PROFESSIONAL QUALIFICATION SCHEME

INTERMEDIATE QUALIFICATION

SERVICE LIFECYCLE

SERVICE STRATEGY CERTIFICATE

SYLLABUS

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THE ITIL INTERMEDIATE SERVICE LIFECYCLE: SERVICE STRATEGY CERTIFICATE

The ITIL Intermediate Qualification: Service Strategy Certificate is a free-standing qualification but is also part of the ITIL intermediate lifecycle stream, and one of the modules that leads to the ITIL Expert Certificate in IT Service Management. The purpose of this training module and the associated exam and certificate is, respectively, to impart, test, and validate the knowledge on industry practices in service management and strategy as documented in the *ITIL Service Strategy* publication.

Target Candidate

The course covers the management-level concepts and core information of the supporting activities within service strategy, but not specific details about each of the supporting processes.

The main target candidate for the ITIL Intermediate Qualification: Service Strategy Certificate includes, but is not restricted to:

- Chief information officers (CIOs)
- Chief technology officers (CTOs)
- Managers
- Supervisory staff
- Team leaders
- Service designers
- IT architects
- IT planners
- IT consultants
- IT audit managers
- IT security managers
- ITSM trainers involved in the on-going management, co-ordination and integration of strategizing activities within the service lifecycle
- Individuals who require a deeper understanding of the ITIL service strategy stage of the ITIL service lifecycle and how activities in it may be implemented to enhance the quality of IT service management within an organization
- IT professionals working in roles associated with strategic planning, execution and control within a service-based business model, seeking an understanding of the concepts, processes, functions and activities involved in service strategy
- Individuals who have attained the ITIL Foundation Certificate in IT Service Management and wish to advance to higher level ITIL certifications
- Individuals seeking the ITIL Expert Certification in IT Service Management for which this qualification can be one of the prerequisite modules
- Individuals seeking progress toward the ITIL Master Certificate in IT Service Management for which the ITIL Expert is a prerequisite.

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Prerequisite Entry Criteria

Candidates wishing to be trained and examined for this qualification must already hold the ITIL Foundation Certificate in IT Service Management which must be presented as documentary evidence to gain admission

Candidates who hold the following ITIL qualifications are also eligible, and similar evidence will be required:

- Earlier ITIL (V2) Foundation plus Foundation Bridge
- ITIL Expert Certificate in IT Service Management (achieved via Service Manager or Practitioner bridging routes).

Eligibility for Examination

To be eligible for the ITIL Intermediate Qualification: Service Strategy examination, candidates must have fulfilled the following requirements:

- At least 21 contact hours (hours of instruction, excluding breaks, with an Accredited Training Organization (ATO) or an accredited e-learning solution) for this syllabus, as part of a formal, approved training course/scheme
- A basic IT literacy and around 2 years IT experience are highly desirable
- Hold the ITIL Foundation Certificate in IT Service Management (or other appropriate earlier ITIL and bridge qualifications– see *Pre-requisite Entry Criteria* on p5)
- It is also recommended that candidates should complete at least 21 hours of personal study by reviewing the syllabus and the *ITIL Service Strategy* publication in preparation for the examination, specifically *Chapter 2: Service management as a practice*.

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Syllabus at a Glance

Learning Unit SS01: Introduction to service strategy

Bloom's Level 2 Objectives – Full understanding of service strategy terms and core concepts.

- The purpose, goals and objectives of service strategy
- The scope of service strategy
- The value to the business
- The context of service strategy in relation to all other lifecycle stages.

Learning Unit SS02: Service strategy principles

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service strategy principles, techniques and relationships and their application for creation of effective service strategies.

- The ability to decide on a service strategy
- How to utilize the four P's of service strategy
- How to define services, create value and leverage the combined use of utility and warranty
- How to use service economics and sourcing strategies when meeting business outcomes.

Learning Unit SS03: Service strategy processes

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service strategy principles, techniques and relationships and their application for creation of effective service strategies.

- The management level concepts for the five service strategy processes and how they flow and integrate with the lifecycle
- The purpose, scope and objectives of each service strategy process and how they link to value for the business.

