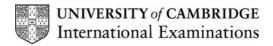UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge International Diploma in Management
Professional Level**

Scheme of Work

4246
Managing Change
Core Module

UNIVERSITY *of* CAMBRIDGE
International Examinations

MODULE NUMBER (CORE) 4246: MANAGING CHANGE

BRIEF INTRODUCTION AND MODULE OUTLINE
This core module deals with the increasingly important issue of change and effective change management.
It asks candidates to consider how change affects their organisation and how they can prepare for and work with change to make improvements.
It encourages candidates to recognise and analyse the internal and external forces for change and how they might affect their own organisation. It looks at the change process, drivers and restrainers, and the factors which affect the success of a change, including resistance to change.
Once candidates have analysed the forces for change and the nature of the change required they are asked to prepare a full change management proposal. This involves justifying their proposals and putting together a plan for the implementation of the change.

Assessment Objectives:

1. Analyse influences for change in the working environment
2. Identify and prioritise options for change
3. Analyse the forces for and against change and devise strategies for overcoming these
4. Develop an implementation plan for change
5. Justify planned changes

RECOMMENDED PRIOR KNOWLEDGE
For Units 1,2 and 3 no prior knowledge is required but the Unit Introductions do make suggestions about preparatory work and background reading which would help to promote understanding.

For Units 3 and 4 basic project planning skills are needed as well as an understanding of how to write and present proposals for change in a business like format. These skills may already have been covered in other modules, most obviously Managing Information, but if this is not the case then time will need to be spent taking candidates through the basic requirements of project planning, implementation and evaluation, as well as writing and presenting project proposals.

SUGGESTED TEACHING ORDER / SUMMARY SCHEME OF WORK
Apart from the need to ensure that any requirements for prior knowledge are addressed the module sits fairly comfortably at any point in the Programme.

The Managing Change module is made up of 5 assessment objectives which follow a logical order from analysing the influences for change through to planning and implementing the change. The teaching should follow this logical progression, although it is suggested that Units 4 and 5 are combined.

The column headed **Explanation of Competence Criteria** is designed to give an indication of the main content to be covered and should help with this planning detail.

UNITS / ASSESSMENT OBJECTIVES: SUGGESTED ORDER

1	Analyse influences for change in the working environment. This Unit requires candidates to identify and analyse the pressures on an organisation for change. It looks at both internal and external pressures, and the consequences of not changing.
2	Identify and prioritise options for change. This builds on the analysis of Unit 1 to suggest areas for change, in response to the pressures for change. It looks at the change process and the implications of following various change options or strategies.
3	Identify the forces for and against change and devise strategies for overcoming these. This Unit follows logically from Units 1 and 2. It looks in more detail at the actual process of the change and how the nature of this is determined by the forces which brought about the need for change. Drivers and restrainers (or resistors) are analysed but it is suggested that the main focus in the Unit is on how people experience change; their attitudes, expectations and actual experiences. Reasons for, and ways of overcoming resistance should also be addressed, perhaps with reference to organisational culture.
4	Develop an implementation plan for change. Developing a plan for the implementation of change requires candidates to apply their analysis and understanding from the previous Units to put together a full change management proposal. This requires an understanding of basic project planning skills such as objective setting, milestone setting and monitoring and evaluation as well as resource planning. The Unit also covers communication strategies and behavioural skills including negotiation and consultation to address the human aspect of managing change.
5	Justify planned change. This Unit requires candidates to present and justify their recommendations for change. As these recommendations are embodied in the plan produced for Unit 4 it follows that candidates will need to have done some work on Unit 4 before moving on to this Unit . The recommendations or proposals need to be presented in a business format and candidates therefore need to have an understanding of how these reports should be presented.

LIST OF RESOURCES

There is a wealth of accessible and readable material about organisational change, the change process and planning and implementing change. Most management and project management textbooks will include relevant sections and there are also many dedicated websites.

Candidates should be encouraged to read around the subject and, in particular to look at the work of Rosabeth Kanter (See CID in Management Reading List).
The following texts also include good and sufficiently detailed chapters on Change: L J Mullins, Management and Organisational Behaviour; A Huczynski and D Buchanan, Organisational Behaviour – An Introductory Text; A Pinnington and T Edwards, Introduction to Human Resource Management.

