

Advanced Command and Staff Course (Reserves) - Joint Services Command and Staff College

Completion Pack February 2025 Version 1

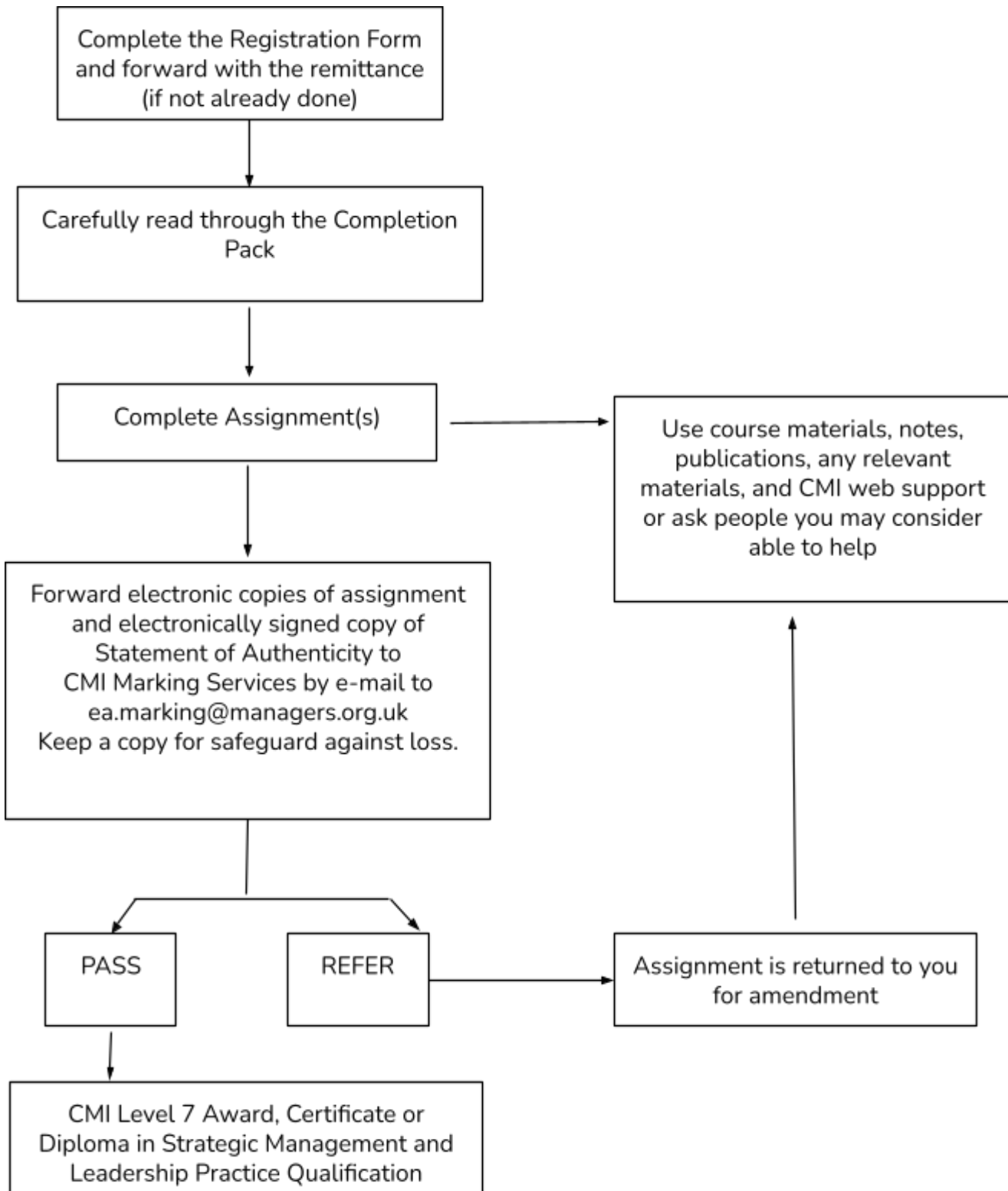
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COMPLETION PROCESS OVERVIEW - QUALIFICATION



INTRODUCTION

The Chartered Management Institute (CMI) has undertaken detailed mapping of your course with a view to recognising them against regulated professional qualifications. CMI has fully recognised that your course meets some of the requirements for the -

To acquire the CMI Level 7 Award in Strategic Management and Leadership Practice, you must complete and submit one of the following assignments (701 / 704 / 708 / 709 / 714), comprising a number of tasks, and contained in this completion pack.

- The CMI Level 7 Award in Strategic Management and Leadership Practice comprises completing 1 of the following units - 701 / 704 / 708 / 709 / 714 that totals to the minimum of 70 TQT/minimum of 7 credits.

To acquire the CMI Level 7 Certificate in Strategic Management and Leadership Practice, you must complete and submit 2 of the following assignments (701 / 704 / 708 / 709), comprising a number of tasks, and contained in this completion pack, please see the combination below.

- The CMI Level 7 Certificate in Strategic Management and Leadership Practice comprises completing 2 of the following 5 units - 701 / 704 / 708 / 709 that totals to the minimum of 140 TQT/minimum of 14 credits combinations below -

701 + 704

701 + 708

701 + 709

704 + 708

704 + 709

708 + 709

To acquire the CMI Level 7 Diploma in Strategic Management and Leadership Practice, you must complete and submit the following assignments (701 / 704 / 708 / 709 / 714), comprising a number of tasks, and contained in this completion pack.

- The CMI Level 7 Diploma in Strategic Management and Leadership Practice comprises the following 5 units - 701 / 704 / 708 / 709 / 714 that totals to the minimum of 370 TQT/minimum of 37 credits.

The qualifications are immediately transferable to, and acknowledged by, the civilian business world as a benchmark qualification expected for a management position. The qualifications are commended to all students as an extremely valuable addition to your in-service qualifications.

Qualification Registration Duration

Qualification Structure	Period of Registration
Award	Up to 12 Months
Certificate	Up to 36 Months
Diploma	Up to 36 Months
Extended Diploma	Up to 36 Months

It is very important that you contact CMI by telephone: +44 (0) 1536 207496 before this time if you are encountering difficulties (see below).

There are no refunds for lapsed candidates.

SUPPORT FOR GAINING CMI QUALIFICATIONS

This CMI qualification Completion Pack provides you with the support information you need for the External Assignment.

For the duration of your qualification programme you receive complimentary 'Affiliate Membership' of CMI, enabling you to access a wide range of support material on the CMI website and ManagementDirect. If you are already a member you cannot claim a refund of membership fees.

NOTE: If you have not previously registered on the CMI Website you now need to do so using the information contained in your CMI Welcome Letter.

We ask where possible for you to access on personal devices and networks to prevent any issues with MOD security and firewalls.

How do I get started and access my learning resources?

1. Click [here](#) to set your password
2. Follow the on-screen instructions
3. Click [here](#) to access ManagementDirect
4. Username is the email as registered with CMI

Once logged in to ManagementDirect, use the following steps to access support for the Units:

Unit 701 / 704 / 708 / 709 / 714 Numbers

- Opening Screen - Click on Qualification Support* for CMI Level 7 Award, Certificate or Diploma in Strategic Management and Leadership Practice
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 701 / 704 / 708 / 709 / 714 Numbers
- Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

Between the LOs there are links to 'View Resources'. By 'clicking' these open you will find comprehensive support for the appropriate LO. Resources include documents, checklists, video clips and recommended reading. Note that there may be some duplication of resource references as the LOs are interrelated.

*If you do not have a link to Qualification Support please contact the team (see below)

Unsure about anything?

- Please contact CMI on: +44 (0) 1536 207496 during office hours (0900-1700 hours Monday to Friday), or mod.qualifications@managers.org.uk

UNIT COMPLETION REQUIREMENTS

You are required to complete 1 unit assignment to obtain the CMI Level 7 Award in Strategic Management and Leadership Practice -

CMI Level 7 Award in Strategic Management and Leadership Practice		
Unit Combinations	Credits	Actions
Unit 701 - Strategic Leadership	11	<ul style="list-style-type: none"> ● Register for the Qualification ● Complete assignment(s) ● Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity ● Keep a copy for safeguard against loss
Unit 704 - Developing Organisational Strategy	9	
Unit 708 - Strategic Risk Management	9	
Unit 709 - Strategic Management of Data and Information	8	
Unit 714 - Personal and Professional Development for Strategic Leaders	9	

You are required to complete 2 unit assignment(s) to obtain the CMI Level 7 Certificate in Strategic Management and Leadership Practice, please see below for the combinations -

CMI Level 7 Certificate in Strategic Management and Leadership Practice				
Unit Combinations	Credits	Unit Combinations	Credits	Actions
Unit 701 - Strategic Leadership	11	Unit 704 - Developing Organisational Strategy	9	<ul style="list-style-type: none"> ● Register for the Qualification ● Complete assignment(s) ● Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity ● Keep a copy for safeguard against loss
Unit 701 - Strategic Leadership	11	Unit 708 - Strategic Risk Management	8	
Unit 701 - Strategic Leadership	11	Unit 709 - Strategic Management of Data and Information	8	
Unit 704 - Developing Organisational Strategy	9	Unit 708 - Strategic Risk Management	8	
Unit 704 - Developing Organisational Strategy	9	Unit 709 - Strategic Management of Data and Information	8	
Unit 708 - Strategic Risk Management	8	Unit 709 - Strategic Management of Data and Information	8	

You are required to complete 5 unit assignment(s) to obtain the CMI Level 7 Diploma in Strategic Management and Leadership Practice.

CMI CMI Level 7 Diploma in Strategic Management and Leadership Practice	Credits	Actions
Unit 701 - Strategic Leadership	11	<ul style="list-style-type: none"> ● Register for the Qualification ● Complete assignment(s) ● Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity ● Keep a copy for safeguard against loss
Unit 704 - Developing Organisational Strategy	9	
Unit 708 - Strategic Risk Management	8	
Unit 709 - Strategic Management of Data and Information	8	
Unit 714 - Personal and Professional Development for Strategic Leaders	9	

Guidance on completing the assignment(s) and submitting your work to CMI are on the following pages. You are also encouraged to submit a reflective statement of no more than 300 words (in addition to the assignment word count) describing the value and knowledge gained from undertaking the assignment. This statement will not be assessed; however it encourages you to review the value and application of your learning.

QUALIFICATION REGISTRATION

If you have not already done so, you need to register for the qualification. The registration form must be accompanied with a copy of the relevant section of your end of course certificate (i.e. JPA print out), and the requisite remittance (cheque or credit/debit card details). Send this to the CMI at the address shown on the form.

