



Executive Diploma in Strategic Management

AT SCQF LEVEL 11



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Executive Diploma in Strategic Management

This is one of a series of progressive management qualifications designed by the Chartered Management Institute. This guide is written primarily for learners for the qualification, and is focused mainly on the content of the qualification and the learning outcomes that will be achieved.

Introduction

This qualification is intended for the general manager or director who has the authority and personal skills to develop and implement organisational strategy. It is equally valuable for the person who aspires to such a role, by helping them to gain the knowledge and understanding necessary for carrying out that role.

This qualification builds on the **knowledge and understanding** required for the Level 5 S/NVQ in Strategic Management, and is intended for people who:

- aim to improve the competitiveness of the organisation
- optimise the strategic utilisation of resources
- communicate effectively inside and outside the organisation
- develop the management team into a coherent mutually supportive and motivated group of people who share with their strategic manager a common vision and purpose as to the nature of their business

This qualification covers the following topics:

- strategic positioning
- strategic planning
- strategic implementation

As this qualification is intended for managers, we have avoided continually using that term in this syllabus – references to 'you' mean 'you as a manager'.

The words '*effectively*' and '*efficiently*' have been used in the unit content with the following meanings:

- *effectively* means getting the desired result
- *efficiently* means making the best use of resources and keeping unnecessary waste and effort to a minimum

Prior learning

This qualification builds on content and learning included in other qualifications offered by the Chartered Management Institute. Primarily, it leads on from the Executive Diploma in Management. You could also progress to this qualification if you hold a Level 5 S/NVQ in Operational Management. If you already hold either of these qualifications, and your current or anticipated job role will require you to act in a senior management capacity, then you should be able to progress to the Executive Diploma in Strategic Management (EDSM) qualification directly. But even if you don't hold either of these qualifications, you may still be able to enter an EDSM qualification if you can show that your qualifications, prior learning and experience are at a comparable level, breadth and depth. The notes below are intended to help you, and Centres offering the EDSM, decide if it's the right qualification for you at this stage in your career and personal development.

Relationship to Management and Leadership National Occupational Standards

The table below shows how the units in this qualification relate to the Management and Leadership National Occupational Standards. Each of the units in the Executive Diploma in Strategic Management syllabus also indicate the managerial skills and behaviours which underpin effective performance that you will be able to develop as a result of following this programme.

You can find out more about the National Occupational Standards for Management and Leadership and how they can help you develop your management performance in the workplace at www.management-standards.org.uk.

Executive Diploma in Strategic Management	Management and Leadership National Occupational Standards
Core Units	
Unit EDS51 – Strategic Positioning	A3, B2, B8, E4, E5, E7, F9
Unit EDS52 – Strategic Planning	B3, B4, B7, C3, D2, C5, D4, E4
Unit EDS53 – Strategic Implementation	B4, B7, B10, C6, D2, D4, F12

Assessment

Chartered Management Institute awards are professional qualifications that demand high standards of knowledge, understanding, reasoning and judgement, coupled with clarity of expression. Our approach to assessment for all our qualifications is built on the following principles:

- the assessment should, wherever possible, use work-based evidence drawn from the learner's own organisational experience
- Approved Centres will have clearly identified how the organisational dimension to the learner's evidence and assessment will be incorporated into the assessment process
- the assessment process will be sufficiently flexible to allow for the diversity of learner organisational experience to be used, and will take into account special needs of any learner for whom work-based evidence will be difficult to obtain
- the assessment process will not compromise or present any risk to learner, organisational or commercial confidentiality
- the assessment process will recognise equal opportunity issues, will take due account of the values and ethics of management and will focus on the application of the concepts of management in practice
- the assessments must be valid, reliable and fair

We encourage our Centres to develop approaches to assessment which are flexible to meet the needs of their learner, but we need to be assured that practice and outcomes are consistent in rigour and quality between Centres.

One way in which we achieve this is for one unit of the qualification to be assessed to a specification produced by CMI.

For the Executive Diploma in Strategic Management, Unit EDS52 Strategic Planning, will be the independently assessed unit.

All the other learning outcomes will be assessed by the Approved Centre to a specification agreed with CMI, and checked by the CMI's External Verifier. The External Verifier will sample learner work throughout the programme to ensure that all the requirements are met.

For the Executive Diploma in Strategic Management, CMI requires learner to complete a management dissertation of 7,500 – 10,000 words, within the Centre Assessment programme. You should check with your Centre what the agreed assessment programme is.