Learning Unit SS04: Governance

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service strategy principles, techniques and relationships and their application for creation of effective service strategies.

- The ability to analyse IT governance and use it to set strategy by leveraging governance frameworks, bodies.

Learning Unit SS05: Organizing for service strategy

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service strategy principles, techniques and relationships and their application for creation of effective service strategies.

- The ability to create an organizational design using the relevant development and departmental methods.

Learning Unit SS06: Technology considerations

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service strategy principles, techniques and relationships and their application for creation of effective service strategies.

- Understand the relevance and opportunities for service automation and the importance and application of technology interfaces across the lifecycle.

Learning Unit SS07: Implementing service strategy

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service strategy principles, techniques and relationships and their application for creation of effective service strategies.

- Develop implementation strategies that follow a lifecycle approach (e.g. design, transition, operation and improvement, programmes).

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Learning Unit SS08: Challenges, critical success factors and risks

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service strategy principles, techniques and relationships and their application for creation of effective service strategies.

- The ability to provide insight and guidance for strategic challenges, risks and critical success factors.

Qualification Learning Objectives

This qualification provides a complete overview of service strategy including all its related activities: how to design, develop, and implement service management not only as an organizational capability but also as a *strategic asset*.

Candidates can expect to gain competencies in the following upon successful completion of the education and examination components related to this certification:

- Introduction to service strategy
- Service strategy principles
- Service strategy processes
- Governance
- Organizing for service strategy
- Technology considerations
- Implementing service strategy
- Challenges, critical success factors and risks.

In addition, the training for this certification should include examination preparation, including a mock examination opportunity.

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Level of Difficulty

All ITIL service management qualifications use the Bloom's taxonomy in both the construction of the learning units and in the examination which is based on this syllabus.

A learning taxonomy is a scale of the degree of difficulty in the learning process. These levels apply to the cognitive, affective and psychomotor domains of learning but, in the ITIL Qualification Scheme, we deal only with the cognitive sphere.

Bloom defines six levels of learning in the COGNITIVE domain which are both sequential and cumulative. They move from the simple to the complex. This implies that in order to achieve the sixth level of learning, for example, the instructor must ensure that the previous five levels have been mastered.

Level 1 - The KNOWING level: The candidate is able to bring to mind or remember the appropriate material. The examination questions associated with this level tax the candidate's memory and include such tasks as defining, recalling, listing, recognizing, describing and naming.

Level 2 - The COMPREHENDING stage: The candidate is able to understand or grasp the meaning of what is being communicated and make use of the idea without relating it to other ideas or materials and without seeing the fullest possible meaning or translation of the idea. Examination questions at this level would include scenarios giving examples of, illustrating, inferring, summarizing and interpreting. These actions involve the knowing which has taken place at the first level.

Level 3 - The APPLYING level: The candidate should be able to use ideas, principles and theories in new, particular and concrete situations. Examination questions at this level involve both knowing and comprehension, and might include choosing appropriate procedures, applying principles, using an approach or identifying the selection of options.

Level 4 - The ANALYSING level: The candidate is able to break down a communication (rendered in any form) into constituent parts in order to make the organization and significance of the whole clear. Breaking down, discriminating, diagramming, detecting, differentiating and illustrating are important tasks at this level and can be seen to include the previous levels of knowing, comprehending and applying. Here the significance of the constituent parts of an entity are examined in order to understand the whole more fully.

Level 5 - The SYNTHESIS level: At this level the candidate is able to put back together again the various parts or elements of a concept into a unified organization or whole. This putting together again and making sense of small parts is a crucial factor in intelligence and learning. Examination questions at this level would include scenarios involving creating, writing, designing, combining, composing, organizing, revising and planning. In order for this level of learning to occur, it must include the first four levels – knowing, comprehending, analysing and applying. This level of learning is probably the most intense and exciting for the candidate.

