**BTEC LEVEL 7: UNIT 3**

**Strategic Change Management**

Unit Code: J/602/2062

QCF Level 7: BTEC Professional

Credit Value: 10

Guided Learning Hours: 30

**AIM**

This unit provides the learner with the understanding and skills to support active engagement in the process of strategic change management.

**Research Requirements**

**CASE:**

Construct an organization to be used as the case for the study of strategic management and leadership competencies, styles, strategies and models.  This organization is a representation of the firm you work or have access to understudy (internship opportunity) for a sustained period to fulfill the requirements of this program. You are a senior manager and will help the company to apply suitable management and leadership strategies to get the best out of people in their roles and in ways that are closely aligned to organizational objectives.

For Unit 3: Strategic Change Management you will:

* Develop an understanding of the models of strategic change and the role that stakeholders play in this process.
* Examine the need for change in a selected organization and plan the implementation of a model for change.

**Your review of literature, findings, recommendations and conclusions must underpin the research purpose. You must demonstrate:**

1. Understanding of the background to organizational strategic change
2. Understanding of issues relating to strategic change in an organization
3. Ability to lead stakeholders in developing a strategy for change
4. Ability to plan to implement models for ensuring ongoing change

**See the submission deadlines for Term Papers 1, 2, 3 & 4 on the webpage/iTutor**

**UNIT 3: *Please Answer the Following Questions***

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| --- | --- | --- | --- | --- |
| **PERIODS** | **Learning outcomes**  On successful completion of this unit a learner will: | **Assessment criteria for pass** | **Grade** | |
| **LESSONS 1 & 2**  **TERM PAPER 1**  **TASK:** Conduct a research on **the background to organizational strategic change AND** Prepare a Report of the findings and recommendations to your clients. In the report you will: | | 1.1 discuss models of strategic change |  |  |
| 1.2 evaluate the relevance of models of strategic change to  organizations in the current economy |  |  |
| 1.3 assess the value of using strategic intervention techniques  in organizations |  |  |
| **LESSONS 3 & 4**  **TERM PAPER 2**  **TASK:** Conduct a research on **issues relating to strategic change in an organization AND** Prepare a Report of the findings and recommendations to your clients. In the report you will: | | 2.1 examine the need for strategic change in an organization |  |  |
| 2.2 assess the factors that are driving the need for strategic  change in an organization |  |  |
| 2.3 assess the resource implications of the organization not  responding to strategic change |  |  |
| **LESSONS 5 & 6**  **TERM PAPER 3**  **TASK:** Conduct a research on **how to lead stakeholders in developing a strategy for change** AND Prepare a Report of the findings and recommendations to your clients. In the report you will: | | 3.1 develop systems to involve stakeholders in the planning of  change |  |  |
| 3.2 develop a change management strategy with stakeholders |  |  |
| 3.3 evaluate the systems used to involve stakeholders in the  planning of change |  |  |
| 3.4 create a strategy for managing resistance to change |  |  |
| **LESSONS 7 & 8**  **TERM PAPER 4**  **TASK:** Conduct a research on **how to plan to implement models for ensuring ongoing change** AND Prepare a Report of the findings and recommendations to your clients. In the report you will: | | 4.1 develop appropriate models for change |  |  |
| 4.2 plan to implement a model for change |  |  |
| 4.3 develop appropriate measures to monitor progress |  |  |

**BTEC Level 7 Unit Three Mark Scheme**

**TASK ONE**

Students should apply their understanding of business specific to the required contexts. They must relate this understanding to:

**Models**: John P Kotter's eight steps to successful change; Kübler-Ross five stages transition (grief) cycle; Prosci’s five building blocks ADKAR (awareness, desire, knowledge, ability, reinforcement) model; McKinsey’s 7S (strategy, structure, systems, shared values, skills, style, staff) framework; Kurt Lewin’s change management model - unfreeze, transition and refreeze; Burke-Litwin’s causal change model; action research; gap analysis

