The Institute of Administrative Management:

Syllabus 2008

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Contents

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Introduction to the iam syllabus

This document should be used in conjunction with the **iam** study guides. The **iam** offers qualifications at levels 2, 3, 4, and 5 of the UK National Qualifications Framework (NQF). The Institute is a QCA Accredited Awarding Body.

The **iam**'s qualifications focus on the essential skills required for a practitioner to be an effective, qualified, professional Administrator/Administrative Manager. At the heart of the programme is a *Systems and Processes* approach to the delivery of effective administration in the work place. The aim of the **iam**'s awards is to enable Administrators/Administrative Managers to do their current jobs better and to equip them with the skills to undertake their next role in their career progression.

The **iam** defines Administrative Management as *"the effective and efficient development, implementation and management of an organisation's systems and resources to achieve its goals and objectives."*

The Institute's core qualifications are designed to fit together logically, so that each level of learning builds on the previous one. In addition to this programme, students can progress to the level 6 Bachelor of Arts (Hons) degree in Strategic Administrative Management awarded in collaboration with the Oxford Brookes University Business School.

The **iam** also offer the following ICT qualifications:
- Level 1 Foundation Award in Information and Communication Technology
- Level 2 Award in Information and Communication Technology
- Level 3 Certificate in Information and Communication Technology

This suite of On-line qualifications are the ideal compliment for students following the **iam** administrative management programme who wish to improve and develop their IT skills.

We also offer the
- Certificate in Educational Administration

The purpose of the qualification is to train people who support School Business Manages and Bursars - administrators, clerical staff and secretarial staff - in both primary and secondary schools.

Finally, the Institute is the external validating body for the Certificate and Diploma programmes in School Business Management offered by the National College of School Leadership.

Further details of all these qualifications are available on our web-site (www.instam.org) or by e-mail request to: info@instam.org

Anna Lemmon
Director of Education

December 2008

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Level 2 Introductory Award in Administrative Management

This qualification is recognised as a Level 2 programme within the UK National Qualification Framework. Suggested Learning Hours for this Award are 60 hours.

Syllabus aim

The aim of the Introductory Award in Administration is to introduce the basics of administration and its role and importance in the workplace. It also aims to provide the basis from which more advanced administrative skills and knowledge can be developed. This is an Open Access Programme; no prior work or learning experience is required.

Assessment

Assessment of this qualification is in two parts:
1. Multiple Choice Examination
2. Creation of a Learning Diary that records evidence of skills for employment as well as academic achievements

Learning resources
iam Study Guide

Useful Websites

(You may need to provide keywords to access information)
http://www.employersforwork-lifebalance.org.uk

http://www.support4learning.org.uk

http://www.belbin.com/belbin-team-roles.htm

http://www.businesslink.gov.uk

http://www.instam.org/?p=newv&nid=107

http://www.mindtools.com

http://en.wikipedia.org

Unit 1: Skills for Administrators

Unit aim

The aim of this unit is to introduce the role of administration in an organisational context. It introduces students to some of the key skills of administration within the organisation and identifies the importance of effective business communication in the workplace.

Learning outcomes

On completion of this Unit, students will be able to:
1. Identify the supporting role of administration in the organisation within its environment
2. Employ a range of key administration skills
3. Understand the importance of number skills and work effectively with numbers
4. Present data in a range of different formats
5. Identify the importance of communication in organisations and communicate effectively in the workplace

Learning syllabus

Administration and the organisational environment
- What is administration?
- The roles, responsibilities and skills of administrators
- Developing administrative skills; managing the administration process
- What is an organisation? Why do they exist?
- Organisations and their environment

Working with numbers, data and information
- Essential maths and numeracy skills to help you at work
- Using technology

Business communication skills
- Elements of effective organisational communication; barriers to effective communication
- Written and oral communication; listening skills; making presentations
- Use of plain English; technical language; avoidance of slang/ colloquialisms
- Business and technical communication; letters, reports, memos, minutes, email
- Meetings; effective preparation, participation and management
- Use of Information and Communication Technology

Assessment
Complete the relevant section in your learning diary.