SUBMISSION OF ASSIGNMENTS

Submitting your work for either::

CMI Level 7 Certificate in Strategic Management and Leadership Practice

CMI Level 7 Diploma in Strategic Management and Leadership Practice

Submission directly to CMI Marking Services

Once you have completed all assignments, you must forward them, along with a signed copy of the Statement of Authenticity (as a single file with your completed Statement of Authenticity as the first page) by e-mail to ea.marking@managers.org.uk

The main body of the email should include the following: full name, P number, unit and submission number i.e Assignment Blogs_P123456_Unit_number_submission number.

You are strongly advised to keep a copy of your assignment to safeguard against loss; your assignment will not be returned to you but will be destroyed by safe and confidential means.

Please note that CMI does offer a paper based assessment service for learners who are unable to provide an electronic copy. Post the assignment along with your signed Statement of Authenticity to:

External Assignments/MOD,
Awarding Body,
Management House,
Cottingham Road,
Corby,

Northamptonshire NN17 1TT.

PASS: If a pass is achieved, the Institute will issue you with your qualification certification and your units / credit certificate along with an offer of graded membership of the Chartered Management Institute. This level of membership may be lower than that offered by the MOD guaranteed membership scheme – you can opt for either.

REFERRAL: If your assignment does not meet the pass standard, it will be returned to you with guidance notes for completion. You must meet the additional requirements before re-submitting the assignment. You will be allowed two further re-submissions.

Following two Referrals for your assignment, a Resubmission Fee of £20 (+ VAT) will be payable to CMI before work is reassessed. For more information please contact ea.marking@managers.org.uk or call 01536 207496 option 1.

ASSESSMENT GUIDANCE FOR LEARNERS

CMI provides a comprehensive external quality assessment service. Currently all units within the Management and Leadership qualifications from Level 2 to 7 have an assignment brief available.

CMI provides a six week service level on all assignments received.

Learners are required to complete all tasks and Assessment Criteria.

ASSESSMENT GUIDANCE

Submission directly to CMI EA Marking

All work must be submitted in a single electronic document (.doc file). The document must be marked with your full name, P number and unit number. Electronic assignments should be sent to ea.marking@managers.org.uk

Please note CMI do offer a paper based assignment service for learners that are unable to provide an electronic copy only. Please post the assignment to External Assignments, Awarding Body, Management House, Cottingham Road, Corby, Northamptonshire, NN17 1TT.

The assignment should be your own work and not direct copies of theories or models. Any models described and other quotes used must be properly attributed and referenced as appropriate. Learners must acknowledge or reference any sources that have been used to complete the assignment, listing reference material and web sites used, appendices must not be included.

Learners are encouraged to produce a reflective statement of no more than 300 words (which does not count towards the final word count), describing the value and knowledge gained from undertaking this assignment. The reflective statement is not assessed; however it encourages you to review the value and application of your learning.

PLAGIARISM & COLLUSION

In submitting the assignment the learner must complete a statement of authenticity (included in the Completion Pack) confirming that the work submitted for all tasks is their own and does not contravene CMI policies including word count and plagiarism.

Academic offences, including plagiarism and collusion, are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution. Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence. Plagiarism and collusion are very serious

offences and any learner found to be copying another learner's work or quoting work from another source without recognising and disclosing that source will be penalised.

In submitting their assignment for the unit, and completing the relevant statement of authenticity, learners are confirming that the work submitted for all tasks is their own and does not contravene the CMI policies including word count, plagiarism and collusion. CMI reserves the right to return assignments if the necessary statements of authenticity have not been completed.

Learners found to be in breach of these regulations will be reported to the relevant CMI contact for deliberation. The learner will be notified in writing of the outcome of the investigation. In the event that a learner is found to have perpetrated malpractice, the learner will be withdrawn from his/her qualification immediately; fees will not be refunded, the relevant Regulatory Body will be informed and membership of the CMI will be withdrawn.

APPENDICES

Appendices should not be included. All use of tables, graphs, diagrams, Gantt charts and flowcharts should be incorporated into the main text of the assignment. Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment but not included.

CONFIDENTIALITY

Where learners are using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion in an assignment. Where confidentiality is an issue, studying members are advised to anonymise their assignment so that it cannot be attributed to that particular organisation.

WORD COUNT POLICY

Please refer to the assignment briefs for the word count for each Unit. Learners must comply with the required word count, within a margin of $\pm 10\%$. These rules exclude the index (if used), headings, information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

Where a learner's work has contravened the word count policy, it will be reviewed by the Marker and Lead Moderator before a final decision is made.

REFERENCING & PROFESSIONALISM

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used. The learner must use an appropriate referencing system to achieve this. Whilst marks are not awarded for the use of English, the learner must express ideas clearly, succinctly, and ensure that appropriate terminology is used to convey accuracy in meaning.

INSTRUCTIONS & INFORMATION FOR LEARNERS

The external assignment is set and assessed by the Chartered Management Institute. It is designed to assess your achievement of all the Learning Outcomes and associated assessment criteria in the relevant unit of the qualification you are undertaking.

You should make sure that you plan your work carefully, to ensure that you cover all the requirements of the assignment, and complete it within the time limit specified.

Your statements, in answer to the tasks, need to be prefixed with the specific task number and unit title. This will help you keep on track and should ensure you address the details. Work submitted without a task prefix will be returned unmarked. Your statements should not be just a description of workplace activities but should include what you have learned from your programme of study. In other words you need to show how you can relate what you have learned to day-to-day management activities.

You must submit your work as a single electronic word document (.doc file). You should mark the assignment with your name, P number, and the unit number - and a brief description of the context in which the assignment was undertaken. You may include a title page if you wish. You must show a total word count on the front page of your assignment. You are strongly advised to keep a copy of your completed assignment before you submit it for assessment – the copy you submit will not be returned to you. Your assignment may be kept by the CMI for quality assurance purposes. Any assignment not kept for quality assurance will be securely destroyed.

CMI will assess your assignment, and the result will be sent to you, normally within 6 weeks of receipt by the Institute.

If your assignment is assessed as referred, notification will be sent to you with an indication of the areas to be addressed. You may resubmit an assignment on a further two occasions during your period of registration as a CMI learner.

If there is anything in these instructions or in the assignment itself which you do not understand, please seek guidance from CMI by phone on 01536 207496.

UNIT 701

Assignment Brief: Strategic Leadership

Click [here](#) to download the Assignment Brief.

Click [here](#) to download the Evidence Booklet.

KEY INFORMATION FOR LEARNERS

Overview of assessment tasks

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 701: Strategic Leadership**. Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

- Before you begin the assessment brief please read the **CMI 701** unit specifications thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 701** unit specification. Your tutor may signpost you to relevant resources. Additionally, you may access excellent online resources at ManagementDirect <https://mde.managers.org.uk>.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Senior Leader Master's Degree Apprenticeship.

Completing the assessment brief

- The assessment brief contains a series of tasks which are clearly referenced to the relevant assessment criteria and indicative content.
- Refer to the Assessment Guidance Table at the end of the assessment brief which outlines the requirements for a Pass or Refer.
- Evidence must be provided in the evidence booklet. Additional work-based evidence such as plans or documentation (which has been referred to within the main text) should be included at the end of the booklet marked 'Work Based Evidence'. Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by the CMI.
- Work based evidence must be accompanied by a supporting statement in the learner evidence box, to explain the link to the assessment criteria. Work based evidence (where required by the task) must not exceed SIX (6) pages. Files embedded in the booklet must not exceed 10MB.
- The evidence booklet must be completed in a professional manner (e.g. applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.
- The evidence booklet must be saved as a word document (.doc or .docx) and not in a PDF format.
- An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified.
- Finally, you must sign the Learner Authenticity statement (an electronic signature is accepted).

Learner support

For information regarding policies and procedures for assessment (e.g. special assessment arrangements, learner support, appeals, complaints, certification, confidentiality, plagiarism) you should contact your tutor or Centre manager and refer to the CMI Level 7 Strategic Management and Leadership Practice.

INTRODUCING ASSESSMENT BRIEF CMI 701

Being equipped with the knowledge, skills and behaviours to manage and lead in a variety of organisational settings is essential if an individual and their organisation are to succeed.

Assessment brief **CMI 701** has been designed to enable learners to evidence their understanding of how the organisational context influences management and leadership practice. Leaders will reflect on theoretical concepts and contemporary thinking which can be used to inform approaches to working practice. Vitality, they will consider the knowledge, skills, values and beliefs which can transform management and leadership practice.

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 701** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

Assessment Task		Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	A written report entitled: <i>'The role and context for strategic leadership.'</i>	LO1 Understand the role and context for strategic leadership	1.1 Critically appraise the impact of organisational context on strategic leadership	Approx. 1000 words
			1.2 Critically appraise the role of the strategic leader to set and realise organisational goals	
2a	A written account entitled: <i>'The leadership behaviours and skills required to deliver strategic goals.'</i>	LO2 Understand the behaviours and skills for strategic leadership	2.1 Critically appraise the leadership behaviours and skills required to deliver strategic goals	Approx. 2000 words
2b	A reflective account entitled: <i>'How the principles of strategic leadership can be applied to respond to complex organisational challenges.'</i>		2.2 Critically reflect on how the principles of strategic leadership can be applied to respond to complex organisational challenges	

Guideline word count

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 7. The amount and volume of work for this unit should be broadly comparable to a word count of **4000-4500 words** within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

The following are excluded from inclusion in word count, if used and not required by the assessment brief an introduction to a job role, organisation or department, index or contents pages, headings and sub headings, diagrams, charts and graphs, reference list or bibliography, reflective statement drawn from undertaking the assignment and how this has impacted on the learner's work.

Please see the CMI Assessment Guidance Policy for further guidance.

THE ROLE AND CONTEXT FOR STRATEGIC LEADERSHIP

It is the role of the leader to work effectively within the organisational structure to deliver strategic outcomes. Roles are complex and no two roles are the same. One constant is the need for leaders to have a detailed understanding of business activities and the functions they perform.

The aim of Task 1 is for leaders to evidence an understanding of the role and context for strategic leadership.

TASK 1

You are required to write a **report** entitled:

'The role and context for strategic leadership'

The report must include well chosen examples and make reference to an organisation you know well or have researched. To complete the report, you are required to critically appraise:

- the impact of organisational context on strategic leadership (AC1.1)
- the role of the strategic leader to set and realise organisational goals (AC1.2)

Guidance for completion of Task 1

- *The report must be based on an organisation you know well or have researched.*
- *The report must include well-chosen examples which illustrate the influence of organisational context on leadership practice.*
- *The report should include subheadings.*
- *Your report must be underpinned with relevant theoretical concepts.*
- *Please refer to the indicative content for the assessment criteria (AC) outlined in the unit specification.*

THE BEHAVIOURS AND SKILLS FOR STRATEGIC LEADERSHIP

Strategic leaders must be able to utilise behaviours and skills to achieve objectives in a well-considered way. The aim of this task is for leaders to evidence their understanding of the leadership behaviours and skills required to deliver strategic goals. Leaders will also be given the opportunity to reflect on how the principles of strategic leadership can be applied to respond to complex organisational challenges.