Guided Learning Hours

These are used as a notional measure of the substance of a qualification, and help Centres determine what teaching and learning resources are going to be needed to support learner. They are based on an estimate of the time that might actually be spent by the learner being taught or instructed, as well as time learners spend on structured learning such as directed assignments, assessments on the job or supported individual study or practice. So, as a learner, you can use these Guided Learning Hours to help you plan effective use of your time to achieve the unit outcomes.

The Guided Learning Hours for the units of the Executive Diploma in Strategic Management are:

Units	Guided Learning Hours
CORE:	
EDS51 Strategic Positioning	30
EDS52 Strategic Planning	30
EDS53 Strategic Implementation	30
Dissertation - 10,000 words	35
Core total	125

Support and Help

As a studying member of CMI, you can access a wide variety of help, information, reading lists and management texts via our website www.managers.org.uk/students

Qualifications Frameworks and Credit Transfer

This qualification is at postgraduate level. Qualifications at this level recognise highly developed and complex levels of knowledge which enable the development of in-depth and original responses to complicated and unpredictable problems and situations. Learning at this level involves demonstration of high level specialist professional knowledge and is appropriate for senior professionals and managers. Qualifications at this level are at a level equivalent to Masters Degrees, postgraduate certificates and postgraduate diplomas.

This qualification is recognised on the Scottish Credit Qualifications Framework SCQF at Level 11 and 45 Credit Points

Units	Credit Points	SCQF Level
EDS51 Strategic Positioning	11	11
EDS52 Strategic Planning	11	11
EDS53 Strategic Implementation	11	11
Dissertation - 10,000 words	12	11

Unit EDS51 - Strategic positioning (SCQF Level 11 Credit Points 11)

Overview

This unit will guide you through the strategic analysis and review of your organisation's internal processes, operations and activities, in the context of the demands and expectations of the internal and external environments.

Aims

To help you to develop:

1. A strategic understanding of the internal and external environments within which your organisation operates.
2. Your appreciation of the importance of managing collaborators, competitors, stakeholders, structures and systems.

Unit content

This unit covers:

- gathering strategic data
- analysis of strategic information
- evaluation of strategic alternatives

Understanding:

- the strategic management process:
 - vision
 - values
 - mission
 - corporate objectives and strategy
 - Strategic Business Unit (SBU) objectives and strategy
 - functional objectives and strategy
- the impact of organisation types, structures and cultures on strategy
- the range of information required to inform strategic decisions
- the legal issues around corporate governance
- the external and internal strategic issues impacting upon the organisation
- the strategic analysis and evaluation tools available to inform and influence strategic decisions

How to:

- select the appropriate tools to gather data for analysis from the external and internal environments
- apply an extensive range of strategic analysis tools to the information, and interpret the results
- identify strategic alternatives resulting from the analysis
- evaluate the identified alternatives to determine the desired future position in line with corporate ambitions
- involve others in strategic issues - stakeholders and subject-matter experts

Learning outcomes

Following completion of this unit, you will know how to:

1. Review the current corporate strategic position and determine the desired future strategic position.
2. Evaluate alternative strategies to meet the desired future strategic position.
3. Decide upon a strategy and identify how, if required, you would justify your selection to meet the required future strategic position.

Skills you will need to develop to put your learning into practice

- Setting objectives
- Planning
- Learning
- Reviewing
- Time-management
- Reflecting
- Communicating
- Consulting
- Analysing
- Thinking strategically
- Scenario building
- Evaluating
- Networking
- Forecasting
- Decision-making
- Risk-management
- Information management
- Influencing and persuading
- Presenting Information
- Benchmarking
- Thinking systematically
- Reporting

Behaviours you will need to develop to put your learning into practice

- You constantly seek to improve performance
- You develop systems to gather and manage information and knowledge effectively, efficiently and ethically
- You identify and raise ethical concerns
- You are vigilant for potential risks
- You show sensitivity to stakeholders' needs and manage these effectively
- You constructively challenge the status quo and seek better alternatives
- You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- You use a range of leadership styles appropriate to different people and situations
- You use communication styles that are appropriate to different people and situations
- You recognise changes in circumstances promptly and adjust plans and activities accordingly
- You analyse and structure information to develop knowledge that can be shared
- You identify systemic issues and trends and recognise their impact upon current and future work
- You acknowledge when your own interests are in conflict with common goals
- You state your own position and views clearly and confidently in conflict situations
- You encourage others to share information and knowledge within the constraints of confidentiality