Level 6 - The EVALUATING phase: In this phase the candidate is able to arrive at an overview and to judge the value and relative merit of ideas or procedures by using appropriate criteria. At this level of learning the candidate will be able to compare, judge, appraise, justify, criticize and contrast theories, procedures, methods and concepts. This level involves mastery of the five previous levels of knowing, comprehending, applying, analysing and synthesizing.

For the purposes of the ITIL Qualifications Scheme, the Bloom's level will appear in each syllabus module to identify the highest level of cognitive difficulty that the course content should deliver in order to meet the learning outcome and ensure the competence required to meet the examination level of difficulty.

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The following table illustrates the use of the taxonomy in ITIL professional qualifications.

Bloom's Levels and taxonomy	Used by ITIL certification	Intellectual activity in learning outcome and exam proficiency
1. Knowing 2. Comprehending	ITIL service management Foundation Level	The ability to recall, recite, name, and understand the meaning of ITIL terminology and basic practice fundamentals. *Vernacular examples used in Syllabus:* Understand; describe; identify
3. Applying 4. Analysing	ITIL service management Lifecycle Stream Capability Stream Managing Across the Lifecycle	The ability to use the practices and concepts in a situation or unprompted use of an abstraction. Can apply what is learned in the classroom in workplace situations. Can separate concepts into component parts to understand structure and can distinguish between facts and inferences. *Vernacular examples used in Syllabus:* Analyse; demonstrate; apply; distinguish; justify; produce; decide
5. Synthesis 6. Evaluating	ITIL service management Managing Across the Lifecycle – level 5 only ITIL Master	The ability to create patterns or structure from composite elements to achieve a new meaning or outcome. Can make judgements, weigh options of ideas and elements to justify and support an argument or case. *Vernacular examples used in Syllabus:* Evaluate; justify; summarize; plan; modify; manage; control

Intermediate stream qualifications will examine according to the Bloom's level assigned to each syllabus learning unit within each of the service lifecycle and service capability streams. This means that a candidate must be prepared to be tested up to and including that level for any question related to that learning unit or units.

The examination format of complex multiple choice will offer a scenario and questions with a corresponding series of possible answers. Each is constructed to test a candidate's competency up to and including the Bloom level associated with the syllabus learning unit that the question is mapped to. Instructors should ensure that the module curriculum offers discussion, practical exercises and instruction that will ensure the candidate has the competence required to meet the exam level of difficulty.

The intermediate modules are expected to provide a practical level of proficiency to enable a candidate to utilize the knowledge learned in their work environment. The examinations test a level of proficiency that allows candidates to apply the knowledge learned in the course to correctly select the correct sequence of possible answers.

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Service Strategy Syllabus

The ITIL Intermediate Qualification: Service Strategy Certificate is awarded to those who complete the following eight units of study described below, and successfully pass the relevant multiple choice examination.

Core guidance references with publication reference (SS - *ITIL Service Strategy*, SD – *ITIL Service Design*, ST – *ITIL Service Transition*, SO – *ITIL Service Operation*, CSI – *ITIL Continual Service Improvement*) and section numbers are included along with indicative contact study hours.

The contact hours are shown in each learning unit and are suggested to provide adequate time to cover the core guidance content. However, Accredited Training Organizations (ATOs) are encouraged to combine or re-order the learning units in any way that suits the flow of their courseware content delivery. All ATOs must ensure, however, that the minimum contact hours for eligibility for examination are met.

Section numbers are indicated as "chapter . section . subsection" (X.X.X). Unless otherwise indicated, instructional coverage of the content of the entire section referenced is assumed.

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SL: **SS01** **Introduction to service strategy**	This initial learning unit addresses the core concepts of service strategy in terms of its purpose, objectives, scope and its relationship to the other ITIL lifecycle stages. To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand and describe: • Purpose and objectives of service strategy Core Guidance References – SS 1.1.1 • Scope of service strategy Core Guidance References – SS 1.1.2 • Value to business Core Guidance References – SS 1.1.4 The context of service strategy in relation to: • Service design Core Guidance References – SS 1.2.2 • Service transition Core Guidance References – SS 1.2.3 • Service operation Core Guidance References – SS 1.2.4 • Continual service improvement Core Guidance References – SS 1.2.5	**Up to Bloom's level 2** Knowing and Comprehending A full understanding of service strategy terms and core concepts. The ability to recall, recite, name, and understand the meaning of ITIL terminology and basic practice fundamentals.
	Contact hours recommended – 1.0	
ITIL SL: **SS02** **Service strategy**	This learning unit covers the elements of service strategy that are necessary to understand, use and apply the processes within service strategy to create business value. To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce,	**Up to Bloom level 4** Applying Analysing