TASK 2A

With reference to well-chosen examples and use of theory, you are required to write an **account** entitled:

'The leadership behaviours and skills required to deliver strategic goals.'

The written account must critically appraise the leadership behaviours and skills required to deliver strategic goals (AC2.1).

Guidance for completion of Task 2a

- *The written account must include reference to theoretical concepts and well-chosen examples.*
- *The completed assessment must include subheadings.*
- *You are **not required** to include every behaviour and skill. You should focus on those you feel are essential to the role.*
- *In preparation to complete the written account, take time to reflect on the skills and behaviours that are the hallmark of an effective leader. Consider your own leadership experience or the experience of being led by others. Undertake independent research on the skills and behaviours required for leaders operating at this level within different occupational areas or types of organisation.*
- *Refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

TASK 2B

You are required to write a **reflective account** entitled:

'How the principles of strategic leadership can be applied to respond to complex organisational challenges.'

The reflective account must:

- Outline **TWO (2)** different complex organisational challenges (selected from the table below or from your own experience).
- Critically reflect on the how the principles of strategic leadership can be applied to respond to each complex organisational challenge. (AC2.2)

Examples of complex organisational challenges related to the internal and external environment:

- *Organisational change*
- *Threat of new competitor*
- *Diminishing resources*
- *Changes in customer requirements (changing customer demands and trends)*
- *Technological change*
- *Global markets*
- *Performance targets*
- *Shifting population*
- *Loss or gain of a major client*
- *Legal and regulatory change*
- *Political change*
- *Litigation*
- *Toxic cultures (e.g. bullying, sexism, me first attitudes, hostility, infighting)*
- *Impact of social change (e.g. #MeToo movement/campaign, mental health and wellbeing campaigns, LGBTQ+)*

Guidance for completion of Task 2b

- *The reflective account must include reference to theoretical concepts and well-chosen examples.*
- *The completed assessment must include subheadings.*
- *Give consideration to the complex organisational challenges selected to ensure these will facilitate the use of different leadership approaches.*
- *The challenges may be based on hypothetical or actual challenges within an organisation you know well or have researched.*
- *Consider how to present the reflective account - this may be presented as an extract from a reflective journal or written as a narrative or report.*
- *Refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

Click [here](#) to download the Assignment Brief.

Click [here](#) to download the Evidence Booklet.

KEY INFORMATION FOR LEARNERS

Overview of assessment tasks

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 704: Developing Organisational Strategy**. Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

- Before you begin the assessment brief please read the **CMI 701** unit specifications thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 704** unit specification. Your tutor may signpost you to relevant resources. Additionally, you may access excellent online resources at ManagementDirect <https://mde.managers.org.uk>.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Senior Leader Master's Degree Apprenticeship.

Completing the assessment brief

- The assessment brief contains a series of tasks which are clearly referenced to the relevant assessment criteria and indicative content.
- Refer to the Assessment Guidance Table at the end of the assessment brief which outlines the requirements for a Pass or Refer.
- Evidence must be provided in the evidence booklet. Additional work-based evidence such as plans or documentation (which has been referred to within the main text) should be included at the end of the booklet marked 'Work Based Evidence'. Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by the CMI.
- Work based evidence must be accompanied by a supporting statement in the learner evidence box, to explain the link to the assessment criteria. Work based evidence (where required by the task) must not exceed SIX (6) pages. Files embedded in the booklet must not exceed 10MB.
- The evidence booklet must be completed in a professional manner (e.g. applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.
- The evidence booklet must be saved as a word document (.doc or .docx) and not in a PDF format.
- An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified.
- Finally, you must sign the Learner Authenticity statement (an electronic signature is accepted).

Learner support

For information regarding policies and procedures for assessment (e.g. special assessment arrangements, learner support, appeals, complaints, certification, confidentiality, plagiarism) you should contact your tutor or Centre manager and refer to the CMI Level 7 Strategic Management and Leadership Practice.

INTRODUCING ASSESSMENT BRIEF CMI 704

Leaders must have an in-depth understanding of strategy and how it can be developed if they are to effectively operate in complex local, national and global markets.

Assessment brief **CMI 704** has been designed to enable learners to evidence their understanding of how to develop and influence an organisation's strategic direction. To support this outcome, leaders will critique the factors which drive the development of organisational strategy and appraise approaches to successfully develop strategy. The assessment has been designed to enable leaders to develop an organisational strategy to achieve a business goal.

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 704** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

Assessment Task	Learning outcomes covered by assessment method	Assessment criteria	Guideline word count	
1	Option 1 Guidance document OR presentation for new and aspiring leaders entitled: <i>'How to develop strategy – A guide for new and aspiring leaders'</i> OR Option 2 Written account entitled: <i>'The principles of developing organisational strategy'</i>	LO1 Understand how to develop strategy	Approx. 2500 words	
				1.1 Critique the factors which drive the development of organisational strategy
				1.2 Critically appraise approaches for the development of strategy
		1.3 Discuss the challenges of developing and leading organisational strategy		
2	Learners will develop an organisational strategy accompanied by recommendations for implementation and monitoring	LO2 Know how to develop strategy	Approx. 1500 words	
				2.1 Develop an organisational strategy to achieve a business objective
		2.2 Recommend an approach to implement and monitor the strategy to ensure its success		

Guideline word count

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 7. The amount and volume of work for this unit should be broadly comparable to a word count of **3000-3500 words** within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

The following are excluded from inclusion in word count, if used and not required by the assessment brief an introduction to a job role, organisation or department, index or contents pages, headings and sub headings, diagrams, charts and graphs, reference list or bibliography, reflective statement drawn from undertaking the assignment and how this has impacted on the learner's work.

Please see the CMI Assessment Guidance Policy for further guidance.

THE PRINCIPLES FOR DEVELOPING STRATEGY

The ability to develop strategy requires an in-depth understanding of how to develop strategy and lead stakeholders throughout the entire process.

The aim of Task 1 is for the leader to evidence their knowledge and understanding of how strategy can be developed effectively.

TASK 1

There are **TWO (2)** options for completing Task 1. Please select one of these options.

Option 1

You are required to develop a **guidance document** OR **presentation** for new and aspiring leaders entitled:

'How to develop strategy – A guide for new and aspiring leaders'

The guidance document OR presentation for new and aspiring leaders must be presented in **THREE (3)** sections:

- **The factors which drive the development of organisational strategy**

You are required to critique the factors which drive the development of organisational strategy (AC1.1)

- **Approaches for the development of strategy**

You are required to critically appraise approaches for the development of strategy (AC1.2)

- **The challenges of developing and leading organisational strategy**

You are required to discuss the challenges of developing and leading organisational strategy (AC1.3)

OR

Option 2

You are required to write an **account** entitled:

'The principles of developing organisational strategy'

The account must be presented in **THREE (3)** sections:

- **The factors which drive the development of organisational strategy**

You are required to critique the factors which drive the development of organisational strategy (AC1.1)

- **Approaches for the development of strategy**

You are required to critically appraise approaches for the development of strategy (AC1.2)

- **The challenges of developing and leading organisational strategy**

You are required to discuss the challenges of developing and leading organisational strategy (AC1.3)

Guidance for completion of Task 1

- *You must select only ONE (1) option as the basis for completing this task.*

- If you opt to present the evidence for this task using a presentation this must be accompanied by presentation notes.
- Please ensure you use the sub-headings provided when you present your evidence in a format of your choice.
- You are encouraged to contextualise your response to the task by referring to an organisation you know well or have researched.
- Your evidence must be underpinned with relevant theoretical concepts and well- chosen examples.
- Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.

STRATEGY DEVELOPMENT

The ability to understand how strategy is developed, implemented and monitored is an essential leadership capability.

The aim of Task 2 is for leaders to evidence their ability to develop an organisational strategy to achieve a business goal and recommend approaches for its successful implementation.

EXAMPLE OF ORGANISATIONAL STRATEGY TO MEET A BUSINESS OBJECTIVE

Growth. Retrenchment. Consolidation. Partnerships. Collaborations. Delaying and restructuring. Diversification. Development of product/service/processes. Recruitment, retention, engagement of people. Competitor and competitive approaches. Divestment, mergers, acquisition. Business closure. Research and development. Off-shoring, outsourcing/insourcing. Legal and regulatory requirements.

TASK 2

To complete Task 2 you are required to develop an **organisational strategy** to achieve a business objective accompanied by a series of recommendations for its implementation and monitoring.

Your evidence must be presented in **TWO (2)** sections:

2a. Develop an organisational strategy to achieve a business goal (AC2.1)

The organisational strategy may be based on an organisational you know well or have researched. The strategy may be real or hypothetical and may be based on one of the examples of 'organisational strategy to achieve a business objective' in the box provided above.

2b. Recommend an approach to implement and monitor the strategy to ensure its success (AC2.2)

With reference to the organisational strategy developed for Task 2a you are required to recommend an approach to implement and monitor the strategy to ensure its success. The approach should include reference to:

- The type of approach selected
- The key processes and activities required to implement the strategy
- Monitoring activities selected to ensure the success of the strategy

Guidance for completion of Task 2

- *Consider how the strategy document will be presented. This might be in report or tabular format.*
- *Carefully select the basis of the strategy being developed. Please ensure the strategy will enable you to meet the evidence requirements of section 2a and section 2b.*
- *You must clearly state the context and purpose of the strategy being developed.*
- *The strategy must be your own work.*
- *The strategy may be presented as an attachment or embedded into the evidence booklet.*
- *Refer to the indicative content for each of assessment criteria (AC) outlined in the unit specification.*
- *You must include reference to well-chosen examples and application of relevant theoretical models.*

Click [here](#) to download the Assignment Brief.

Click [here](#) to download the Evidence Booklet.

KEY INFORMATION FOR LEARNERS

Overview of assessment tasks

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 708: Strategic Risk Management**. Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

- Before you begin the assessment brief please read the **CMI 708** unit specifications thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 708** unit specification. Your tutor may signpost you to relevant resources. Additionally, you may access excellent online resources at ManagementDirect <https://mde.managers.org.uk>.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Senior Leader Master's Degree Apprenticeship.

Completing the assessment brief

- The assessment brief contains a series of tasks which are clearly referenced to the relevant assessment criteria and indicative content.
- Refer to the Assessment Guidance Table at the end of the assessment brief which outlines the requirements for a Pass or Refer.
- Evidence must be provided in the evidence booklet. Additional work-based evidence such as plans or documentation (which has been referred to within the main text) should be included at the end of the booklet marked 'Work Based Evidence'. Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by the CMI.
- Work based evidence must be accompanied by a supporting statement in the learner evidence box, to explain the link to the assessment criteria. Work based evidence (where required by the task) must not exceed SIX (6) pages. Files embedded in the booklet must not exceed 10MB.
- The evidence booklet must be completed in a professional manner (e.g. applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.
- The evidence booklet must be saved as a word document (.doc or .docx) and not in a PDF format.
- An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified.
- Finally, you must sign the Learner Authenticity statement (an electronic signature is accepted).