The following are project management books and are particularly useful and appropriate for Units 4 and 5:
RL Kliem and IS Ludin, The People Side of Project Management, and T Grundy and L Brown, Strategic Project Management; Creating Organisational Breakthrough

There is also a wealth of readable and interesting case studies from organisations who have introduced major change with varying degrees of success, and managerial case studies written specifically to explore particular change management issues. Many of these are available on line, for example, through The Times 100 website or the CMI.

From a teaching perspective, G Johnson et al, Exploring Corporate Strategy (Text and Cases version) is a good source of case study material, although as the level is more akin to Higher Professional care needs to be taken when using some of the material at Professional Level.

UNIT 1: Analyse influences for change in the working environment

Recommended prior knowledge: No prior knowledge is required, however, before tackling this Unit candidates should be encouraged to think about the internal and external pressures for change which impact upon their own organisation. Knowledge and understanding of tools of strategic analysis such as PESTEL (or PESTLIED) and the Seven S's Framework would also be useful.

Candidates should be encouraged to read around the subject and, in particular to look at the work of Rosabeth Kanter (See CID in Management Reading List).

The following texts also include good and sufficiently detailed chapters on Change: L J Mullins, Management and Organisational Behaviour; A Huczynski and D Buchanan, Organisational Behaviour – An Introductory Text; A Pinnington and T Edwards, Introduction to Human Resource Management.

There are also a wealth on readable and interesting case studies from organisations who have introduced major change with varying degrees of success, and managerial case studies written specifically to explore particular change management issues. Many of these are available on line, for example, through the Times 100 website or the Chartered Management Institute (CMI).

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Outline: Analyse influences for change requires candidates to identify and analyse the pressures on an organisation for change. It looks at both internal and external pressures, and the consequences of not changing.

	COMPETENCE CRITERIA	EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
1.1	Demonstrate understanding of the internal and external pressures on organisations for change	• identify external and internal factors that affect an organisation and may put pressure on it to change, e.g. market conditions, political , technological	Ideally candidates should focus on their own organisation throughout this module, however where this is not appropriate real case studies should be used A useful way forward may be to introduce the key concepts and models through group work using the same case study but then ask candidates to apply the same analytical tools etc. to their own organisation. Use case study examples to demonstrate the strength of forces for change and the severe consequences of not responding - organisations that got left behind etc. Try to use notable organisations that the group are familiar with, not necessarily their own.
1.2	Describe how internal and external influences affect an organisation's operations	• how do these forces affect the organisation and why is it important that the organisation responds	Using a case study / their own organisation, ask candidates to apply PESTEL or a similar model to analyse the forces for change. This could be followed up with a SWOT (or alternative) to explore the internal issues and the capacity of the organisation to respond to the external threats. Ask the group to research and feedback other examples of organisations who have not responded to pressures for change. What were the pressures? What were the consequences for the organisations operations?

UNIT 2: Identify and prioritise options for change

Recommended prior knowledge: No prior knowledge is required, however, before tackling this Unit candidates should be encouraged to identify and reflect on the different types of organisational change which they have experienced, and the process and speed of change involved.

Candidates should be encouraged to read around the subject and, in particular to look at the work of Rosabeth Kanter (See CID in Management Reading List).
The following texts also include good and sufficiently detailed chapters on Change: L J Mullins, Management and Organisational Behaviour; A Huczynski and D Buchanan, Organisational Behaviour – An Introductory Text; A Pinnington and T Edwards, Introduction to Human Resource Management.

Outline: Identify and prioritise future changes needed in an organisation builds on the analysis of Unit 1 to suggest areas for change, in response to the pressures for change. It looks at the change process and the implications of following various change options or strategies.