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Learning Unit	Curriculum subjects covered	Level of Difficulty
principles	decide or analyse: Fundamental aspects of service strategy • Basic approach to deciding a strategy Core Guidance References – SS 3.1.1.3 • Strategy and opposing dynamics Core Guidance References – SS 3.1.1.5 • Outperforming competitors Core Guidance References – SS 3.1.1.6 • The four P's of service strategy Core Guidance References – SS 3.1.2, Figure 3.2 • Services Core Guidance References – SS 3.2.2, including all subsections • Value Core Guidance References – SS 3.2.3 including all subsections • Utility and warranty Core Guidance References – SS 3.2.4 including all subsections • Assets – customer, service and strategic Core Guidance References – SS 3.2.5, 3.2.5.1, 3.2.5.2 (content from Figure 3.22 to 3.2.5.3 inclusive) • Service Providers – types and choosing between them Core Guidance References – SS 3.3 including all subsections • Defining services Core Guidance References – SS 3.4 including all subsections • Strategies for customer satisfaction Core Guidance References – SS 3.5 Including the Kano model • Service economics Core Guidance References – SS 3.6 including all subsections • Sourcing strategy Core Guidance References – SS 3.7 including all subsections • Strategy inputs and outputs with the service lifecycle Core Guidance References – SS 3.9, table 3.21	The candidate should reach a level of competence of the knowledge, interpretation and analysis of service strategy principles, techniques and relationships, and the application for creation of effective service strategies.
	Contact hours recommended – 6.0	
ITIL SL: **SS03** **Service strategy**	This learning unit covers the managerial and supervisory aspects of service strategy processes. It excludes the day-to-day operation of the processes which is covered in the service capability stream. This unit should be considered from the management	**Up to Bloom's level 4** Applying Analysing

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Learning Unit	Curriculum subjects covered	Level of Difficulty
processes	perspective, i.e., those aspects that would be required to understand each process and its interfaces, oversee the implementation of each process, and judge the effectiveness and efficiency of each process. For each core process, all subsections in the book should be covered. Candidates must have a good overview of the activities but will not be expected to have a detailed understanding of specific methods and techniques – unless otherwise stated below. The recommended contact hours for the learning unit should be taken as a guide to the level of detail that can be achieved. For each of the processes the following subsections of the books will be included or excluded: Included: • Purpose and objectives Core Guidance References – SS 4.x.1 • Scope Core Guidance References – SS 4.x.2 • Value to Business Core Guidance References – SS 4.x.3 • Policies, principles and basic concepts Core Guidance References – SS 4.x.4 • Process activities, methods and techniques Core Guidance References – (process overview diagrams) Strategy management – SS Figure 4.3 Service portfolio management – SS Figure 4.19 Financial management – SS Figure 4.25 Demand management – SS Figures 4.41, 4.42 Business relationship management – SS Figure 4.43 • Triggers, inputs, outputs and interfaces Core Guidance References – SS 4.x.6 • Critical success factors and key performance indicators Core Guidance References – SS 4.x.8 • Challenges and risks Core Guidance References – SS 4.x.9 Excluded: • Process activities, methods and techniques Core Guidance References – SS 4.x.5 All detail excluded except process flow figures indicated above and specific references listed below within the processes • Process information management Core Guidance References – SS 4.x.7 To meet the learning outcomes and examination level of	The candidate should reach a level of competence of the knowledge, interpretation and analysis of service strategy principles, techniques and relationships, and the application for creation of effective service strategies