Learner support

For information regarding policies and procedures for assessment (e.g. special assessment arrangements, learner support, appeals, complaints, certification, confidentiality, plagiarism) you should contact your tutor or Centre manager and refer to the CMI Level 7 Strategic Management and Leadership Practice.

INTRODUCING ASSESSMENT BRIEF CMI 708

The ability to lead strategic risk management effectively is essential to safeguard an organisation's prosperity and reputation. Ultimately, leaders must know how to develop and lead risk management in a manner that not only reacts to organisational needs but contributes to organisational success.

Assessment brief **CMI 708** has been designed to enable learners to develop an in-depth understanding of strategic risk management. Leaders will critically appraise strategic risk within an organisational context. They will assess strategies for risk management and the leadership skills to lead risk initiatives successfully. Ultimately, leaders will be given the opportunity to develop a framework to deliver a risk strategy in an organisational context.

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 708** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

Assessment Task		Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	A written report entitled: <i>'Strategies for managing risk'</i>	LO1 Understand strategies for managing risk	1.1 Critically appraise strategic risk within an organisational context	Approx. 1500 words
			1.2 Critically assess strategies for managing risk in an organisational context	
2a	A report or reflective account entitled: <i>'Leadership skills for strategic risk management'</i>	LO2 Know how to develop risk management strategies	2.1 Critically appraise the leadership skills for strategic risk management	Approx. 1000 words
2b	A proposal entitled: <i>'Proposed Risk Management Framework to Deliver Strategic Objectives'</i>		2.2 Propose a Risk Management Framework to deliver strategic objectives	Approx. 2000 words

Guideline word count

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 7. The amount and volume of work for this unit should be broadly comparable to a word count of **4000-4500 words** within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

The following are excluded from inclusion in word count, if used and not required by the assessment brief an introduction to a job role, organisation or department, index or contents pages, headings and sub headings,

diagrams, charts and graphs, reference list or bibliography, reflective statement drawn from undertaking the assignment and how this has impacted on the learner's work.

Please see the CMI Assessment Guidance Policy for further guidance.

STRATEGIES FOR MANAGING RISK

Understanding risk in its many forms and the strategies that can be employed to manage and mitigate it is an essential leadership attribute.

The aim of Task 1 is for leaders to critically appraise the scope and organisational context of risk and the strategies for its management.

TASK 1

You are required to write a **report** entitled:

'Strategies for managing risk'

The report must include well-chosen examples of risk in an organisational context you know well or have researched. The report must be presented in **TWO (2)** sections:

i. Strategic risk within an organisational context

You are required to critically appraise strategic risk within an organisational context. The appraisal of strategic risk must include reference to:

- the scope of risk
- current and emerging factors which influence risk
- the impact of the organisational context on risk (AC1.1)

ii. Strategies for managing risk in an organisational context

You are required to critically assess strategies for managing risk in an organisational context (AC1.2)

Guidance for completion of Task 1

- *The report must be based on an organisation you know well or have researched.*
- *The report must include well-chosen examples.*
- *The report should include subheadings. You may choose to include tables and diagrams (as appropriate) to support your report.*
- *Your report may be underpinned with relevant theoretical concepts.*
- *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

DEVELOPING RISK MANAGEMENT STRATEGIES

The Harvard Business Review (2012), states 'Risk management is too often treated as a compliance issue that can be solved by drawing up lots of rules and making sure that all employees follow them'.

The aim of Task 2 is for leaders to appraise the leadership skills for strategic risk management and to recommend a framework to deliver a risk strategy in an organisational context.

CASE STUDY

'When Tony Hayward became CEO of BP, in 2007, he vowed to make safety his top priority. Among the new rules he instituted were the requirements that all employees use lids on coffee cups while walking and refrain from texting while driving. Three years later, on Hayward's watch, the Deepwater Horizon oil rig exploded in the Gulf of Mexico, causing one of the worst man-made disasters in history. A U.S. investigation commission attributed the disaster to management failures that crippled "the ability of individuals involved to identify the risks they faced and to properly evaluate, communicate, and address them." Hayward's story reflects a common problem. Despite all the rhetoric and money invested in it, risk management is too often treated as a compliance issue that can be solved by drawing up lots of rules and making sure that all employees follow them. Many such rules, of course, are sensible and do reduce some risks that could severely damage a company.'

Kaplan, R.S. and Mikes, A. (2012). Managing Risks: A New Framework. *Harvard Business Review*, June 2012.
<https://hbr.org/2012/06/managing-risks-a-new-framework>

TASK 2A

Reflecting on the skills required to lead strategic risk management effectively, you are required to write a **report** or **reflective account** entitled:

'Leadership skills for strategic risk management'

The report or reflective account must critically appraise a minimum of **THREE (3)** leadership skills for strategic risk management. The report or reflective account may be based on the case study provided above, or a case study from an organisation of your choice (AC2.1)

Guidance for completion of Task 2A

- *The report or reflective account must include well-chosen examples which illustrate the impact of leadership skills for strategic risk management.*
- *You may choose to include tables and diagrams (as appropriate) to support your report or reflective account.*
- *Your report or reflective account must be underpinned with relevant theoretical concepts.*
- *Refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

TASK 2B

A Risk Management Framework can be designed to identify, measure, manage, monitor and report the significant risks to the achievement of strategic objectives. You are required to develop a proposal in a format of your choice entitled:

'Proposed Risk Management Framework to Deliver Strategic Objectives'

The proposal must include:

- Identification of the strategic risk
- Relationship to strategic objectives
- Strategies to measure and manage risk
- Monitoring and reporting processes (AC2.2)

Guidance for completion of Task 2B

- *The Risk Management Framework may be presented in the format of your choice (e.g. report, plan, table).*
- *The Risk Management Framework must be based on an organisation you know well or have researched.*
- *Refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

Click [here](#) to download the Assignment Brief.

Click [here](#) to download the Evidence Booklet.

KEY INFORMATION FOR LEARNERS

Overview of assessment tasks

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 709: Strategic Management of Data and Information**. Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

- Before you begin the assessment brief please read the **CMI 709** unit specifications thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 709** unit specification. Your tutor may signpost you to relevant resources. Additionally, you may access excellent online resources at ManagementDirect <https://mde.managers.org.uk>.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Senior Leader Master's Degree Apprenticeship.

Completing the assessment brief

- The assessment brief contains a series of tasks which are clearly referenced to the relevant assessment criteria and indicative content.
- Refer to the Assessment Guidance Table at the end of the assessment brief which outlines the requirements for a Pass or Refer.
- Evidence must be provided in the evidence booklet. Additional work-based evidence such as plans or documentation (which has been referred to within the main text) should be included at the end of the booklet marked 'Work Based Evidence'. Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by the CMI.
- Work based evidence must be accompanied by a supporting statement in the learner evidence box, to explain the link to the assessment criteria. Work based evidence (where required by the task) must not exceed SIX (6) pages. Files embedded in the booklet must not exceed 10MB.
- The evidence booklet must be completed in a professional manner (e.g. applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.
- The evidence booklet must be saved as a word document (.doc or .docx) and not in a PDF format.
- An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified.
- Finally, you must sign the Learner Authenticity statement (an electronic signature is accepted).

Learner support

For information regarding policies and procedures for assessment (e.g. special assessment arrangements, learner support, appeals, complaints, certification, confidentiality, plagiarism) you should contact your tutor or Centre manager and refer to the CMI Level 7 Strategic Management and Leadership Practice.

INTRODUCING ASSESSMENT BRIEF CMI 709

The use of strategic data and information supports leaders to make complex decisions and judgements which will ultimately enable an organisation to achieve its objectives. Given the complexities of this topic, understanding how data and information can be applied strategically is an essential leadership attribute.

Assessment brief **CMI 709** has been designed to enable leaders to consider the strategic management of data and information as an opportunity rather than a challenge. They will understand the strategic value and use of data and information and will evaluate strategies for its effective management. The unit culminates in the opportunity to develop a strategy to improve the use of data and information in a strategic organisational context.

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 709** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

Assessment Task		Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1a	Write a report entitled: <i>'The strategic management of data and information'</i>	LO1 Understand the strategic management of data and information	1.1 Critically discuss the strategic use and value of data and information	Approx. 2000 words
	1.2 Critically appraise the challenges of managing data and information in an organisational context			
	1.3 Evaluate approaches to the effective strategic management of data and information			
1b	Develop a proposal entitled: <i>'Strategy to improve the management of data and information in a strategic context'</i>		1.4 Recommend a strategy to improve the management of data and information in an organisational context	Approx. 1500 words

Guideline word count

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 7. The amount and volume of work for this unit should be broadly comparable to a word count of **3000-3500 words** within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

The following are excluded from inclusion in word count, if used and not required by the assessment brief an introduction to a job role, organisation or department, index or contents pages, headings and sub headings, diagrams, charts and graphs, reference list or bibliography, reflective statement drawn from undertaking the assignment and how this has impacted on the learner's work.

THE STRATEGIC MANAGEMENT OF DATA AND INFORMATION

Strategic management of data and information supports leaders to make complex decisions and judgements which will ultimately enable an organisation to achieve its objectives.

The aim of Task 1a and 1b is for leaders to evidence their understanding of the strategic management of data and information and to recommend a strategy to improve the management of data and information in a strategic organisational context.

TASK 1A

You are required to write a **report** entitled:

‘The strategic management of data and information’

The report must be presented in **TWO (2)** sections:

i. The strategic use and value of data and information

You are required to critically discuss the strategic use and value of data and information (AC1.1)

ii. Responding to the challenges of managing data and information in strategic contexts

To meet the requirements of this section, you are required to:

- Critically appraise the challenges of managing data and information in strategic contexts in relation to:
 - Approaches to how data and information is acquired, created, stored, used, shared and managed
 - Financial cost to acquiring, developing, maintaining and managing data and information
 - The risks of managing data and information
 - Governance of managing data and information (AC1.2)
- Evaluate approaches to the effective strategic management of data and information (AC1.3)

Guidance for completion of Task 1A

- *The report must include well-chosen examples from an organisation you know well or have researched.*
- *The report should include subheadings. You may choose to include tables and diagrams (as appropriate) to support your report.*
- *Your report must be underpinned with relevant theoretical concepts.*
- *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

TASK 1B

With the amount of available information and data, it is often difficult for leaders to identify ‘good’ data.

With reference to an organisation you know well or have researched, you are required to develop a **proposal** entitled:

‘Strategy to improve the management of data and information in an organisational context’

You are required to recommend a strategy to improve the management of data and information in an organisational context. The strategy must include:

- well-considered improvements to the way data is acquired, created, used, stored, managed and shared
- the rationale for recommendations made (AC1.4)

Guidance for completion of Task 1B

- *The proposal must be based on an organisation you know well or have researched.*
- *The proposal must include well-chosen examples which illustrate the reasons for recommendations made.*
- *The proposal may be presented in the format of your choice (e.g. report, presentation and accompanying slides, formal proposal document). You may choose to include tables and diagrams (as appropriate) to support your proposal.*
- *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

Click [here](#) to download the Assignment Brief.