	COMPETENCE CRITERIA	EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
2.1	Identify areas for change in a department or organisation	• what changes need to be made to respond to the forces identified in Unit 1? • what are the objectives of the changes?	In Unit 1 candidates will have analysed the forces for change, this Unit looks at the options available to the organisation. The concept of strategic drift can help to explain the difference between transformational and incremental change. Candidates can use this to plot / analyse their organisations position.
2.2	Prioritise change options	• what are the change options and what are the advantages and disadvantages of each option? • is transformational or incremental change needed? • what are the consequences of delaying the onset of managed change?	Based on this analysis, a brief list of change options, and their advantages and disadvantages could be presented. Discuss techniques for prioritising options; what criteria could be used; what are the success factors etc. Introduce the notion of risk as a tool for analysing options. A key message from this Unit should be that although change may be ineviteable there are options and decisions to be made about the way in which it is managed.

www.xtremepapers.net

UNIT 3: Analyse the forces for and against change and devise strategies for overcoming these

Recommended prior knowledge: No prior knowledge is required, however, before tackling this Unit candidates should be encouraged to reflect on their experiences of organisational change and the forces for and against this change, including any signs of resistance from stakeholders.
It would also be helpful if candidates were already familiar with analytical models such as cost benefit and force field (Lewin)

Candidates should be encouraged to read around the subject and, in particular to look at the work of Rosabeth Kanter (See CID in Management Reading List).
The following texts also include good and sufficiently detailed chapters on Change: L J Mullins, Management and Organisational Behaviour; A Huczynski and D Buchanan, Organisational Behaviour – An Introductory Text; A Pinnington and T Edwards, Introduction to Human Resource Management.

RL Kliem and IS Ludin, The People Side of Project Management is particularly appropriate for this Unit.

Outline: This Unit follows logically from Units 1 and 2. It looks in more detail at the actual process of the change and how the nature of this is determined by the forces which brought about the need for change. Drivers and restrainers (or resistors) are analysed but it is suggested that the main focus in the Unit is on how people experience change; their attitudes, expectations and actual experiences. Reasons for, and ways of overcoming resistance should also be addressed, perhaps with reference to organisational culture.

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
3.1	Analyse the forces forand against the proposed changes	• look in detail at the factors which are driving the change forward • look in detail at the factors which are against it i.e. things which could stop or slow down the change process such as a lack of resources, people's reluctance to change, organisational structure or culture.	Begin this Unit by taking candidates through the change process (Denial, Resistance, Exploration and Commitment) and explaining how the change can be positively steered and managed so that these stages are moved through as effectively and painlessly as possible. This may also be an appropriate point to introduce Lewin's ice cube model of stages in a planned change effort: unfreezing, movement, refreezing. Building on Unit 1 and 2, candidates need to select a change option to focus on and analyse in detail the drivers and restrainers. Force field analysis (Lewin) is an excellent model to use. You will need to prompt candidates to think very carefully about the precise nature of the driver or resistor - particularly with resistance there is often confusion between the symptom and the cause. Most importantly, having completed the analysis candidates then need to explain how they will maximise the impact of each driver and minimise or eliminate each restrainer i.e. the start of an action plan for managing the change process.

3.2	Identify the reasons for resistance to change and the most likely sources of these	• what reasons might be given for resisting the change? • why might these reasons be given? - What are the (often hidden) causes of resistance?	*3.2 and 3.3 should be taught together*
			In discussing the reasons for resistance it is useful to ask candidates to reflect on their own experiences of change. They could identify a change which they felt was managed well and one which was managed less effectively – how did people react? - What were the key differences in the way in which the changes was communicated, introduced etc.?
3.3	Suggest ways of overcoming resistance to change	• what strategies could be used to overcome or reduce the consequences of this resistance?	It is important to make links between this Unit and aspects of the managing People Module. Motivation, training and development for new technology or job roles, structure and culture etc are all important aspects of resistance to change. This may also be an appropriate point to discuss the significance of effective change leaders (Kanter) Mini case studies and scenarios are useful to encourage candidates to think about the various strategies for overcoming resistance and the advantages and disadvantages of each. Alternatively you ask them to explain in what circumstances they would use the following and why : • Education and communication? • Participation and involvement? • Facilitation and support? • Negotiation and agreement? • Manipulation and co-option? • Explicit and Implicit coercion?