**Strategic interventions**: teambuilding consensus and conflict, game play, contingency theory, autocratic versus participative style, proactive and reactive, creating synergy; human process interventions; techno-structural interventions; human resources management interventions; organizational and external environment interventions

**TASK TWO**

Students should apply their understanding of business specific to the required contexts. They must relate this understanding to:

**Need for change**: reasons for change e.g. changes in markets, economic downturns, changes in global markets, customer expectations, competitive edge, budget pressures, legislation, size, demographics, mergers, acquisitions, change in mission, restructuring operations, new technologies, major collaborations, rightsizing, new programs such as Total Quality Management(TQM), re-engineering

**Factors driving the change**: change drivers e.g. economics, political factors, environmental, financial pressures, new markets, loss of markets, technological advances, transition to a new chief executive, funding cuts, need to be competitive

**Resource implication**: human resources e.g. restructuring, interviewing and hiring, redundancies, training; physical resources e.g. equipment, vehicles, buildings; financial resources e.g. costs of training, redundancy costs, relocation costs; new building, refurbishment of existing buildings

**TASK THREE**

Students should apply their understanding of business specific to the required contexts. They must relate this understanding to:

**Systems to involve stakeholders**: stakeholder analysis, systems modelling, systems and sub-systems, input transformation-output modelling, multiple cause diagrams, ‘tropics’ factors, configuration, divergence and convergence, functional and divisional structures, cultural web, images of organizations, team development, influencing skills, awareness raising, commitment development

**Involving stakeholders in the change management strategy**: six steps stakeholder circle (identify stakeholders, prioritize stakeholders, map their profiles, develop an engagement strategy, optimize their support, monitor changes); methods of involvement e.g. dialogue with individuals and groups, meetings, presentations, group facilitation, team building, coaching, delegating, developing and sharing a change plan

**Resistance to change**: types of resistance e.g. individual versus collective, passive versus active, direct versus indirect, behavioral versus verbal or attitudinal, minor versus major, resistance to the content of change, resistance to the process of change.

**Strategies**: e.g. open communications, education, involvement, forums, listening to stakeholders, feedback, addressing needs, ownership of the change, change champions, communicate the vision, getting the support of all key power players, focus on the positives, delivering training programs

**TASK FOUR**

Students should apply their understanding of business specific to the required contexts. They must relate this understanding to:

**Plan to develop appropriate models for change**: choice of appropriate model e.g. John P Kotter's eight steps to successful change; Kübler-Ross five stages transition (grief) cycle; Prosci’s five building blocks ADKAR (awareness, desire, knowledge, ability, reinforcement) model; McKinsey’s 7S (strategy, structure, systems, shared values, skills, style, staff) framework; Kurt Lewin’s change management model - unfreeze, transition and refreeze; Burke-Litwin’s causal change model; action research; gap analysis

**Plan to implement a model for change**: organizational development, Business Process Re-Engineering (BPR), learning organization, Kaizen, delayering and right-sizing, matrix organizations, network organizations, adhocracy, virtual organization, push and pull strategies, conflict handling, transformational leadership, empowerment, consultation, contextual planning, contingency planning, adjustments, flexibility

**Develop appropriate measures to monitor progress**: e.g. goal-based evaluation, process-based evaluation, outcome-based evaluation, regular reports, meetings, quality circles, progress reviews, milestones, deadlines

*Students are required to localize their examples but can provide comparative information to support performance data, models and measures.*

**Research Action and Resources Planning Form**

Use this form to provide an appropriate plan and procedures for the agreed research specification to record milestones; task dates; review dates; monitoring/reviewing process; strategy **AND** to match resources efficiently to the research question or hypothesis