Click [here](#) to download the Evidence Booklet.

KEY INFORMATION FOR LEARNERS

Overview of assessment tasks

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 714: Personal and Professional Development for Strategic Leaders**. Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

- Before you begin the assessment brief please read the **CMI 714** unit specifications thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 714** unit specification. Your tutor may signpost you to relevant resources. Additionally, you may access excellent online resources at ManagementDirect <https://mde.managers.org.uk>.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Senior Leader Master's Degree Apprenticeship.

Completing the assessment brief

- The assessment brief contains a series of tasks which are clearly referenced to the relevant assessment criteria and indicative content.
- Refer to the Assessment Guidance Table at the end of the assessment brief which outlines the requirements for a Pass or Refer.
- Evidence must be provided in the evidence booklet. Additional work-based evidence such as plans or documentation (which has been referred to within the main text) should be included at the end of the booklet marked 'Work Based Evidence'. Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by the CMI.
- Work based evidence must be accompanied by a supporting statement in the learner evidence box, to explain the link to the assessment criteria. Work based evidence (where required by the task) must not exceed SIX (6) pages. Files embedded in the booklet must not exceed 10MB.
- The evidence booklet must be completed in a professional manner (e.g. applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.
- The evidence booklet must be saved as a word document (.doc or .docx) and not in a PDF format.
- An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified.
- Finally, you must sign the Learner Authenticity statement (an electronic signature is accepted).

Learner support

For information regarding policies and procedures for assessment (e.g. special assessment arrangements, learner support, appeals, complaints, certification, confidentiality, plagiarism) you should contact your tutor or Centre manager and refer to the CMI Level 7 Strategic Management and Leadership Practice.

INTRODUCING ASSESSMENT BRIEF CMI 714

Being equipped with the knowledge, skills and behaviours to manage and lead in a variety of organisational settings is essential if an individual and their organisation are to succeed.

Assessment brief **CMI 714** has been designed to enable learners to enhance their understanding of how their personal and professional development can influence their management and leadership practice. They will reflect on the skillset and mindset to develop as a strategic leader. Vitally, they will reflect on their own personal, interpersonal and professional competencies and behaviours to lead strategically.

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 714** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

Assessment Task		Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	Written report entitled: <i>'Approaches for personal and professional development'</i>	LO1 Understand approaches for personal and professional development	1.1 Critically reflect on the interrelationship between the skillset and mindset to develop as a strategic leader 1.2 Critically examine the personal values and behaviours required for strategic leadership practice 1.3 Critically appraise how engagement with personal and professional development impacts on strategic leadership	Approx. 1500 words
2a	Reflective account entitled: <i>'A reflection of my personal, interpersonal and professional competencies to lead strategically'</i>	LO2 Know how to develop as a strategic leader through personal and professional development	2.1 Critically reflect on personal, interpersonal and professional competencies to lead strategically	Approx. 1500 words
2b	Personal and professional development plan to improve strategic leadership		2.2 Produce a personal and professional development plan to improve strategic leadership	Approx. 1000 words

Guideline word count

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 7. The amount and volume of work for this unit should be broadly comparable to a

word count of **3500-4000 words** within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

The following are excluded from inclusion in word count, if used and not required by the assessment brief an introduction to a job role, organisation or department, index or contents pages, headings and sub headings, diagrams, charts and graphs, reference list or bibliography, reflective statement drawn from undertaking the assignment and how this has impacted on the learner's work.

Please see the CMI Assessment Guidance Policy for further guidance.

APPROACHES FOR PERSONAL AND PROFESSIONAL DEVELOPMENT

Understanding approaches for personal and professional development can have a marked impact on the practice of strategic leaders.

The aim of Task 1 is for leaders to critically reflect on the interrelationship between the skillset and mindset to develop as a strategic leader. Leaders will critically examine the personal values and behaviours required for strategic leadership practice and appraise the role of personal and professional development in supporting them to achieve strategic aims.

TASK 1

You are required to write a **report** entitled:

'Approaches for personal and professional development'

The report must be presented in **THREE (3)** sections:

i. The interrelationship between the skillset and mindset to develop as a strategic leader

You are required to critically reflect on the interrelationship between the skillset and mindset to develop as a strategic leader (AC1.1)

ii. Personal values and behaviours required for strategic leadership practice

You are required to critically examine the personal values and behaviours required for strategic leadership practice (AC1.2)

iii. The impact of personal and professional development on strategic leadership

You are required to critically appraise how engagement with personal and professional development impacts on strategic leadership (AC1.3)

Guidance for completion of Task 1

- *The report should include subheadings. You may choose to include tables and diagrams (as appropriate) to support your report.*
- *The report must include well-chosen examples and be underpinned with relevant theoretical concepts.*
- *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

DEVELOPING AS A STRATEGIC LEADER THROUGH PERSONAL AND PROFESSIONAL DEVELOPMENT

Self-reflection (an honest appraisal of self) is the key to identifying competencies which require ongoing personal and professional development.

The aim of Task 2 is for leaders to critically reflect on personal, interpersonal and professional competencies to lead strategically. Using this information, leaders will produce a personal and professional development plan to improve the way they lead strategically.

TASK 2A

You are required to write a reflective **account** based on your own capabilities to lead strategically entitled:

'A reflection of my personal, interpersonal and professional competencies to lead strategically'

In order to critically reflect on personal, interpersonal and professional competencies to lead strategically you must:

- Undertake a self-audit against a professional standard or framework of your choice
- Reflect on evidence drawn from **TWO (2)** or more sources of feedback on behaviours, competencies and performance (e.g. 360 review, peer review, appraisal, self-generated, reflection/self-review activities, learning diary/log, completion of an online or paper-based audit, psychometrics, self-assessed tests) (AC2.1)

Guidance for completion of Task 2A

- *The reflective account may be presented in a format of your own choice (e.g. journal, narrative, report).*
- *The reflective account must include well-chosen examples and be underpinned with relevant theoretical concepts.*
- *The reflective account must clearly evidence reflection of:*
 - *Personal competencies*
 - *Interpersonal competencies*
 - *Professional competencies (with specific reference to those required in an organisational context or the Apprenticeship Standard for the Senior Leader's Master's Degree Apprenticeship)*
- *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

TASK 2B

You are required to produce a:

Personal and professional development plan to improve strategic leadership

The personal and professional development plan will be informed by the outcomes of Task 2A. The plan will cover a period of not less than nine (9) months but no longer than eighteen (18) months. The development plan must include:

- Aims and objectives
- Success criteria
- Selected development activities/rationale for their choice
- Timescales for completion and review of the development activity/activities

- Reflection and review of development activity/activities (AC2.2)

Guidance for completion of Task 2B

- *The personal and professional development plan may be presented in a format of your choice (e.g. report, planning document, use of documentation/templates used by an organisation).*
- *The completed assessment must include subheadings.*
- *In preparation to complete this task, reflect on the outcomes of Task 2A.*
- *You are **not required** to include a plan to address all strategic leadership competencies. You should focus on those you feel are essential to the role.*
- *Refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

STATEMENT OF AUTHENTICITY

Click [here](#) to download the Statement of Authenticity form.

This statement must be completed and electronically attached to the completed assessment submitted to CMI. Any pieces of work that do not have this signed statement/declaration are inadmissible and will be returned to the Centre.

Section 1 -

Qualification Title	
Unit Number and Title	
Centre Name	
Learner Name	
Learner CMI Number	

I _____ confirm that the work submitted is my own and that I am the sole author of this completed assessment and Sections 1 & 2 of this form have been checked and completed before submission. I have referenced/acknowledged any sources of information and Artificial Intelligence (AI) tools used in the submission; in line with the Qualification Handbook, [CMI's Assessment Guidance Policy](#) and [CMI's Plagiarism, Collusion and Artificial Intelligence \(AI\) Statement](#).

I consent to this assessment, or any extract from it, to be anonymised following which it may be used for assessment standardisation and, where appropriate, for the dissemination of good practice. The assessment will be kept in accordance with GDPR, if you have any concerns regarding this, please refer to our Data Privacy Policy	Tick here to opt-out	
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Section 2 -

Requirement prior to submission	Learner Signature / Initial to confirm
The Assessment Criteria (AC) have been used as headings or I have indicated or sign-posted within my work where each AC has been met.	
Word count is shown on the front sheet and is within the CMI guidelines for the unit.	
All answers relating to the Assessment Criteria (AC) are contained within the body of the text.	
Learner name and CMI membership number are identified on each page within the assessment (header or footer) and each page is numbered.	
All work that is <u>not</u> my own is clearly indicated and referenced using a formal referencing system.	
The work has been reviewed for spelling and grammar.	
Where work has been translated, the accuracy of the translation has been checked.	
I understand that CMI may use plagiarism software in the detection of plagiarism, collusion and AI misuse for this submission.	

I understand that a false declaration is a form of malpractice.

Learner Signature*	
Date (DD/MM/YYYY)	

*Please note electronic signatures are accepted

Ofqual unit number	H/617/6861
RQF level	7
Guided learning hours	36
Total unit time	110
Credits	11
Aims of unit	Effective strategic leadership is a catalyst for organisational success. Leaders have to be knowledgeable, creative, agile and resilient to respond to organisational needs in the contemporary workplace.
Good Practice	<p>The aim of this unit is to equip leaders with an in-depth understanding of strategic leadership within an organisational context. Leaders will explore the complexities of the role and the theoretical perspectives, approaches, behaviours and skills which can enhance their professional practice. The unit focuses on the leader's ability to respond creatively to complex organisational challenges and understand how to set and deliver sustainable strategic goals.</p> <p>When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.</p>
Keywords	Strategy, leadership, culture, roles, responsibilities, outcomes, theory, approaches, success.

Learning Outcome 1	
Understand the role and context for strategic leadership	
Assessment Criteria	
1.1	1.1 Critically appraise the impact of organisational context on strategic leadership
Indicative content	
<p><i>Organisational context:</i> Purpose (strategic definition, vision, mission). Strategic narrative (historical perspective). Myths, stories. Systems, processes, structure (Johnson et al., 2011). Governance (for example, public, private, third sector). Legal status of the organisation. Type (operational, local, international, global, project/programme based, departmental and strategic business unit). Levels of organisational maturity (Carnegie Mellon Maturity Index 'CMMI', 1990). External environment.</p> <p><i>Impact:</i> Organisational structure, strategic direction, organisational culture. Commitment to corporate social responsibility and sustainability. Equality, diversity and inclusion. Stakeholder (internal and external) expectations and existing perceptions. Ability to change and innovate. Organisational ethics. Obligations (for</p>	

example, founding principles, charitable requirements such as commitment to offering specific services and support). Levels of leadership responsibility, autonomy, accountability.

