and review, monitoring against targets, making adjustments to suit changed circumstances.

3. Understand contemporary issues affecting human resource management

- Internationalism and challenges for strategic human resource management, diversity management and equal opportunities, downsizing and its strategic implications, legal, globalisation, ethics, culture/equality and diversity, work life balance, communication/IT, multigeneration, retention, skills shortages, political changes, implications of developments for example Brexit.
- Employee relations management; contracts of employment, workers' councils.

Managing Change	
Unit aims	The aim of this unit is to develop the knowledge, understanding and skills required to manage change within an organisation. Learners will develop an understanding of the need for managing change and the different models that can be used to support this process.
Unit level	6
Unit code	K/615/2724
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. In order to achieve LO1 and LO2 learners can approach their work from a theoretical perspective, using examples to illustrate the points which are made. For LO3 learners must apply their learning in a real context or base their evidence on a case study.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Understand how models or frameworks of strategic change can support the change process in organisations	1.1 Analyse factors that may bring about the need for strategic change in an organisation 1.2 Evaluate different models of strategic change 1.3 Assess benefits of using models or frameworks to support organisations through change		1D1 Analyse the models or frameworks used by a named organisation to facilitate strategic change
2. Understand strategies to encourage the involvement of stakeholders in the management of change	2.1 Assess the different approaches to involving stakeholders in the change process 2.2 Evaluate causes of resistance to change 2.3 Assess the impact on the change process of the different demands made by internal and external stakeholders	2M1 Analyse management techniques that can be used to manage resistance to change	
3. Be able to develop a change strategy against business aims and objectives	3.1 Justify the need for change within an organisation 3.2 Use appropriate organisational change models or frameworks to develop a change strategy	3M1 Evaluate the role of the leader in creating and implementing the change strategy	3D1 Create a plan for implementation of the change strategy

	3.3 Evaluate different measures and systems to monitor the progress and effectiveness of the change strategy		

Indicative Content

1. **Understand how models or frameworks of strategic change can support the change process in organisations**

Factors that may influence need for change:

- Examples may include political, environmental, financial pressures, economics, emerging markets, mergers and acquisitions, technology, internal organisational changes.

Implications of not embracing change:

- Negative outcomes may include business closure, financial implications, redundancies, human resources e.g. restructuring, recruitment, training, deterioration of equipment resulting in increased costs at a later stage.

Change management models and frameworks:

- Examples may include; John P Kotter's eight steps to successful change; Prosci's five building blocks ADKAR; action research, gap analysis; Kurt Lewin's change management model; McKinsey's 7S; Burke-Litwin's causal change model.
- EFQM model, the balance score-card, Kailzen Blitz, Six Sigma, The Change Curve.

2. **Understand strategies to encourage the involvement of stakeholders in the management of change**

Change management strategies:

- Identify and prioritise stakeholders, develop engagement strategy, maximise support, involve stakeholders using different methods e.g. forums, presentations, group facilitation, sharing information.

- Examples may include conducting a stakeholder analysis, use of multiple-cause diagrams, effective use of motivational and influencing skills, systems modelling, team development to enhance commitment, divergence and convergence.

Resistance to change:

- Types of resistance may include resistance to the process of change, resistance from individual colleagues, resistance from groups, passive versus active resistance, significant resistance versus minor.

Managing resistance to change:

- Effective communication strategy, training and information programmes, staff forums, empowering colleagues, giving ownership, gaining support from key players.

3. Be able to develop a change strategy against business aims and objectives

The need for change:

- Analysis of business aims and objectives and feasibility of achieving them in context of economic downturn, changes in global markets, budget pressures, internal resources, changes to legislation, new technologies, changing markets, change in direction, new CEO.

Strategies:

- Business Process Re-engineering (BPR), organisational development, introducing new structures e.g. matrix or network organisations, virtual organisations, right sizing, push and pull strategies.

Measures and systems to monitor progress:

- Examples may include; reporting, project management systems, goal-based evaluations, process based evaluation, progress reviews against milestones and deadlines, quality circles, data analysis.

Role of Leader:

- Vision, planning, leading stakeholders, appointing change agents, communication at different stages e.g. need for change, progress with change, motivation, taking account of outcomes from monitoring processes, making adjustments, celebrating success.

Implementation plan:

- Plan is able to deliver identified outcomes, within resource constraints, structured, staged, clarity of task, responsibilities and accountabilities, milestones and review points, deadlines, communication flows, contingency planning.