UNIT 4: Develop an implementation plan for change

Recommended prior knowledge: This Unit requires candidates to produce a plan for the implementation of change and they will therefore need to have developed basic project planning skills such as objective setting, milestone setting, monitoring and evaluation and contingency planning.   Cost benefit and resource planning is also required.

These skills may already have been covered in other modules, but if this is not the case then time will need to be spent taking candidates through the basic requirements of project planning, implementation and evaluation, as well as resource planning and allocation.

The following project management books are particularly useful and appropriate for Units 4 and 5:
RL Kliem and IS Ludin, The People Side of Project Management, and T Grundy and L Brown, Strategic Project Management; Creating Organisational Breakthrough.

Outline: Develop an implementation plan for change requires candidates to apply their analysis and understanding from the previous Units to put together a full change management proposal.
This requires an understanding of basic project planning skills such as objective setting, milestone setting and monitoring and evaluation as well as resource planning.
The Unit also covers communication strategies and behavioural skills including negotiation and consultation to address the human aspect of managing change.

UNIT 5: Justify planned change

Recommended prior knowledge: This Unit requires candidates to present and justify their recommendations for change. As these recommendations are embodied in the plan produced for Unit 4 it follows that candidates will need to have done some work on Unit 4 before moving on to this Unit . The recommendations or proposals need to be presented in a business format and candidates therefore need to have an understanding of how these reports should be presented.

Report writing and presentation may already have been covered in other modules, various aspects are covered in Managing Information, but candidates are likely to need reminding of the most appropriate format for the presentation of business proposals and their justification.

The following are project management books are particularly useful and appropriate for Units 4 and 5:

RL Kliem and IS Ludin, The People Side of Project Management, and T Grundy and L Brown, Strategic Project Management; Creating Organisational Breakthrough.

Outline: Justify the planned change requires candidates to explain the reasoning behind, and justiification for, the change which they have planned to implement in the previous Unit. It looks at the format in which change proposals should be presented in order to maximise the likelihood of them being accepted by decision makers and also revisits the skills of influencing and persuading stakeholders.

	COMPETENCE CRITERIA	EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
4.1	Demonstrate understanding of planning resources	• consider the resource implications of the change and build these in to your plan • cost benefit analysis	See Unit Introduction for details of the prior knowledge required. It is suggested that these Units are worked on together as they focus on different aspects of the same change proposal. Based on their analysis of the change required in the case study / own organisation candidates need to put together a more detailed change proposal which identifies what is to be implemented, why and how. It is suggested that candidates start with the what and why, by putting together an outline proposal giving their recommendations and reasoning. This outline proposal can then be used to inform the plan (Unit 4) and the report (Unit 5)

| 4.2 | Develop a communication plan for the change | • show how and when the change will be communicated. This may vary for different stake holders | In preparing the implementation plan candidates will need to draw on their project management knowledge and skills. Resource issues are also important .

Implementation plans feature in many of the modules, and if they have not been covered in detail before, this is a good opportunity to give candidates practise and feedback, especially in the difficult areas of determining precise measurable targets and monitoring and evaluation. |
|-----|-----|-----|-----|
| 4.3 | Devise a change plan | • prepare a plan for the implementation of the recommended change | |
| 5.1 | Demonstrate ability to justify proposals | • prepare a case / report which explains the reasoning behind the candidates proposals | In putting the plan together it is important that candidates think carefully about the overall change strategy which they are recommending - and it's appropriateness to the organisation and circumstances. |
| 5.2 | Present recommendations for change | • write a brief but business like report to present and justify the candidates proposals for change. This must be consistent with the plan for change (Unit 4) | Many models are available, but Thurley and Wirdenius's (1973) 5 categories are particularly helpful at this level (directive, negotiating, normative, analytical, action - centred)

A discussion about these strategies could usefully link with other factors which candidates will need to consider in their implementation plan, such as how the plan will be communicated.

The process of completing a detailed change implementation plan – looking at the how and why, as well as the what – will help candidates to focus on the benefits and drawbacks of their proposals and to put forward a clearer justification for their proposals.
As candidates may need guidance about how to present their proposals and justification in a business format this aspect of Unit 5 should therefore be left until they have completed their plan. |