- You identify and work with people and organisations that can provide support for your work
- You work to develop an atmosphere of professionalism and mutual support
- You take personal responsibility for making things happen
- You recognise your own strengths and limitations, play to your strengths and use alternative strategies to minimise the impact of your limitations
- You reflect regularly on your own experiences and use these to inform future action
- You articulate the assumptions made and risks involved in understanding a situation
- You anticipate likely future scenarios based on realistic analysis of trends and developments
- You balance risks against the benefits that may arise from taking risks

Unit EDS52 - Strategic planning (SCQF Level 11 Credit Points 11)

Overview

This unit will guide you through the processes of strategic planning, based on the conclusions from your strategic analysis and positioning, and the impact of those processes on people and operations, both internally and externally.

Aims

To help you to develop:

1. An understanding of the strategic planning process and the importance of communicating with, and involving, others.
2. The ability to synthesise the implications of change decisions on people and processes.

Unit content

This unit covers:

- strategic planning
- stakeholder involvement and commitment
- contingency planning

Understanding:

- the component parts of a strategic plan
- the change implications of the plan on people, mission, values and culture
- the need to involve others in the development and implementation of the plan including consulting, delegating, supporting and developing competence
- the need to identify contingencies within the plan and the importance of reviewing strategic progress with all stakeholders, both internal and external
- the importance of actively seeking, and being receptive and responsive to, changing data and information which may alter the strategic perspective

How to:

Develop a strategic plan, which identifies:

- strategic objectives
- timescales
- activities
- required resources
- management tasks (communication, involvement, gaining support, developing alliances, delegation)
- outcomes

Identify the actions necessary to secure commitment to change, including staff development and organisational change.

Recognise and use contingency planning and review, including stakeholder involvement in the progress of the plan.

Learning outcomes

Following completion of this unit, you will know how to:

1. Produce a strategic plan to achieve the desired strategic position and show how it will be effectively managed.
2. Identify the possible impact of the plan on the stakeholders, both internal and external to the organisation, and the methods you are proposing to use to secure their on-going commitment and support.

Skills you will need to develop to put your learning into practice

- Setting objectives
- Planning
- Innovation
- Consulting
- Networking
- Reviewing
- Prioritising
- Communicating
- Leadership
- Analysing
- Contingency planning
- Thinking strategically
- Problem solving
- Presenting information
- Valuing and supporting others
- Thinking creatively
- Decision-making
- Risk-management
- Information management
- Reporting
- Monitoring
- Balancing competing needs and interests
- Benchmarking
- Thinking systematically
- Evaluating

Behaviours you will need to develop to put your learning into practice

- You constantly seek to improve performance
- You create a sense of common purpose
- You find practical ways to overcome barriers
- You are vigilant for potential risks
- You identify the implications or consequences of a situation
- You comply with and ensure others comply with legal requirements, industry regulations, organisational policies and professional codes
- You show sensitivity to the internal and external politics that impact on your area of work
- You constructively challenge the status quo and seek better alternatives
- You generate and recognise imaginative and innovative solutions
- You articulate a vision that generates excitement, enthusiasm and commitment
- You use communication styles that are appropriate to different people and situations
- You show integrity, fairness and consistency in decision making
- You recognise changes in circumstances promptly and adjust plans and activities accordingly

- You articulate the assumptions made and risks involved in understanding a situation
- You identify systemic issues and trends and recognise their impact upon current and future work
- You anticipate likely future scenarios based on realistic analysis of trends and developments
- You take personal responsibility for making things happen
- You present information clearly, concisely, accurately and in ways that promote understanding
- You balance risks against the benefits that may arise from taking risks
- You work towards a clearly defined vision of the future
- You take and implement difficult and/or unpopular decisions, if necessary
- You take decisions in uncertain situations or based on incomplete information when necessary
- You take timely decisions that are realistic for the situation
- You take opportunities when they arise to achieve longer-term aims
- You show sensitivity to stakeholders needs and interests and manage these effectively
- You reflect regularly on your own experiences and use these to inform future action

Unit EDS53 - Strategic implementation (SCQF Level 11 Credit Points 11)

Overview

This unit will guide you through management control of the implementation and review of a strategic plan.