Suggested further reading
Carysforth, C and Rawlinson, M (2001) **Administration: Student Handbook** Heinemann Educational ISBN 0435451669

The information in this document was correct at time of print. Please note that the web links might change and books change their edition or go out of print.

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Unit 2: Individuals within the organisation

Unit aim

The aim of this unit is to give an appreciation of the people management functions within the organisation, introduce leadership and management concepts, demonstrate the importance of groups and teams and highlight the importance of self-management and continuing professional development (CPD).

Learning outcomes

On completion of this unit, students will be able to:
1. Identify individual differences in the workplace
2. Identify the role groups and teams play in achieving organisational tasks
3. Understand the importance of groups and teams
4. Work effectively within a team
5. Manage themselves and their personal development

Learning syllabus

Working with others
- Individual differences and perception
- Diversity
- Meaning and importance of groups
- Developing a team and working within a team
- Handling conflict
- Taking responsibility for oneself and others
- Managing diversity

Managing personal development
- Learning and study skills
- Lifelong learning and continuing professional development
- Career planning and development
- Self motivation
- Work/Life Balance

Assessment

Complete the relevant section in your learning diary.

Learning resources

iam Study Guide

Suggested further reading

Torrington, D., Hall, L., & Taylor, S. (2005). **Human Resource Management**, 6th Edition - Pearson Education ISBN 0273687131

Unit 3: Organisational Skills

Unit aim

The aim of this unit is to identify the types of problems faced by Administrators and Administrative Managers in the workplace and to identify a rational decision making process. It will introduce decision making techniques and support skills to enable the Administrator/Administrative Manager to perform effectively and efficiently.

Learning outcomes

On completion of this unit, students will be able to:
1. Identify problems and act effectively when solving problems
2. Understand the decision making process
3. Use problem solving and decision making techniques
4. Employ a range of support skills in the organisation

Learning syllabus

Solving problems and making decisions
- Types and range of problem
- The decision making process
- Aids to effective problem solving and decision making

Support skills
- Time and stress management
- Note taking
- Reading techniques
- Assertiveness
- Using the Internet

Assessment

Complete the relevant section in your learning diary.

Suggested further reading

Thomas, R. (1997) **Quantitative Methods for Business Studies.** Prentice Hall. ISBN 0132311194

Level 3 Certificate in Administrative Management

This qualification is recognised as a Level 3 programme within the UK National Qualification Framework. Suggested Learning Hours for this Award are 120 hours.

Syllabus aim

The aim of the Certificate is to provide an in depth introduction to the field of Administrative Management and serve as a precursor to moving on the iam Diploma and beyond.

Assessment

There are two parts to the assessment for this qualification:
1. Creation of a reflective learning diary related to the learning outcomes of each unit that records evidence of skills for employment as well as academic achievements
2. Project Report of between 2000 and 2500 words which must evidence application of learning from the programme syllabus and achievement of the overall Award learning outcomes.

Learning resources

iam Study Guide

Useful Websites

(You may need to provide keywords to access information)
http://www.belbin.com/belbin-team-roles.htm

http://www.bizhelp24.com

http://www.businesslink.gov.uk

http://www.caldeson.com/RIMOS/barry2.html

http://encyclopedia.thefreedictionary.com

http://www.instam.org/?p=newv&nid=107

http://www.mindtools.com

http://en.wikipedia.org

http://www.informationcommissioner.gov.uk

http://www.instam.org/?p=cpd

http://www.webopedia.com

Unit 1: Inside Organisations

Unit aim

This unit enables candidates to understand the impact of the wider organisational context on their personal performance.

Learning outcomes

On completion of this Unit, the successful candidate will be able to:
1. Describe an organisation in terms of its purpose, objectives, structure, culture and systems.
2. Explain the role of a manager, and the importance of effective support roles, in achieving the organisation's goals.
3. Understand the concept of workflow and of efficiency and effectiveness in relation to administrative performance.