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Learning Unit	Curriculum subjects covered	Level of Difficulty
	difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse concepts from the following processes: • Strategy management for IT services Core Guidance References – SS 4.1 – subsections as described above *(Candidates must have an understanding of:* • *The high level steps of performing an strategic assessment* • *Analyse the internal and external environment, SS 4.1.5.2, 4.1.5.3.* • *Define market spaces and establish objectives SS 4.1.5.4, 4.1.5.6* • *Strategy execution SS 4.1.5.12, 4.1.5.13, 4.1.5.14)* • Service portfolio management Core Guidance References – SS 4.2 – subsections as described above • Financial management for IT services Core Guidance References – SS 4.3 – subsections as described above • Demand management Core Guidance References – SS 4.4 – subsections as described above • Business relationship management Core Guidance References – SS 4.5 – subsections as described above	
	Contact hours recommended – 6.0	
ITIL SL: **SS04** **Governance**	This learning unit covers the strategic level concepts of governance as it relates to service strategy. To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse: • Governance Core Guidance References – SS 5.1 • Setting the strategy for governance Core Guidance References – SS 5.1.1.1 • Evaluate, direct, monitor Core Guidance References – SS 5.1.1.2, 5.1.1.3, 5.1.1.4 • Governance framework Core Guidance References – SS 5.1.4 • What is IT governance Core Guidance References – SS 5.1.5 • Governance bodies	**Up to Bloom's level 4** Applying Analysing The candidate should reach a level of competence of the knowledge, interpretation and analysis of service strategy principles, techniques and relationships, and the application for creation of effective service

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Learning Unit	Curriculum subjects covered	Level of Difficulty
	Core Guidance References – SS Figure 5.4 • How service strategy relates to governance Core Guidance References – SS 5.1.7	strategies
	Contact hours recommended – 1.5	
ITIL SL: **SS05** **Organizing for service strategy**	This learning unit covers the concepts of organizational considerations as they relate to service strategy. To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse: • Organizational development Core Guidance References – SS 6.1 • Organizational departmentalisation Core Guidance References – SS 6.3 • Organizational design Core Guidance References – SS 6.4 • The role of service owner and business relationship manager Core Guidance References – SS 6.8.1, 6.8.8 • Strategy, portfolio, financial, and demand roles Core Guidance References – SS 6.8.5, 6.8.7, 6.8.9, 6.8.10	**Up to Bloom's level 4** Applying Analysing The candidate should reach a level of competence of the knowledge, interpretation and analysis of service strategy principles, techniques and relationships, and the application for creation of effective service strategies
	Contact hours recommended – 1.0	
ITIL SL: **SS06** **Technology considerations**	This learning unit covers the technology considerations for service strategy including service automation, analytics and technology interfaces. To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse: • Service automation Core Guidance References – SS 7.1 • Service interfaces Core Guidance References – SS 7.2	**Up to Bloom's level 4** Applying Analysing The candidate should reach a level of competence of the knowledge, interpretation and analysis of service strategy principles, techniques and relationships, and the application for creation of effective service strategies
	Contact hours recommended – 1.0	

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Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SL: **SS07** **Implementing service strategy**	This learning unit covers the ITIL approach for implementing service strategy. To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse: • Implementation through the lifecycle Core Guidance References – SS 8.1 • Following a lifecycle approach Core Guidance References – SS 8.2 • The impact of service strategy on other lifecycle stages Core Guidance References – SS 8.3	**Up to Bloom's level 4** Applying Analysing The candidate should reach a level of competence of the knowledge, interpretation and analysis of service strategy principles, techniques and relationships, and the application for creation of effective service strategies
	Contact hours recommended – 1.5	
ITIL SL: **SS08** **Service strategy challenges, critical success factors and risks**	This learning unit deals with the culmination of service strategy including challenges, risks and critical success factors, To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse: • Challenges Core Guidance References – SS 9.1 • Risks Core Guidance References – SS 9.2 • Critical success factors Core Guidance References – SS 9.3	**Up to Bloom's level 4** Applying Analysing The candidate should reach a level of competence of the knowledge, interpretation and analysis of service strategy principles, techniques and relationships, and the application for creation of effective service strategies
	Contact hours recommended – 1.0	
ITIL SL: **SS09** **Summary, exam preparation**	This unit summarizes the material covered in the previous units and prepares candidates for the examination. It is likely that most course providers will wish to offer and review at least one opportunity for a mock examination.	