Aims

To help you to develop:

1. An understanding of both the 'hard' and 'soft' issues arising from the implementation of a strategic plan.
2. Management skills and techniques to deal with emerging data and information which could materially impact on the successful achievement of strategic objectives.

Unit content

This unit covers:

- management control of the implementation and review of a strategic plan
- control and review techniques
- supporting and guiding stakeholders

Understanding:

- the need to continually review the plan against the original criteria and environmental changes
- management control of the strategic plan, i.e. the organisational environment, activities and performance
- the need to maintain momentum
- the feedback loop to strategic positioning (Unit EDS51)

How to:

- continually review the plan against emerging data
- communicate the plan and delegate responsibilities and authorities for implementation
- maintain the momentum, e.g. championing and supporting the strategic implementation
- exercise management control of resources and activities
- balance contingencies, including analysing, reviewing and taking decisions
- evaluate the on-going effects of implementation on the organisation
- evaluate organisational performance against the original objectives
- revise the strategic plan in the light of this review of performance

Learning outcomes

Following completion of this unit, you will know how to:

1. Champion and manage the implementation, control and review of the strategic plan.
2. Deal with the human resource issues that can result from a change in strategic focus.
3. Deal with the required changes to strategic implementation in the light of a changing internal and external environment.

Skills you will need to develop to put your learning into practice

- Planning
- Motivating
- Monitoring
- Innovating
- Problem Solving
- Delegating
- Prioritising
- Leadership
- Reviewing
- Communicating
- Consulting
- Analysing
- Thinking strategically
- Empowering
- Scenario building
- Evaluating
- Networking
- Decision-making
- Risk-management
- Stress Management
- Information management
- Contingency planning
- Influencing and persuading
- Valuing and supporting others
- Presenting Information
- Benchmarking
- Thinking systematically

Behaviours you will need to develop to put your learning into practice

- You constantly seek to improve performance
- You create a sense of common purpose
- You develop systems to gather and manage information and knowledge effectively, efficiently and ethically
- You identify and raise ethical concerns
- You are vigilant for potential risks and hazards
- You show sensitivity to stakeholders' needs and manage these effectively
- You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- You use a range of leadership styles appropriate to different people and situations
- You use communication styles that are appropriate to different people and situations
- You recognise changes in circumstances promptly and adjust plans and activities accordingly

- You take and implement difficult and/or unpopular decisions, if necessary
- You respond positively and creatively to setbacks
- You balance agenda and build consensus
- You take personal responsibility for making things happen
- You articulate a vision that generates excitement, enthusiasm and commitment
- You work towards a clearly defined vision of the future
- You present information clearly, concisely, accurately and in ways that promote understanding
- You encourage and support others to take decisions autonomously
- You make complex things simple for the benefit of others
- You work to turn unexpected events into opportunities rather than threats
- You identify the implications or consequences of a situation
- You balance risks against the benefits that may arise from taking risks
- You make appropriate information and knowledge available promptly to those who need it and have a right to it

Unit EDS54 – Dissertation (SCQF Level 11 Credit Points 12)

Overview

Candidates are required to complete a work related dissertation of 10,000 words, which enables them to demonstrate how they have brought together and applied the learning within the programme to a real workplace issue

Aims

To help you learn how to:

- Determine the topic and scope of a dissertation
- Research the topic area and analyse the results
- Present a reasoned, well-balanced perspective on the dissertation topic
- Present the dissertation in accordance with accepted academic and industry standards

Dissertation content

You should agree the dissertation topic and the time frame for completion with your Centre and with your employer/ sponsor.

The topic you choose should be relevant to your area of work, and represent an important issue which needs to be investigated. The topic and associated research activities should be directly related to the strategic challenges and opportunities facing your organisations

Learning Outcomes

As a result of undertaking this dissertation you will know how to:

1. Justify the topic you have chosen for the dissertation in terms of its strategic value to the organisation and its impact on your own learning and development.
2. Identify clearly:
 - the aim, scope and objectives of the dissertation
 - the methodology chosen
 - the structure for the dissertation
 - the research base
3. Conduct effective, objective research, using a variety of media and approaches to source, validate and evaluate data and opinions
4. Present the arguments in the dissertation in an objective and analytical way, clearly supported by research and evidence, in a readable format and style.
5. Present in your work an appropriate balance between theory and practice, showing
 - investigation, results, analysis and discussion
 - summary and conclusions
 - recommendations
 - appropriate references