Learning syllabus

Understanding your organisation:
- The purpose of organisations
  - the Mission Statement, long-term aims, short-term objectives
  - the growth of the organisation, specialisation (including administration)
  - forms of ownership, range of stakeholders, the role of profit
- The growing organisation
  - size and complexity, organisational structure
- Organisational culture
  - the concept of organisational culture, the nature of bureaucracy

Managing the organisation:
- What managers do
- - controlling and co-ordinating, planning and decision-making
- Management skills
- - delegating, mentoring, coaching
- Leadership
- leadership styles, support roles
- Ethical and social responsibility

A systems view of the organisation:
- Basic systems concepts
  - the system as a whole, system components, boundaries
  - performance, efficiency and effectiveness
- The administrative system
  - inputs and outputs, processes, workflow

Assessment

Complete the relevant section in your learning diary.

Suggested further reading

Mullins, L J (2005) **Management and Organisational Behaviour** 7th Edition, FT Prentice Hall ISBN

Unit 2: Working With People

Unit aim

This unit enables candidates to see how the organisations use of human effort, both individually and collectively can enhance the organisational success.

Learning outcomes

On completion of this Unit, the successful candidate will be able to:
1. Explain the purpose of jobs and the importance of motivation and satisfaction in relation to administrative roles
2. Identify the causes of change in an office environment and propose techniques for minimising employee resistance and stress
3. Understand the importance of teams in the workplace and the factors involved in successful team working

Learning syllabus

Work, jobs and people:
- The purpose of jobs in relation to organisational aims and objectives
  - the nature of administrative work, the impact of technology
- Designing jobs
  - motivating employees, creating satisfying jobs
- The role of the supervisor
  - allocating tasks, monitoring performance, providing feedback

Dealing with change:
- The causes of change and their impact on administrative processes
  - the concept of change drivers, both external and internal
  - office automation, linking the supply chain
  - interpersonal communication, management choice
- Responses to change
  - employee resistance to change
  - the stress of change
- Planning and implementing change
  - fundamentals of project management
  - preventing resistance, managing stress

Working in teams:
- The importance of team working
  - co-operation and support, decision-making and problem-solving
- Building an effective team
  - the team-building process, team-working skills, team roles
- Teamwork in administration
  - team working skills
  - job sharing and flexi work, virtual teams, office design

Assessment

Complete the relevant section in your learning diary.

Suggested further reading

Hersey,P. Blanchard, K, H. Johnson, D,W. (2000) **Management of Organizational Behavior: Leading Human Resources (8th Edition).** Prentice Hall; 8th edition.
ISBN: 0130175986

Unit 3: Administrative Practice

Unit aim

This unit enables candidates to develop an understanding of the role of resources and so systems in improving their personal efficiency and effectiveness

Learning outcomes

On completion of this Unit, the successful candidate will be able to:
1. Identify the different users and uses of information in a work organisation and good practice in managing information resources.
2. Use information and communications technology to improve information flow and business communication processes.
3. Propose ways for improving the efficiency and effectiveness of administrative procedures and processes.

Learning syllabus

Managing information resources:
- Information in the organisation
  - the nature of information, its users and uses, issues of quantity and quality
- Organising data and information
  - filing systems, databases, data security and protection
- Retrieving online information
  - information searching, evaluating information,

Technology in administration:
- Objectives and benefits
- Information technologies
  - intranets, document management systems
- Communication technologies
  - email, teleconferencing, computer-mediated communication

Improving administrative practice:
- Performance measures in administration
  - quantitative and qualitative measures
  - performance indicators (e.g. clerical, purchasing), quality assurance, management performance
- Solving administrative problems
  - information overload, poor communication, low productivity
- Taking a strategic view of administration
  - administration and competition, administration and the customer
- Professionalism in administration
  - being 'professional', Continuing Professional Development (CPD)

Assessment

Complete the relevant section in your learning diary.

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Suggested further reading

Carysforth, C and Rawlinson, M (2001) **Administration: Student Handbook**
Heinemann Educational ISBN 0435451669

Mullins, L J (2005) **Management and Organisational Behaviour** 7th ed, FT
Prentice Hall ISBN 0273688766

Level 4 Diploma in Administrative Management

This qualification is recognised as a Level 4 programme within the UK National Qualification Framework. Suggested Learning Hours for this Award are 200 hours per unit.