Assessment Criteria

1.2	Critically appraise the role of the strategic leader to set and realise organisational goals
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Indicative content

Role of the strategic leader:

- Defines, shapes and communicates organisational purpose, vision, mission, culture and values.
- Develops the strategic direction of the organisation. Implements strategic plans.
- Shapes and manages the communications strategy for their area of responsibility
- Plans to establish strategic goals. Determine strategic options (for example, risk, financial, reputational, legal, management). Identifies, achieves, maintains competitive advantage (Hoskisson, Hitt and Ireland, 2004).
- Select and create strategy. Planned. Intended. Emergent. Opportunistic. Resource based view of the firm. Scenario planning and rational planning model. Strategic Planning as a Top Down/Bottom up process. The Five Ps of Strategy. Deliberate and emergent strategies (Whittington, 2000).
- Leads the organisation ethically and legally in line with board and organisational governance. Diversity and Inclusion (Kirton et al. 2014). Definition and Values (Patrick and Kumar, 2012).
- Initiates, leads change and innovation. Different types and approaches of change (for example, incremental and transformational change). Identifies drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability. Applies different theories/models of change (for example, Eight Step Change Model (Kotter, 2012), Radical Change within Traditional Structures (Oswick, 2015)). Creates an environment for innovation and creativity. Selects and applies tools and techniques to support innovation and change.
- Drives continuous improvement. Selects and applies tools and techniques (for example, LEAN methods (Krafcik, 1988). Six Sigma (Pyzdek and Keller, 2018). Statistical Process Control 'SPC' (Salacinski, 2015)).
- Applies systems thinking to understand complexity (Checkland, 1999; Senge, 1990).
- Understands the importance of brand relationship and reputation management.
- Leads individuals and teams with impact (Belbin, 1981). Develops people and their capabilities.
- Collaborates with partners and manages complex relationships with multiple and diverse stakeholders/customers. Stakeholder management (Lindgreen et al. 2019). Responds to changing stakeholder/customer demands. Builds trust and rapport with stakeholders (for example, employees, customers, shareholders).
- Works with board and company structures.
- Works with corporate leadership structures (for example, the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation and the sustainability agenda).
- Ensures financial sustainability and accountability. Manages resources and measures outcomes.
- Able to anticipate and predict future opportunities and threats (for example, impact of disruptive technologies and mechanisms that challenge traditional business methods and practices). Horizon scanning (for example, STEEPLE and SWOT).

Learning Outcome 2 Understand the behaviours and skills for strategic leadership

Assessment Criteria

2.1	Critically appraise the leadership behaviours and skills required to deliver strategic goals
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Indicative content

Leadership behaviours and skills:

- Ethical approaches to leadership (Mendonca and Kanungo, 2007). Consistently role modelling exemplary behaviour to internal and external stakeholders (Mintzberg, 1973). Personal presence 'Visibility'. Mental toughness (Lyons, 2015). Endenders empowerment. Drives a culture of resilience. Takes ownership and responsibility. Reflective practice.
- Acts with integrity, accountability, builds trust and rapport. Able to influence people (for example, intra/inter-organisational). Ability to act as an advocate and/or sponsor. Uses negotiation strategies. Applies social intelligence (Goleman, 2006). Ethical, authentic (George, 2003), Values equality, inclusion and diversity. Empowers and engages stakeholders. Uses diplomacy. Manages conflict (Thomas-Kilmann, 1997; Rahim, 2002). Builds confidence in others and enables people to take risk. Delegates effectively. Understands approaches to enabling mental health and wellbeing. Curious and innovative, exploring areas of ambiguity and complexity and finding creative solutions.
- Understands and applies legal and regulatory frameworks and governance for example, Equality Act (2010), Prevent Strategy (2011), Modern Slavery Act (2015), General Data Protection Regulation (GDPR) (2018), Companies Act (2006).
- Uses experiential knowledge, data and information to implement and manage change. Socialisation, Externalisation, Combination, Internalisation (SECI) Model (Nonaka and Takeuchi, 1996).
- Communicates with impact (uses personal presence and 'storytelling' to articulate and translate vision into operational strategies, demonstrates clarity in thinking and uses inspirational communication). Gives, receives and acts on feedback. Provides challenge at all levels. Organisational silence 'why organisations don't communicate' (Morrison and Milliken, 2000). Different organisational communication strategies (Clampitt et al., 2000). Organisational gossip (Michelson and Mouly, 2000).
- Leadership theory: Value-driven Leadership (Gentile, 2014). Leading with integrity (Blanchard, 2011). Resonant Leadership (McKee, Boyatzis and Goleman 2003). Five Practices of Exemplary Leadership (Kouzes and Posner, 1987). Ethical Leadership (Mendonca and Kanungo, 2007). Leadership Styles (Goleman, 1995). Entrepreneurial Leadership (Roebuck, 2014). Authentic Leadership (Goffee and Jones, 2011). The Servant Leader (Greenleaf, 1977). Cross Cultural Leadership (Hofstede, 1991). Transformational Leadership (Bass and Riggio, 2006). Start with Why (Sinek, 2011), Project GLOBE 'Global Leadership and Organisational Behaviour Effectiveness' (House et al, 2004).

Assessment Criteria

2.2	Critically reflect on how the principles of strategic leadership can be applied to respond to complex organisational challenges
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Indicative content

Complex organisational challenges related to the internal and external environment:

- Organisational change. Threat of new competitors. Diminishing resources. Changes in customer requirements (changing customer demands and trends). Technological change. Global markets. Performance targets. Shifting population. Loss or gain of a major client. Legal and regulatory change. Political change. Litigation. Toxic cultures (for example, bullying, sexism, me first attitudes, hostility, infighting). Impact of social change (for example, #MeToo movement/campaign, mental health and wellbeing campaigns, LGBTQ+).

Principles of strategic leadership:

- *Application of leadership theory:* Value-driven Leadership (Gentile, 2014). Leading with integrity (Blanchard, 2011). Resonant Leadership (McKee, Boyatzis and Goleman 2003). Five Practices of Exemplary Leadership (Kouzes and Posner, 1987). Ethical Leadership (Mendonca and Kanungo, 2007). Leadership Styles (Goleman, 1995). Entrepreneurial Leadership (Roebuck, 2014). Authentic Leadership (Goffee and Jones, 2011). The Servant Leader (Greenleaf, 1977). Cross Cultural Leadership (Hofstede, 1991). Transformational Leadership (Bass and Riggio, 2006). Start with Why (Sinek, 2011), Project GLOBE 'Global Leadership and Organisational Behaviour Effectiveness' (House et al, 2004).
- *Application of change management theory and approaches:* Different types of change (for example, incremental and transformational change). Selection of theories/models of change (for example, Eight Step Change Model (Kotter, 2012), Radical Change within Traditional Structures (Oswick, 2015)). Creates an environment for innovation and creativity.

- *Application of decision-making tools and techniques:* Response to stable and Volatile Uncertain Complex and Ambiguous Environments (for example, Ethical decision making (Barr and Campbell, 2011). The Combat Estimate (7 Questions) (Ministry of Defence). Six Thinking Hats technique (De Bono, 1985). Decision trees. Reflective practice (for example, Reflective Cycle (Gibbs, 1995), Learning Cycle (Kolb, 1984). Using emotional intelligence (Goleman, 1995)).

Ofqual unit number T/617/6864

RQF level 7

Guided learning hours 30

Total unit time 90

Credits 9

Aims of unit Leaders must have an in-depth understanding of strategy and how it can be developed if they are to operate effectively in complex local, national and global markets.

The aim of this unit is to enable leaders to know how to develop and influence an organisation's strategic direction through the development of a meaningful strategy. To support this outcome, leaders will critique the factors which drive the development of organisational strategy and appraise approaches to successfully develop strategy. The unit culminates in leaders developing an organisational strategy to achieve a business goal. To complement this activity, leaders will propose an approach to implement and monitor the strategy developed to ensure its sustained success.

Keywords Strategy, direction, factors, culture, structure, approaches, deliberate, emergent, planning, implementation, monitoring, success.

Learning Outcome 1	
Understand how to develop strategy	
Assessment Criteria	
1.1	Critique the factors which drive the development of organisational strategy
Indicative content	
<p><i>Factors (internal and external):</i></p> <ul style="list-style-type: none"> • <i>Internal:</i> Organisational structures and governance. Organisational culture (Schein, 1988; Johnson and Scholes, 2011). Strategic narrative. Cost structures, drivers, financial assumptions. Current resources and capabilities. Big data. Appetite for innovation. Stakeholder influence and power. Current and emerging technologies, markets, customers. Geographical and/or virtual locations. Levels of organisational maturity (Carnegie Mellon Maturity Index 'CMMI', 1990). • <i>External:</i> Legal and regulatory requirements and governance (for example, health and safety, environmental standards). Government policy. Political and economic stability (for example, national, global). Social environment. Industry structures. Stakeholder influence and power. Competition. Market demographics, break points, dislocations, emerging markets. Disasters and events. Corporate social responsibility and sustainability. Emerging and disruptive technologies/innovations (Armstrong, 2017). • <i>Strategy:</i> Growth. New product/service/processes. Retrenchment, consolidation, cost leadership, differentiation. Competitor and competitive strategies. Divestment, mergers, acquisition, partnerships, 	

<p>alliances. Diversification. Business closure. Research and development. Off-shoring, outsourcing/insourcing. Delaying and restructuring. Products, services, customer type needs, demands and expectations.</p> <ul style="list-style-type: none"> • <i>Strategy</i>: Levels of strategy. Corporate. Business. Strategic Business Unit. Departmental. Functional strategies (for example, HR. Finance, Operations. Supply chain. Administration. IT. Purchasing. Procurement. Treasury, Quality management. Infrastructure and facilities). 	
Assessment Criteria	
1.2	Critically appraise approaches for the development of strategy
Indicative content	
<p><i>Approaches for the development of strategy</i>: Deliberate. Emergent. Incremental. Paradigm shift. Step-change. Planned/unplanned. Opportunistic (for example, Entrepreneurialism, interpreneurialism, intrapreneurialism). Resource based view of the firm. Scenario planning and rational planning model. Strategic planning as a top down/bottom up process (for example, co-creation, consultation, focus-group testing). Business modelling (Whittington, 2000). The five Ps of strategy (Mintzberg, 2009).</p>	
Assessment Criteria	
1.3	Discuss the challenges of developing and leading organisational strategy
Indicative content	
<p><i>Challenges</i>: Different perspectives for developing and leading strategy. Organisational design (for example, Network based organisations, virtual organisations/teams, autonomous team working. Self-organisation). Data management. Use of big data. Changing customer needs and expectations. Implementation of government policy. Current and emerging technology (for example, social networking platforms). Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management.</p> <p><i>Diagnostic approaches to assess challenges</i>: Organisations as complex adaptive systems. (Kaufmann et al, 2000). Use of systems approaches such as soft systems methods (Checkland, 1999). Collective strategy and co-evolutionary theory (Stacey, 2011).</p>	
Learning Outcome 2	
Know how to develop strategy	
Assessment Criteria	
2.1	Develop an organisational strategy to achieve a business objective
Indicative content	
<p><i>Organisational strategy</i>: Growth. Retrenchment. Consolidation. Partnerships. Collaborations. Delaying and restructuring. Diversification. Development of product/service/processes. Recruitment, retention, engagement of people. Competitor and competitive approaches. Divestment, mergers, acquisition. Business closure. Crisis management and mitigation. Research and development. Off-shoring/outsourcing/insourcing. Legal and regulatory requirements.</p> <ul style="list-style-type: none"> • <i>Content and structure of the strategy (tailored to the requirements of the organisation/dependent on business goal to be achieved)</i>: Alignment to business goal/organisational vision. KPIs. Timescales (milestones). Critical success factors, assumptions, decisions. Selection and application of appropriate tools and techniques to support the development of the strategic plan (for example, Benchmarking. Value Chain Analysis and 5 Forces Model (Porter, 1980); RAEW/RACI analysis (Smith and Erwin, 2005)). Resource 	

requirements. Implementation strategy. Governance of the strategy. Stakeholder considerations (for example, set strategic direction and gain support for it from key stakeholders). The organisation's developing communications strategy and its link to area of responsibility.