Project Management	
Unit aims	The aim of this unit is to enable learners to understand the process of identifying appropriate and feasible projects. Learner will also understand how the projects can be planned and monitored in order to achieve business objectives.
Unit level	6
Unit code	T/615/2726
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	Learners should refer to actual business objectives and produce relevant plans in order to achieve LOs 1 and 2 at the standard required. The other LOs can be approached from a theoretical perspective but learners must use actual examples from organisations to support the points which are made.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Be able to analyse business objectives to identify potential projects, their feasibility and the methodology which may be used	1.1 Analyse business objectives 1.2 Identify potential projects required from an appraisal of established business objectives 1.3 Review project methodologies suitable for the chosen project 1.4 Assess the feasibility of a proposed project	1M1 Justify the project methodology chosen for the given project	1D1 Analyse the contribution the chosen project will make in achieving the business objectives
2. Be able to design systems and plans for initiating and managing projects	2.1 Devise a structure for the management of a project 2.2 Explain the role and responsibilities of the project manager 2.3 Prepare a detailed project plan with high level estimates of time, resources and costs that meet agreed milestones	2M1 Evaluate the skills and experience needed to fulfil the role of a project manager	2D1 Justify the chosen management structure for a project and explain the contribution made by other team members
3. Understand how to monitor and control the progress of projects	3.1 Identify potential issues and risks associated with projects 3.2 Design systems and measures to monitor and appraise the status and progress of projects 3.3 Design contingency plans to help mitigate potential delays in the progress of projects		

4. Understand how to close and review the success of a project	4.1 Assess tasks needed to close a project 4.2 Devise ways to review the success of a project	4M1 Assess the importance of reviewing projects after their completion	

Indicative Content

1. **Be able to analyse business objectives to identify potential projects, their feasibility and the methodology which may be used**

   Analysis of business needs

   - Reviewing operations and procedures, business data, business performance, bench marking, market analysis, strategic and operational plans, vision and mission, strategic direction.

   Project identification and feasibility:

   - Criteria to steer selection of projects, alternative project cost-benefit

     analyses.

   Project methodology:

   - Traditional approach, critical change approach, event change approach or proprietary/ formalised approaches, for example PRINCE, AGILE.

   Feasibility:

   - Risk Management; identifying risk, impact analysis, risk management/planning, review cost-benefit and risk equation for projects. Consider other issues impacting on project e.g. issues of globalisation (advantages and disadvantages of cross-country/culture projects).

2. **Be able to design systems and plans for initiating and managing projects**

   Team structures:

   - Hierarchical, virtual, networked, functional team, pure project teams, matrix management.
   - Change control: formal change requests, review of critical path, impact on resources and timelines.

   Roles and responsibilities of project manager:

   - Managing team and stakeholders, change management, project environment, understanding life cycle of projects, setting schedule, budget and timing, developing the project plan, managing project risks, interfaces with other projects, conflict resolution

including role of project manager and sponsor, constructive vs. destructive conflicts, compromise, skill complementarities, goal congruence.

Project plan:

- Value proposition, sponsorship, accountability, deliverables, responsibilities, resource allocations, timeline, milestones, critical path project sub-division: work breakdown, identifying time scales, identifying resources, project budgeting, reporting and accountability.

Interpersonal and Communication Skills:

- Leadership, for example motivating others, delegation, and decision-making.
- Networking, for example network building, communication skills, teamwork, collaboration, mentoring.
- Communication for example negotiating, persuasion, assertive, listening skills, effective writing and oral skills.

3. Understand how to monitor and control the progress of projects

Issues and risks:

- Project creep, gaps in the scope or accountability of the project, changing dependencies (other projects, business conditions etc.), delays, planning errors, skills or other resource deficits.
- Financial constraints, lack of decision making, lack of ownership for the project, communication failures, 'meaningless' plan without buy-in, changes to project team, priority changes within the organisation.

Project monitoring:

- Status and plan documentation and regular monitoring meetings, performance management against targets, defining responsibilities and accountability, communications, traceability, audit trails, formalised frameworks and stages, contingency planning.

4. Understand how to close and review the success of a project

Project closeout:

- Formal evaluation of project and team performance, application of PERT, review of project process and outcomes, feedback from stakeholders, document learning points for future, assess success factors, post-implementation report, sign off on deliverables, hand over/archive documentation, contract closures, closing out financial accounts, reassign team.