Syllabus aim

The aim of the Level 4 Diploma in Administrative Management is to develop an appreciation of the people-management functions within the organisation. This qualification provides a general introduction to the relevance of the systems approach as well as asking candidates to consider administration in its wider organisational context. Candidates are introduced to some of the key concerns faced by administrative managers within a rapidly changing environment. It also develops candidate's appreciation of the need to manage information.

Assessment

1. Units 1-4 are individually assessed by a three hour unseen written paper comprising two sections A and B.
   a. Section A will comprise eight compulsory short answer questions designed to test candidates' knowledge and understanding of concepts and terminology.
   b. Section B will comprise a choice of three questions from five designed to assess the candidate's appreciation of how the systems approach informs elements of administrative practice. A question will be set from each of the four areas of the Learning Syllabus.
2. Unit 5 is assessed by either a Case Study or a Project Report
   a. Case Study examination answering questions based on a realistic scenario which is provided for study in advance.
   b. Project Report, a work based project which is submitted for independent marking to complete this qualification.

Learning resources

iam Study Guide

Useful Websites

(You may need to provide keywords to access information)
http://www.emeraldinsight.com/Insight/viewContentItem.do?contentType=Article&contentId=838953

http://www.onepine.info/content.htm

http://en.wikipedia.org/wiki/Organization

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Unit 1: People in Organisations

Unit aim

The aim of this unit is to develop an appreciation of the people management functions within the organisation, improve leadership and management capability and develop an appreciation of the importance of self-management and continuing professional development.

Learning outcomes

On completion of this unit, students will be able to:

1. Analyse the behaviour of the organisation
2. Identify types of organisational culture and their impact on individuals and the organisation
3. Describe the techniques to improve self-management and the management of others
4. Identify methods for recruiting, selecting and developing management capability and skills
5. Describe appropriate competencies and capabilities for leadership and appraise their own leadership skills

Learning syllabus

Organisational Behaviour and Culture
- What is an organisation?
- Organisation behaviour
- Organisation goals and objectives
- Organisational culture

Personal Development and CPD
- Personal management and effectiveness
- Time management and effectiveness
- Competency, capability and employability; career resilience
- Self managed learning and; CPD
- Stress and lifestyle management

Human Resource Management Practice
- Human Resource Management (HRM)
- Managing equality and diversity
- Disciplinary and grievance procedures
- Learning and Development
- Planning and Implementing change

Managing People and Leadership
- Leadership theories and styles
- Motivation and reward
- Managing conflict
- Performance management and development
- Interaction skills
- The changing context of work
- Flexible working

Suggested further reading

Mullins, L.J. (2005). **Management and Organisational Behaviour**, 7th Edition F.T Prentice Hall (Pearson Education) ISBN 0273688766

Torrington, D., Hall, L., & Taylor, S. (2005). **Human Resource Management**, 6th Edition - Pearson Education ISBN 0273687131

Buchanan, D. & Huczynski, A. (2004) **Organizational Behaviour**: An Introductory Text, 5th Edition, Financial Times/Prentice Hall, Essex. ISBN 0273682229

Students should refer to appropriate web sites and electronic library resources.

Unit 2: Administrative Systems and Processes

Unit aim

The aim of this unit is to provide a general introduction to the relevance of the systems approach for the design and conduct of administrative activity. It introduces candidates to the role that systems thinking can play in understanding the contribution administrative processes make to organisational effectiveness.

Learning outcomes

On completion of this unit, students will be able to:
1. Discuss different types of organisations and explain the development of administration within them
2. Evaluate concepts of systems and how they facilitate the effective performance of an organisation
3. Describe procedures important in meeting customers requirements
4. Explain the role and purpose of different types of systems in an organisation, describe the methods for improving their operation

Learning syllabus

The Organisation in Context
*   The role of organisations in the business environment; functions and processes
*   Role of the professional administrator in achieving the organisations objectives
*   Types of organisation: private, public, not-for-profit, voluntary and agency;
*   New models of work organisation; the networked organisation; shamrock organisation
*   Organisational structure: entrepreneurial, bureaucratic, matrix, independence; organisational culture: power, role, person, task