Assessment Criteria

2.2	Recommend an approach to implement and monitor the strategy to ensure its success
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Indicative content

Approaches to implementing and monitoring the strategy:

- *Approach to implementation:* Deliberate. Emergent. Incremental. Paradigm shift. Step-change. Planned/unplanned. Opportunistic. Prototypes and pilot implementation.
- *Identification of key processes and activities:* Milestones. People and resource needs (for example, capacity and capability). Costs, funding and budgets. Constraints and risks (for example, Timescales, finance, contingency planning. Cultural impact, reputation, stakeholders, international trade barriers. Identification of the critical path. Development of a communications strategy and plan, internal and external. Ownership. Governance. Leadership styles and approach (for example, Transformational Leadership (Bass and Riggio, 2006)).
- *Monitoring:* Achievement of objectives. KPIs. Critical success factors. Critical decisions. Timescales (milestones). Resource use. Costs/budgets. Cost benefit analysis (for example, net social cost benefit). Active reflection on the recommended implementation process.

Ofqual unit number L/617/6868

RQF level 7

Guided learning hours 24

Total unit time 80

Credits 8

Aims of unit

The ability to effectively lead strategic risk management is essential to safeguard an organisation's prosperity and reputation. Ultimately, leaders must know how to develop and lead risk management in a manner that not only reacts to organisational needs but contributes to organisational success.

The aim of this unit is for leaders to develop an in-depth understanding of strategic risk management. Leaders will critically appraise strategic risk within an organisational context. They will assess strategies for risk management and the leadership skills to lead risk initiatives successfully. Ultimately, leaders will be given the opportunity to develop a framework to deliver a risk strategy in an organisational context.

Keywords

Risk, scope, meaning, context, purpose, governance, strategies, approaches, prioritisation, escalation, mitigation, avoidance, transfer, leadership, success

Learning Outcome 1	
Understand strategies for managing risk	
Assessment Criteria	
1.1	Critically appraise strategic risk within an organisational context
Indicative content	
<p><i>Risk:</i></p> <p><i>Scope of risk:</i> Reputational. Technological (development, disruption, functionality, cyber security). Financial (for example, interest rates, foreign exchange rates, funds and credit, counterparty risk). Political. Policy. Process. Engineering. Design. Partnerships. Collaborations. Human resource risk. Infrastructure. Communications. Supply chain. Crisis management planning and mitigation. Disasters and events. Public health risk. Cultural barriers (Strauss and Corbin, 1998; Hillson, 1997).</p> <ul style="list-style-type: none"> <i>Current and emerging factors which influence risk:</i> Changing organisational structures, governance, processes and procedures. New policy development and implantation. Changing legal and regulatory requirements (for example, ISO Standards, health and safety standards). Corporate Social Responsibility and sustainability. Short-term and long-term resource availability (for example, people and assets). Changes in business continuity (for example, business strategy). Changes to the external environment. Market change. Competition. New opportunities and challenges. New learning and development requirements. Changing stakeholder expectations and influence. 	

<ul style="list-style-type: none"> • <i>Organisational contexts</i>: Purpose, governance (for example, public, private, third sector). Legal status of the organisation. Organisational structure (for example, authority versus autonomy). Current processes, policies, procedures. Organisational culture. Type (operational, local, international, global, SME's, project/programme based, departmental and strategic business unit). Levels of organisational maturity (Carnegie Mellon Maturity Index 'CMMI', 1990). External environment. Stakeholder influence, needs and expectations (for example, pressure, lobby groups). Role of Regulatory bodies. 	
Assessment Criteria	
1.2	Critically assess strategies for managing risk in an organisational context
Indicative content	
<p><i>Strategies for managing risk</i>: Risk register management process (for example, risk prioritisation, escalation, mitigation, avoidance, risk transfer). Use of insurance policies. Continuity, contingency planning. Crisis Management Plan. Disaster recovery. Risk prevention and monitoring. Shadowing competitor risks. Identifying barriers and constraints. Approaches to problem solving. Messy Wicked Problems (Ackoff, Rittel and Webber, 1990). Tame Problems (Rittel and Webber, 2000). Systematic Boundary Critique (Ulrich, 1996, 2000). Multi Perspectives Analysis (Lindstone, 1993). Dealing with open and closed systems.</p>	
Learning Outcome 2	
Know how to develop risk management strategies	
Assessment Criteria	
2.1	Critically appraise the leadership skills for strategic risk management
Indicative content	
<p><i>Leadership skills</i>: Application of Competency Frameworks and Codes of Practice. Future managerial competences (for example, Managing complexity. Use of information technology. Remote management. Dealing with and managing ambiguity. Environment scanning and identifying weak signals (Morgan, 2013)). Attitudes to risk judgement (Baxter, 1990). Value-driven Leadership (Gentile, 2014). Leading with integrity (Blanchard, 2011). Ethical Leadership (Mendonca and Kanungo, 2007). Entrepreneurial Leadership (Roebuck, 2014). Authentic Leadership (Goffee and Jones, 2011). Transformational Leadership (Bass and Riggio, 2006). Stakeholder management (Kahneman, 2011). Interpretation of data and information (which may be incomplete, corrupted, lacks currency).</p>	
Assessment Criteria	
2.2	2.1 Propose a Risk Management Framework to deliver strategic objectives
Indicative content	
<p><i>Risk Management Framework</i>: Identification of strategic risk. Relationship to strategic objectives (for example, Scenario Planning (Ringland, 1990). Governance (for example, roles, responsibilities, accountabilities (RAEW/RACI). Compliance with legal and regulatory frameworks and standards (for example, Basel II, Sarbanes Oxley, Health and Safety Act, 1974. GDPR, 2018. International and national standards (for example, ISO)). Strategies to measure, manage, monitor and report risk. Tools and techniques (for example, RAID logs, Gantt Charts, KPIs). Risk assessment, registers and mitigation. Decision-making models (for example, Ethical decision making. The rational model (Simon, 1979)). The model of bounded rationality (Simon, 1979). The incrementalist view (Lindblom, 1959). The organisational procedures view (The political view, March, 1988).</p>	

Ofqual unit number R/617/6869

RQF level 7

Guided learning hours 24

Total unit time 80

Credits 8

Aims of unit The use of strategic data and information supports leaders to make complex decisions and judgements which will ultimately enable an organisation to achieve its objectives. Given the complexities of this topic, understanding how data and information can be applied strategically is an essential leadership attribute.

The aims of this unit are for leaders to see strategic management of data and information as an opportunity rather than a challenge. Leaders will understand the strategic value and use of data and information and will critique strategies for its effective management. The unit culminates in the opportunity to develop a strategy to improve the use of data and information in a strategic organisational context.

Keywords Data management, information management, value, usage, technology, governance, strategy, success.

Learning Outcome 1	
Understand the strategic management of data and information	
Assessment Criteria	
1.1	Critically discuss the strategic use and value of data and information
Indicative content	
<p><i>Strategic use of data and information:</i> Generic roles/emerging capabilities which use data and information: Data science, informatics, business analysis, business intelligence/data visualisation. Emerging developments (for example, machine learning, Artificial Intelligence, real time decision making, automation, data orchestration).</p> <p><i>Strategic value of data and information:</i> Enterprise asset. Financial value. Competitive advantage. Development of people and/or organisational capabilities. Contribution to decision making at operational and strategic levels (for example, HRM/HRD. Operations. Finance. Procurement. Logistics. Product development. Marketing, Service delivery). Influence on project and programme management, innovation and change management, leadership strategy. Value and use to organisations in specific contexts (for example, Public, private, third sector, local national international, global organisations including legal status and levels of organisational maturity).</p> <p><i>Data and information:</i> (for example, Internal and external data and information in public and private domains). Use of qualitative and quantitative data and information. Text, images, numbers, multimedia, structured, unstructured, count, measurement, metrics and attribute data).</p>	