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Learning Unit	Curriculum subjects covered	Level of Difficulty
and directed studies		
	Contact hours recommended – 2.0	

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Lectures and Exercises

Meeting the learning objectives of this syllabus can be aided by the use of practical exercises during the delivery of an accredited course. It is recommended that course providers make use of exercises to enhance the reinforcement of the learning objectives in this syllabus. To aid course providers, there are areas within each learning unit whose learning objective includes such phrases as "identify, describe, analyse", etc, which may be considered as opportunities to introduce practical course exercises. These are not mandated areas for practical exercises but provided as suggestions for use by course providers.

Format of the Examination

Type	Eight (8) multiple choice, scenario-based, gradient-scored questions. Each question will have 4 possible answer options, one which is worth 5 marks, one which is worth 3 marks, one which is worth 1 mark, and one which is a distracter and achieves no marks.
Duration	Maximum 90 minutes for all candidates in their respective language
Provisions for Additional Time relating to language	Candidates completing an exam in a language that is not their mother tongue have a maximum of 120 minutes to complete the exam and are allowed the use of a dictionary.
Prerequisite	• ITIL Foundation Certificate in IT Service Management (or other appropriate earlier ITIL and bridge qualifications– see *Pre-requisite Entry Criteria* on p5) • Completion of an Accredited course from an ITIL Accredited Training Provider
Supervised	Yes
Open Book	No
Pass Score	28/40 or 70%

Criteria of Training Competence

This syllabus can only be delivered to target groups by an accredited provider / trainer. Any provider / trainer must meet the following criteria to be eligible to provide this syllabus:

Criteria	Eligibility	Degree of proficiency validation
Accredited Training Organization	Required	The company shall be registered and in good standing with the Official Accreditor
ITIL Service Strategy Certification	Required	Instructor must present a valid certificate issued by an accredited Examination Institute
ITIL Expert Certification	Required	Instructor must present a valid certificate issued by an accredited Examination Institute

Approved Delivery Structure

Structure	Operational Standard Requirements
Training Delivery	• Training providers are free to structure and organize their training in the way they find most appropriate, provided the units of the syllabus are sufficiently covered. • Training must be delivered via an ATO and based on this syllabus. Training can be delivered virtually, via an e-learning / learning technology solution.

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Terminology List

After studying this course, the candidate is expected to understand the meanings of the following terms in the context of service strategy. This list does not include terms that are explicitly mentioned within the learning units of this syllabus - for example, "business relationship management".

accounting
analytical modelling
application portfolio
asset
billing
budgeting
business case
business impact analysis
business objective
business relationship manager
business unit
capability
capacity plan
capital cost
change proposal
charging policy
contract
control perspective
core service
cost centre
cost element
cost model
cost type
cost unit
CSI register
customer agreement portfolio
customer portfolio
customer-facing service
depreciation
design co-ordination
direct cost
economies of scale
effectiveness
efficiency
enabling service
enhancing service
excitement factor
external customer
external service provider
financial year
fixed cost
function
indirect cost
insourcing
internal customer
internal rate of return
internal service provider
ISO 9001
ISO/IEC 20000
IT service management
IT steering group
Kano model
management information
management system
market space
mission
modelling
near-shore
net present value
notional charging
off-shore
on-shore
operational cost
opportunity cost
pattern of business activity
Plan-Do-Check-Act
profit centre
project
project portfolio
real charging
return on investment
service analytics
service catalogue
service charter
service contract
service knowledge management system
service level agreement
service model
service option
service owner
service portfolio
service provider
service provider interface
supplier
supporting service
total cost of utilization
Type I service provider
Type II service provider
Type III service provider
unit cost
user profile
value chain
value network
vision

---------- E N D O F D O C U M E N T ----------

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