Professional Administration and Systems
*   Role of administration and systems in the organisation (the **iam** definition of Administrative Management)
*   Nature of systems theory and concept of systems thinking
*   Concepts of input, throughput and output; feedback; standards; monitoring and control
*   Open and closed systems
*   Performance criteria and measurement; efficiency and effectiveness

Administrative Procedures
*   Role and function of procedures; their relationship to systems
*   Types of procedure – protocol and documented; formal and informal
*   Policy formulation and procedure

Principal Administrative Functions
- Role and purpose of administrative systems
- Types and elements of administrative systems – information and communication systems; complaints handling; quality assurance and improvement systems; accounts/budgets, payroll, credit control/cash handling; procurement and inventory management
- Process mapping and flow diagrams
- Business re-engineering; work flow management
- Service level agreements

Suggested further reading

Lucey, T. (1995) **Management Information Systems**. Letts. ISBN 1858051061

Students should refer to appropriate web sites and electronic library resources.

Unit 3: Professional Administration

Unit aim

The aim of this unit is to consider administration in its wider organisational context. It introduces students to some of the key concerns of administrative managers within a rapidly changing environment and develops in the student an understanding of the role of the professional administrator in achieving organisational objectives.

Learning outcomes

On completion of this unit, students will be able to:
1. Explain the importance of the effective management of administration to the success of the organisation as a whole
2. Identify key drivers of administrative change and discuss their impact on the role of the professional administrator
3. Demonstrate an understanding of the information needs of the organisation's stakeholders and the importance of effective communication in achieving customer satisfaction
4. Describe and discuss appropriate methods of communication in the organisation

Learning syllabus

Managing Administration
- Managers and how they manage
- Managing work processes: flexitime, job sharing, teleworking; managing performance: key performance indicators, measuring efficiency and effectiveness against output targets
- Managing information and records: issues of access v security, data protection; intellectual property
- Compliance: quality benchmarks, codes of conduct, standards, legislation

Change and Administration
- The need for organisational change; introducing strategic thinking and tools: SWOT and PESTLE analyses in administrative and organisational contexts
- Approaches to improvement: productivity, efficiency and effectiveness through best practice in administration
- Information Communication Technology
- The office of the future; the impact of ICT on administrative work practices
- Approaches to business improvement; business process re-engineering, outsourcing.

Delivering Customer Satisfaction
- Marketing philosophy, the concepts 'customer' (both internal and external) and 'service'
- The organisation's supply chain; the role of, and justifications for, outsourcing
- Service level agreements: specifying requirements, monitoring and evaluating effectiveness
- Quality: concept and theory

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Business Communication

- Fundamental models of communication
- Organisational communication media: costs, benefits, selection decisions; the role of the business meeting
- The impact of ICT's on internal and external communication; surveillance, email policy
- Impact of developments in e-commerce and e-government

Suggested further reading

Appleby, Robert C (1994) **Modern Business Administration** FT Prentice Hall
ISBN: 0-273-60282-9

Hartley, Peter & Bruckmann, Clive (2002) **Business Communication**. ISBN: 0-415-19550-0

Cox, D (1997) **An Introduction to Office Management for Secretaries**
Thomson Learning ISBN 030470072X

Manager - the British Journal of Administrative Management

Students should refer to appropriate web sites and electronic library resources.

Unit 4: Information for Decision Making

Unit aim

The aim of this unit is to develop student's appreciation of the need to manage information. To survive in a rapidly changing, competitive environment, every organisation must be able to collect, communicate and process information in such a way that managers within the organisation can make effective decisions in pursuit of the organisation's objectives.

Learning outcomes

On completion of this unit, students will be able to:
1. Explain the need for quality information in organisations
2. Identify the relationship between information and decision making
3. Use statistical tools available for presenting and interpreting business information
4. Demonstrate how financial information enables managers to plan, control and make decisions

Learning syllabus

Data, Information and Decision Making
* Data, information and management information
* Levels, types and sources of information in organisations
* The need for and characteristics of good information
* The decision making process
* Programmed and non-programmed decision-making
* The characteristics and information requirements of the levels of decision making
* The contribution of effective decision-making in achieving the goals of an organisation

Presentation of Information
* Methods to tabulate and graphically represent data
* Mean, median, mode and range
* The reasons for using such statistics
* Using these statistics in interpreting business information

