

Ofqual unit number K/616/3223

RQF level 5

Guided learning hours 19

Total unit time 43

Aims of unit Change is inevitable if an organisation is to maintain competitiveness and currency of practice. This unit has been designed to enable the learner to evaluate types and reasons for change within organisations and be able to select and apply theoretical models for its management. The purpose is not only to enable learners to develop the skills to manage change and achieve set objectives, but to do so in a professional manner with open and honest communication throughout the entire process.

Keywords Change management models, stakeholder engagement and support, plans, tools and techniques, barriers and risks, drivers of change, monitor, evaluation, reporting, embedding and sustaining change.

Learning outcome 1

Understand the reasons for change in organisations

Assessment criteria

- 1.1 Analyse the **environmental factors** which influence change in organisations
- 1.2 Analyse the **internal factors** that drive the need for change in organisations
- 1.3 Examine the **potential impact** of change in organisations

Indicative content

- 1.1 **Environmental factors** may include but are not limited to political, legal, regulatory, social, economic, technological and innovation, environmental, competition, ethics and regulation.
- 1.2 **Internal factors** refers to organisational cultures, diversity and their impact on leading and managing change and may include but is not limited to organisational performance, emerging strategy, governance, feedback, ideas and innovation, attrition, chaos and conversation.
- 1.3 **Potential impact** may include but is not limited to achieve objectives, change market positioning, improve efficiency, improve quality, develop best practice, shift culture, develop innovation and creativity, improve performance, systems and processes, change technology.

Learning outcome 2

Understand approaches to change management

Assessment criteria

- 2.1 Evaluate **models** of change management
- 2.2 Analyse the **role of leadership** in gaining the commitment of others to change
- 2.3 Specify reasons for engaging with **stakeholders** throughout the change management process

Indicative content

2.1 **Models** may be selected in relation to appropriateness for type of change and situation, complexity of change and organisation (Lewin, 1947, Three Step Change Management Model (Freeze-Change-Refreeze); Kotter, 1996, 8 Steps model; Burke and Litwin, 1992, Model of Organisational Change and Performance; Beckhard-Harris, 1987, Change Equation; Moss Kanter, 1983, The Change Masters; Hailey and Balogun, 2002, The Change Kaleidoscope).

2.2 **Role of leadership** may include but is not limited to leadership styles, Situational Leadership (Hersey and Blanchard, 1977), timescales, negotiating and influencing skills, Having Difficult Conversations (Scott, 2002), Emotional Intelligence (Goleman, 1998), collaborative working techniques, resilience and accountability, openness, positive and adaptable, open to feedback.

2.3 **Stakeholders** may include but are not limited to internal: team members, line managers, senior managers, board members; external: customers, pressure groups, government agencies; connected: suppliers, partners, contractors.

Learning outcome 3

Understand how to initiate, plan and manage change in an organisation

Assessment criteria

3.1 Specify the **rationale** for initiating change within an organisation

3.2 Develop a **plan for change** within an organisation

3.3 Examine **tools** for implementing and monitoring change

3.4 Recommend approaches to overcome **risks and barriers** to change

3.5 Develop strategies for **communicating** planned change to stakeholders

3.6 Assess **practical methods to support** individuals throughout the change management process

3.7 Analyse **methods** for monitoring and measuring the impact of planned change

3.8 Discuss **approaches** to embed and sustain planned change in an organisation

Indicative content

3.1 **Rationale** may include but is not limited to benefits, business case, impact, consequences/risks.

3.2 **Plan for change** may include but is not limited to objectives, actions, stages, milestones, resources, timescales, deadlines, responsibilities, measures (Lewin, c1940s, Force Field Analysis; Hiatt, 2003, ADKAR).

3.3 **Tools** may include but are not limited to roadmaps, flowcharts, cultural mapping, process maps, readiness assessments, Gantt charts, communication and project plans, IT applications.

3.4 **Risks and barriers** may include but are not limited to organisational (splinter groups, logistical barrier e.g. remote working, shift work, rising costs, changing priorities, delay tactics); personal (Kubler Ross, 1960) (hostility, sense of loss, resistance to change, depression, refusal to engage).

3.5 **Communicating** refers to chairing meetings and presenting using a range of media and may include but is not limited to internal and external communication, consultation, huddles, meetings and briefings, webinars, podcasts, conference calls, blog posts, presentations, letters and newsletters, articles, case studies.

3.6 **Practical methods of providing support** refers to supporting people through coaching and mentoring and may include learning and development, supervision, one-to-one meetings, team meetings, workshops, setting an example, use of specialist advice and support.

3.7 **Methods** may include but are not limited to periodic reporting, surveys and questionnaires, interviews, benchmarking activities, mystery shopper, scorecards, data and metrics, audits, targets, workshops, observation, conversations.

3.8 **Approaches** may include but are not limited to overcoming barriers, meeting objectives, achieving planned benefits, periodic monitoring, key performance indicators (KPIs), continuous professional

development (CPD) requirements.

Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

- 1 The learner may be asked to write an **account** or **assignment** on the principles of managing change in an organisation.
- 2 The learner may be asked to respond to a **scenario** based on how they would initiate, plan and manage change.
- 3 Learners may write a **report** based on the principles of initiating, planning and managing change.
- 4 The learner may draw upon their **own experience** of initiating, planning and managing change within their own organisation.
- 5 They may present **work based evidence** accompanied by reports/reflective accounts to meet each success criteria.

Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand the assessment criteria.

Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Apprenticeship Standard for Operations/Departmental Manager ST0385/01:

A. Operational Management

- A5 How to initiate and manage change, identifying barriers and how to overcome these
- A9 support, manage and communicate change by identifying barriers and overcoming these

D. Leading People

- D5 Organisational cultures and diversity and their impact on leading and managing change
- D7 Support people through coaching and mentoring and the management of change
- D11 Support the management of change within the organisation

G. Communication

- G5 Chair meetings
- G6 Present using a range of media

Suggested reading/web resource materials

Reading/resource materials available on ManagementDirect

Relevant Theories, Frameworks and Models

- Lewin (c.1940s) Force Field Analysis
- Lewin (1947) Three Steps Model (Freeze-Change-Refreeze)
- Kotter (1995) 8 Steps to Transformation
- Hersey and Blanchard (1969) Situational Leadership
- Scott (2003) Fierce Conversations
- Goleman (1995) Emotional Intelligence
- Kubler Ross (c. 1960) Change Transition Curve
- Hiatt (2003) ADKAR (Awareness, Desire, Knowledge, Ability, Reinforcement)

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The content of the list is liable to change. The content was checked for accuracy at the time of unit development.

ManagementDirect resources require CMI membership and a username and password.