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| **KEY ACTIVITIES (MILESTONES)** | **TIME-SCALE (PLAN OF ACTION)** | **RESOURCES REQUIRED (EQUIPMENT, SOFTWARE, AND PERSONNEL ETC.)** |
| Research Proposal Discussion |  |  |
| Design and Development of Questions, Emails, and Letters |  |  |
| Identification of Data Sources |  |  |
| Discussion with Supervisor to evaluate sources |  |  |
| Submit First Draft of Research Proposal with Supervisor |  |  |
| Review and Amend |  |  |
| Submit Final Draft of Research Proposal to the Marker |  |  |
| Data Collection: Secondary and Primary |  |  |
| Review and Organise Data |  |  |
| Analyse Data |  |  |
| Additional Data Collection |  |  |
| Recommendations, Results and Conclusions |  |  |
| Review and Edit |  |  |
| Organise and Synthesize |  |  |
| Submit Final Reports |  |  |

Student/s Signature/s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Use other blank sheet if needed)

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| **COURSE FEEDBACK SHEET** |  |

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| --- | --- | --- | --- | --- | --- |
| Unit Name: | | Unit Code: | | | |
| Name of Lecturer: | | | | | |
| Student classification (tick one): First year\_\_\_ Second Year\_\_\_ Final Year \_\_\_ | | | | |  |
| Campus: | Semester: / / 20\_\_\_\_\_ | | | Date Started: / / | |
|  | | | | | |
| **STUDENT SELF-EVALUATION:**  **Please re-read the assignment brief, the learning outcomes and marking criteria. Reflect on your own work below before submitting it for marking.** | | | | | |
| 1. Approximately how many hours per week do you  spend working on homework, reading, and projects  for this course?  **0-2 hours per week 3-5 hours per week**  **6-9 hours per week 10-12 hours per week** | | | 2. Compared to other courses at this level, the amount I have learned in this course is:  **Less About the same**  **More I have not taken other courses at**  **this level** | | |
| 3. Compared to other courses at this level, the difficulty of this course is:  **Less About the same More**  **I have not taken other courses at this leve** | | | 4. Progress: In what ways do you think this piece of work is an improvement on your last? | | |
| **5. RATE THE EFFECTIVENESS OF THE INSTRUCTOR IN THESE AREAS:** | | | | | |
| 1. stimulating student interest in the subject matter   Strongly disagree 1 2 3 4 5strongly agree | | | | | |
| 1. providing an organized approach to learning subject matter   Strongly disagree 1 2 3 4 5 strongly agree | | | | | |
| 1. challenging student intellect and/or creativity   Strongly disagree 1 2 3 4 5 strongly agree | | | | | |
| 1. conveying respect in the academic setting   Strongly disagree 1 2 3 4 5 strongly agree | | | | | |
| 1. being accessible (approachable) for advising/feedback/evaluation   Strongly disagree 1 2 3 4 5 strongly agree | | | | | |
| 1. ability to facilitate student learning in the classroom.   Strongly disagree 1 2 3 4 5 strongly agree | | | | | |
| 1. What, in your opinion, are the primary strengths of this instructor? | | | | | |
| 1. Would you recommend this course by this instructor to other students? Why or Why not? | | | | | |
| 1. What are your suggestions for areas of improvement? | | | | | |

1. Write your other comments on the reverse of the page.

Colbourne College

Student Assignment Cover Page

Term Paper

STUDENT’S NAME:

STUDENT ID NUMBER:

COURSE TITLE:

COURSE UNIT:

RESEARCH TITLE:

IN PARTIAL COMPLETION OF:

DATE:

NAME OF LECTURER:

Colbourne College

**Term Paper Declaration**

*Statement of Originality and Authenticity*

I confirm that the term paper I am submitting is an original and authentic piece of work written by myself that satisfies the Colbourne’s rules and regulations with respect to Plagiarism. I further confirm that I have fully referenced and acknowledged all material incorporated as secondary resources in accordance with the Harvard system.

Name:

ID Number:

Course Title:

Course Unit:

Date:

Signed:

Please note that Term paper will not be assessed without the inclusion of this declaration by the student.

Supervisors Signature;…………………………………. Date:…………………………………………….………