Information for Financial Awareness
* Income and expenditure
* The Balance Sheet
* Assets and liabilities
* Working capital and capital employed
* Constructing Balance Sheets and a Profit and Loss Account

Information for Planning and Control
* Using information for planning and control
* Direct and indirect cost
* Fixed, variable and semi-variable costs
* The importance of cost control
* The nature and purpose of budgets and budgetary control
* The difference between a fixed, a flexible and a cash budget
* Constructing simple flexible and cash budgets

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Suggested further reading

Lucey, T. (1995) **Management Information Systems**. Letts. ISBN 1858051061

Thomas, R. (1997) **Quantitative Methods for Business Studies.** Prentice Hall. ISBN 0132311194

Dyson, JR. (1997) **Accounting for Non-Accounting Students** Trans-Atlantic Publications ISBN 0273625756

Students should refer to appropriate web sites and electronic library resources.

Unit 5: Case Study 1 or Project Report 1

Learning outcomes

On completion of this unit, students will be able to:
1. Apply analytical skill in recognising and appraising information to arrive at a practical evaluation of the problem
2. Employ creativity, to apply knowledge and experience, to develop workable solutions, to meet economic, social and technical demands
3. Select the best solution to support this choice by logical argument
4. Demonstrate an understanding of the subject areas covered in the syllabus
5. Communicate ideas effectively using diagrams and words

The final unit offers students the opportunity to apply their new skills and learning to a "real life" work related situation. Two options are available:

1. Case Study examination answering questions based on a realistic scenario which is provided for study in advance.

    The paper will be of three hours duration.

    The scenario is part of the summative assessment and no correspondence will be entered into on its content form either students or centres/tutors.

2. Project Report, a work based project which is submitted for independent marking to complete this qualification.

    This option can be particularly attractive to employers as it enables students to examine a current issue at work.

Whichever option is chosen, this unit enables students to put theory into practice and to demonstrate their understanding of the whole programme in a real way.

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Level 5 Advanced Diploma in Administrative Management

This qualification is recognised as a Level 5 programme within the UK National Qualification Framework (NQF). Suggested Learning Hours for this qualification are 200 hours per unit.

Syllabus aim

The aim of this qualification is to provide a framework and tools for applying the systems approach to managing systems as an integrative activity. The qualification also allows candidates to consider administration in its wider business and environmental context. It introduces candidates to some of the key concepts of higher-level business discourse.

Candidates develop knowledge and understanding of the key principles involved in managing organisational resources and to provide an appreciation of the tools and techniques associated with managing finance, projects and facilities. Candidates also develop knowledge and understanding of the theory and practice of managing human resources in the organisation.

Assessment

1. Units 1-4 are individually assessed by a three hour unseen written paper comprising of a choice of 4 questions from 8. These questions are designed to assess the depth and breadth of candidates' knowledge of how administrative systems are applied and managed throughout the organisation.
2. Unit 5 is assessed by either a Case Study or a Project Report
   a. Case Study examination answering questions based on a realistic scenario which is provided for study in advance.
   b. Project Report, a work based project which is submitted for independent marking to complete this qualification.

Learning resources

iam Study Guide

Useful Websites

(You may need to provide keywords to access information)

http://www.emeraldinsight.com/Insight/viewContentItem.do?contentType=Article&contentId=838953

http://www.onepine.info/content.htm

http://en.wikipedia.org/wiki/Organization

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Unit 1: Administrative Systems in the Organisation

Unit aim

The aim of this unit is to provide a framework and tools for applying the systems approach to managing systems as an integrative activity and addressing dynamic organisational issues, including those involving complex problems characterised by uncertainty.