Assessment Criteria	
1.2	Critically appraise the challenges of managing data and information in an organisational context
Indicative content	
<p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Approaches to how data and information is acquired, created, stored, used, shared and managed (for example, use of enterprise, process, data architectures). • Capability of technology to support the management of data and information (for example, legacy systems, cloud solutions (for example, AWS - Amazon Web Services)). Capability of strategic data and information management to respond to change (for example, organisational growth, merger, compliance, consolidation). • Financial cost to acquiring, developing, maintaining and managing data and information (for example, Cost of ICT i.e. licence fees, people development). • Risk (for example, data breaches, cyber security, Intellectual property, reputational risks, litigation, insourcing/out sourcing data and information, data security, backup, hardware/software risks). • Current and future capabilities: levels of knowledge, skills, expertise and leadership styles (for example, Hay/McBer). Behavioural competences (Boyatzis, 1982). Future Competences (Morgan, 1985). Technical skill development i.e. business analysis, programming, project management (for example, Prince 2, APM, PMI, Gantt charts, spreadsheets, simple data bases). Ability of people to interpret, select and weigh evidence, draw conclusions (for example, currency, validity/relevancy, authenticity, and sufficiency). Organisational and information cultures (for example, sharing, participating). • The ability to use Systems Thinking: for example, Soft Systems Method (Checkland, 1980). Viable Systems Model for organisation design (Beer, 1970). Critical Systems Heuristics (Ulrich, 1990). Strategic Options Design and Analysis (Eden et al., 1990). Strategic Assumption Surfacing and Testing (Rosenhead et al., 1990). Critical Systems Thinking (Jackson, 2019). • Governance. Legal and regulatory frameworks. National/international (for example, Data Protection Act, 2018, GDPR, 2018. Freedom of Information Act, 2000. ISO/IEC 27000 Information security. ISO/IEC 20000 Service management. ITIL. Cobit 5). Protocols for accessing and sharing data (cross functional data requirements). Ethical practice. 	
Assessment Criteria	
1.3	Evaluate approaches to the effective strategic management of data and information
Indicative content	
<p><i>Strategies for the effective strategic management of data and information:</i> Approaches to data acquisition, storage, creation, usage, management, sharing (for example, use of enterprise architectures i.e. Zachmann, eTOM, TOGAF). Process and data architectures (for example, metadata models). Development of new ICT capabilities. Development of 'Legacy' systems. Use of Systems Development Life Cycles (for example, Agile/RAD, SRUM, Waterfall and "V" model). Purchase of COTS packages (for example, Enterprise Resource Planning (ERP). Materials resource planning (MRP). Application of current and emerging technologies for specific organisational contexts (for example, Simple and Smart invoicing, cashless transactions). EDI (Electronic Data Interchange standards and protocols). Spreadsheets and software for specific business functions. Business to business and business to consumer technologies. VANs (Value Added Networks). Peer to peer technologies. Internet and intranets. Blockchains. Cloud technologies. Cybersecurity. Data base types (for example, use of Relational, Hierarchical, Object, Graph, Network, Pointer). Technologies for Data Mining, Data Visualisation. Dealing with "Big Data". Industry 4.0, Industry Convergence and FinTech. Disaster recovery, business continuity strategy, problem and service management (ITIL). Crisis management planning.</p>	
Assessment Criteria	

1.4	Recommend a strategy to improve the management of data and information in an organisational context
Indicative content	
<p><i>Strategy to improve the management of data and information:</i> Approaches to the way data is acquired, created, stored, used, managed, shared. Data governance (policies and procedures). Stewardship and ownership. Approaches to collecting/selecting/rationalising data volumes and quality (clean data). Use of people analytics and metrics. Data Science and Informatics. Rationalisation of data formats and data definitions, data sets, data bases, technologies, applications, for example, use of spreadsheets and COTs packages. Approaches tailored to strategic requirements, decision making (for example, Reducing process waste and variation - Lean and Six Sigma. Financial and cost analysis. Market segmentation. Customer behaviours and analytics. Product and Service costing and pricing. Purchasing and procurement decisions). Benchmarking (for example, use of PIMS - Profit Impact of Market Strategy, EFQM Excellence Model, Baldrige Model).</p>	

Ofqual unit number Y/617/6873

RQF level 7

Guided learning hours 24

Total unit time 90

Credits 9

Aims of unit In a globalised, high-tech, fast paced and unpredictable world, strategic leaders must prioritise personal and professional development. This will enable them to keep pace with developments in strategic and operational practice and equip them to respond effectively to organisational and societal change.

The aim of this unit is to support leaders to understand approaches to personal and professional development. Leaders will critically reflect on the interrelationship between the skillset and mindset to develop as a strategic leader. Vitality leaders will reflect on their own personal, interpersonal and professional competencies and behaviours to lead strategically. The opportunity for leaders to reflect on their own performance will equip them to develop a meaningful personal and professional development plan.

Keywords Personal and interpersonal development, professional development, skillset, mindset, behavioural competencies, emotional competencies, social competencies, CPD, reflection, skills, awareness, opportunities, values, leadership, management, success.

Learning Outcome 1	
Understand approaches for personal and professional development	
Assessment Criteria	
1.1	Critically reflect on the interrelationship between the skillset and mindset to develop as a strategic leader
Indicative content	
<p><i>Skillset:</i> Range of actions and behaviours based on capabilities, knowledge, understanding, multiple intelligences (for example, emotional, verbal, numerical, spatial, kinaesthetic) (Gardener, 1983). Creation of common understanding/shared mental model of 'skills' (Bennett et al, 2000). Ability to select and apply skills and behaviours.</p> <p><i>Mindset:</i> (Dweck, 2016). Sense making. Ways of perceiving the world. Interpreting and responding to situations. Innate personal preferences and styles of interaction with others (for example, Jung, 1907). Transactional</p>	

Analysis (Stewart and Joines, 1987). Determination of behaviours and outlook (for example, motivations, interests, beliefs, values, ways of thinking). Resilience. Willingness of leader to develop skills of others.	
Assessment Criteria	
1.2	Critically examine the personal values and behaviours required for strategic leadership practice
Indicative content	
<p><i>Personal values and behaviours:</i> Formative self-audits (SOAR model, Kumar, 2008). Evaluation of self against competency frameworks (for example, CMI Professional Standard). Evaluation of self against organisational/ethical frameworks (for example, NHS, Civil Service). Values (for example, integrity, objectivity, impartiality, honesty, loyalty) and behavioural competencies required for self-management and leadership in a professional globalised workplace. Reflective practice (for example, Identifying, evidencing and articulating current and potential strengths and weaknesses. Addressing development needs through planning).</p>	
Assessment Criteria	
1.3	Critically appraise how engagement with personal and professional development impacts on strategic leadership
Indicative content	
<p><i>Personal and professional development:</i> Alignment to professional standards. Use of key toolsets (for example, Self-Mapping (Mayne, 2009); SOAR model (Kumar, 2008)). Inter-related dimensions of Self: MAP <i>Motivation:</i> mindset: values, priorities, self-efficacy beliefs (Dweck, 2016). <i>Ability:</i> skills, competencies, knowledge, multiples intelligences (Gardner, 1993; Handy, 1994). <i>Personality:</i> natural styles and preferences (Jung, 1908)). Appreciative Inquiry (Cooperrider and Srivastara, 1987). Learning and developing (for example, Motivation. Ability to seek new knowledge, skills and experience. Opportunities to achieve and improve). Planning and managing (for example, Productive self-management (Adair and Allen, 2003). Personal values and career drivers (Schein, 1993). Drive for results. Multiple Intelligences (Gardner, 1983)). Advocate use of good practice internal and external to the organisation.</p> <p><i>Opportunities for Personal and professional development:</i> Coaching, mentoring, qualifications, academic studies, peer review within and outside immediate situational context (for example, workplace, curriculum, lifestyle).</p> <p><i>Strategic leadership:</i> Leads by example. Leadership Styles (Goleman, 1995). Demonstrates high level of self-awareness, emotional, cultural and social intelligence, empathy and compassion. Able to identify/support mental wellbeing in others. Works collaboratively enabling empowerment and delegation. Acts with humility and authenticity (Roe, 2017). Demonstrates courage (for example, is credible, confident, brave and resilient). Cross Cultural Leadership (Hofstede, 1991). Followership (Kelley, 1988). Demonstrates curiosity (for example, willingness to innovate; seeks new ideas and looks for contingencies). Entrepreneurial Leadership (Roebuck, 2014). Transformational Leadership (Bass and Riggio, 2006). Value-driven Leadership (Gentile, 2014). Resonant Leadership (McKee, Boyatzis and Goleman 2003). Five Practices of Exemplary Leadership (Kouzes and Posner, 2014). Servant Leadership (Greenleaf, 2002). Distributed Leadership (Leithwood et al, 2006). Traditional Management Competencies (McBer and Boyatzis, 1996). Corporate Culture (Jacques, 1951).</p> <p><i>Engagement:</i> Taking and maximising opportunities. Multiple perspectives assessment. Formative feedback (for example, Giving and receiving constructive feedback. 360° review and feedback). Peer learning. Action learning sets.</p> <p><i>Impact:</i> Decision making. Confidence. Technical ability. People skills. Conflict Management. Behaviour. Values. Knowledge. Performance. Resilience. Self-esteem. Self-actualisation.</p>	
Learning Outcome 2	
Know how to develop as a strategic leader through personal and professional development	
Assessment Criteria	

2.1	Critically reflect on personal, interpersonal and professional competencies to lead strategically
Indicative content	
<p><i>Reflect:</i> Use of professional standards and competency frameworks. Reflective practice approaches: Model of Structured Reflection (Johns, C, 1995; 2006). Reflective cycle (Gibbs, G, 1988). Experiential Cycle (Kolb, D, 1984). 3 Stem Questions (What? So What? Now What?) (Borton, T, 1970; Driscoll, 1994, 2000, 2007). Reflection before action-reflection in action-reflection on action (Schön, D 1983).</p> <p><i>Personal competencies:</i> Judgement and challenge - takes personal accountability aligned to clear values; demonstrates flexibility and willingness to challenge when making decisions and solving problems; instils confidence, demonstrating honesty, integrity, openness and trust. Courageous Curiosity - Is confident and brave; comfortable in uncertainty, is pragmatic. Curious and innovative - exploring areas of ambiguity and complexity and finding creative solutions.</p> <p><i>Interpersonal competencies:</i> Leads by example - demonstrates high level of self-awareness, emotional and social intelligence, empathy and compassion; is able to identify mental wellbeing in others; works collaboratively enabling empowerment and delegation; acts with humility and authenticity; is credible, confident and resilient.</p> <p><i>Professional competencies:</i> Valuing difference - engaging with all; is ethical and demonstrates inclusivity; champions diversity, championing enabling cultural inclusion; empowers and motivates to inspire and support others. Professional - reflects on own performance; demonstrates professional standards in relation to behaviour and ongoing development; advocates the use of good practice within and outside the organisation. Act as a Sponsor/Ambassador, championing projects and transformation of services across organisational boundaries</p> <p><i>Professional competencies linked to role within a specific organisational context:</i> Define/shape/communicate organisational purpose, vision, mission, culture and values. Develop/implement strategy. Organisational awareness. Leads the organisation ethically and legally. Initiates, leads change, innovation, enterprise. Entrepreneurial practice. Drives continuous improvement. Manages and mitigates risk. Manages and mitigates crisis' and business contingency planning. Influence, negotiate and use advocacy skills to build reputation and effective collaborations. Brand relationship and reputation management. Corporate social responsibility and sustainability. Data and information management. Application of technologies (for example, disruptive technologies). Leads individuals and teams. Develops employee relationships. Develops people. Seeks continuous professional development opportunities for self and wider team. Collaborates, partners, manages relationships. Works with board and company leadership structures. Knowledge of finance strategies. Procurement/Supply chain management, contracts. Resource management.</p>	
Assessment Criteria	
2.2	Produce a personal and professional development plan to improve strategic leadership
Indicative content	
<p><i>Personal and professional development plan:</i> Timebound, measurable plan. Aims and objectives. Success criteria. Selected development activities/rationale for their choice (for example, Formal/informal development opportunities such as social and collaborative learning. Work-based learning. Face to face, blended or online learning, coaching and mentoring). Timescales for completion and review of the development activity. Reflection and review of development activity.</p>	