Learning outcomes

On successful completion of this unit students will be able to:
1. Explain how hard and soft systems methodologies can be used to identify and distinguish types and levels of complex problems
2. Demonstrate an understanding of how systems concepts and models can be applied to the analysis of administrative operations and control
3. Critically evaluate how the process and tools of quality management can be used in the design, implementation and management of customer centred systems
4. Critically assess how the objectives and techniques of organisational improvement can be used to improve the performance of operational processes

Learning syllabus

Problem solving and analysis
- Basic concepts, approaches and processes; theories of decision making; structured, semi-structured and unstructured decisions
- Nature and levels of problems, e.g. simple and complex
- Application of hard systems and soft systems analysis to problem solving

Designing effective systems
- Philosophy and ethos of managing quality; theories of quality; total quality management; concept of customer focus
- Design, implementation and management of effective systems
- Quality improvement techniques; continuous improvement

Performance improvement and monitoring
- Philosophy and Ethos of Managing Quality
- Models for performance improvement; KPIs, Balanced Scorecard, Business Excellence Model
- Improvement techniques - critical success factors, business re-engineering, value chain analysis

Systems approaches and models
- Systems concepts, elements, properties and boundaries; Single and
- double-loop feedback; hierarchies of control
- Types of systems, e.g. open, closed, adaptive; subsystems and control; relationship to general systems theory (GST)
- Essential properties of models; types of model e.g. graphical, mathematical, narrative, physical and strategic Excellence Model

Suggested further reading

Hicks, Michael J. (1991) **Problem Solving in Business and Management: Hard, Soft and Creative.** Chapman & Hall. ISBN: 0412374900

Students should refer to appropriate web sites and electronic library resources

Unit 2: Strategic Issues in Administration

Unit aim

The aim of this unit is to consider administration in its wider business and environmental context. It introduces students to some of the key concepts of higher-level business discourse, and develops student awareness of the contemporary issues that are essential to successful professional development.

Learning outcomes

On completion of this unit, students will be able to:
1. Critically evaluate the impact of a dynamic external environment on an organisation and its processes and practices
2. Discuss the relationship between 'strategic thinking' and administrative problems and decisions, and apply diagnostic tools appropriately in administrative contexts.
3. Analyse an organisation's strategic position, and plan improvements, in relation to markets and customers
4. Examine a range of generic and organisational change drivers and develop a convincing argument for change in a given context

Learning syllabus

The organisational environment
- The Evolution of Management and Organisational Theory
- The Organisational Environment
- The Changing Environment
- Globalisation
- Organisational Values
- The organisation's life cycle: from entrepreneurship to bureaucracy; the danger of stagnation

Introduction to strategic thinking
- The Strategic Perspective
- The Strategic Planning Process
- Choosing and Implementing Strategy
- Strategy in Practice

The customer-focused organisation
- What is a Market?
- The Concept of Customer
- Customer Relationship Management (CRM)
- The Marketing Mix
- Marketing Planning
- ICT's in Marketing

Managing Change and Culture
- Change and culture; models for change; radical versus incremental change; cultural incrementalism
- Promoting positive attitudes to change (flexibility and responsiveness) in a dynamic environment;
- Resistance to change, causes and effects; stress and stress prevention
- Selling the need for change: participative models/role of management style, user involvement
- Beyond bureaucracy: innovation and entrepreneurship; 'adding value' through administration

Suggested further reading

Appleby, Robert C (1994) **Modern Business Administration.** Prentice Hall.
ISBN: 0-27360-282-9

Rees, W David & Porter, Christine (2001) **Skills of Management**, 5th Ed.
Thomson Learning.
ISBN 1-86152-550-8

Thompson, J (2002) **Strategic Management: Awareness and Change 4th Ed**
Thomson Learning ISBN 1-86152-587-7

Manager - the British Journal of Administrative Management

Students should refer to appropriate web sites and electronic library resources.

Unit 3: Administrative Management of Resources

Unit aim

The aim of this unit is to develop knowledge and understanding of the key principles involved in managing organisational resources and to provide an appreciation of the tools and techniques associated with managing finance, projects and facilities.

Learning outcomes

On completion of this unit, students will be able to:
1. Critically appraise and employ the formal methods, tools and techniques used in project planning and control
2. Apply various financial concepts and techniques
3. Evaluate and utilise principles and systems of effective expenditure control
4. Examine the activities, functions and legal implications of facilities management

Learning syllabus

Managing projects
- The features and benefits of project management
- Formal methods, tools and techniques used in project planning and control, including critical path analysis, Gantt charts and the use of project management software
- Risk management techniques, identification and quantification of risks, recovery strategies and contingency planning
- Determining the steps necessary for successful events management
- Identification and employment of aids to effective time management

Managing financial resources
- The importance of financial management
- The sources of funding available to organisations
- The analysis and interpretation of a range of financial statements such as profit and loss accounts, balance sheets and cash flow statements
- Evaluating expenditure options using a range of financial tools and techniques such as discounted cash flow / net present value

Managing expenditure
- The principles and systems of effective expenditure control
- Interpreting budget statements and identifying methods of handling budgetary variances
- Using break even analyses
- Analysing the contribution of inventory management in controlling expenditure; Economic Order Quantities (EOQ), Just in Time (JIT)

Managing facilities
- The activities and functions of facilities management
- Techniques and strategies for managing facilities
- The impact and application of regulations and controls in the provision and management of facilities

Suggested further reading

Thomas, R. (1997) **Quantitative Methods for Business Studies.** Prentice Hall. ISBN 0132311194

Cotts, D.G. (1998) **The Facilities Management Handbook**. American Management Association. ISBN 0814403808

Dyson, JR. (1997) **Accounting for Non-Accounting Students** Trans-Atlantic Publications ISBN 0273639056

Students should refer to appropriate web sites and electronic library resources

Unit 4: Human Resource Management and Practice

Unit aim

The aim of this unit is to develop knowledge and understanding of the theory and practice of managing human resources in the organisation. The unit also aims to develop skills that will enable managers to help individuals set and achieve realistic goals and objectives and improve bottom line organisational performance.

Learning outcomes

On completion of this unit, students will be able to:
1. Critically analyse models of personnel management and human resource management
2. Critically evaluate leadership theories
3. Explore approaches to job design and the identification, planning, implementation and evaluation of learning, development and training needs
4. Evaluate performance and reward techniques and their role in delivering organisational objectives

Learning syllabus

HRM in Context and Practice
- Evolution of HRM; HRM vs. personnel management
- Models of HRM; hard and soft models
- Strategic HRM
- Managing diversity and equality of opportunity
- Employee relations and the nature of the employment relationship
- Analysis of organisational structures and the impact of structural change

Leading and Motivating Teams
- Theories of leadership; trait theory; characteristics of leaders; strategic leadership
- Motivation theory
- Group dynamics: group formation and development; team building and cohesiveness; conflict; group leader
- The Manager as leader and motivator

Learning and Development
- Introduction to learning theory; schools of learning
- The learning and development cycle; learning and development methods
- The learning organisation and organisational learning; knowledge management; intellectual capital
- Job and work design; job analysis and evaluation

Performance and Reward
- Performance management; models; performance management vs. performance appraisal; techniques; performance review
- Empowerment and accountability
- Reward strategies; motivation and reward
- Dealing with under performance; role of counselling; discipline

The information in this document was correct at time of print. Please note that the web links might change and books change their edition or go out of print.

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Suggested further reading

Mullins, L.J. (2005). **Management and Organisational Behaviour**, 7th Edition
F.T Prentice Hall (Pearson Education) ISBN 0273688766

Price, A. (2004). **Human Resource Management in a Business Context.**
Thomson Learning ISBN 186152966X

Torrington, D., Hall, L., & Taylor, S. (2005). **Human Resource Management**,
6th Edition - Pearson Education ISBN 0273687131

Students should refer to appropriate web sites and electronic library resources.

Unit 5: Case Study 2 or Project Report 2

The Case Study Paper is an integrative examination designed to test students' knowledge and application of that knowledge to a "real life" situation. A scenario will be provided and questions on it will be aimed at testing knowledge across the whole of the Diploma syllabus.

The scenario will be provided in advance but the 4 compulsory questions will be "unseen". The scenario will be issued in September each year to cover the following December and June exam diets.

No materials/notes can be taken into the examination (except as permitted in the **iam**'s general regulations). A "clean" scenario will be provided as part of the exam paper.

The paper will be of three hours duration.

The scenario is part of the summative assessment and no correspondence will be entered into on its content from either students or centres/tutors.

Alternatively the student may submit a Project Report; the requirements for this are available on the iam website (www.instam.org) or from Head Office