



Pearson Higher National DIPLOMA IN BUSINESS

ASSIGNMENT BRIEF

UNIT 17: UNDERSTANDING AND LEADING CHANGE

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Level
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Certificate

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Level
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Higher
National
Diploma

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Colbourne College

Student Cover Page And Assignment Brief

Unit Number and Title	Unit 17: Understanding And Leading Change		
Academic Year			
Unit Tutor			
Assignment Title	<i>The barriers to change, factors influencing leadership decision-making, and the approaches to change initiative in a company</i>		
Issue And Submission Date	ISSUED ON:	DUE ON:	
<p style="text-align: center;">NAME OF CONTRIBUTORS</p> <p style="text-align: center;">Authenticity Of Own Work</p> <p>By affixing my name, I hereby confirm that this is my own work and all information included were credited to the source. No part of this work is plagiarised.</p>			
Plagiarism Report Is Included	YES	NO	Number Of Pages In The Assignment

Submission Format

PAPER 3 & 4. INDIVIDUAL ASSIGNMENT

This is a Business Report. You should read, understand and analyse the situations in the case study provided. That is, draw from the information and examples in the case and provide your own perspectives/ideas to address the tasks. Thus, you are evaluating the case. Notwithstanding, you will support your arguments through evidences from research using Harvard Referencing standards.

PRESENTATION REQUIREMENTS:

- ❖ Any information that you pull from the different literature/sources **must** be referenced both in-text and in the reference list. If you fail to reference your work this will lead to a fail grade.
- ❖ You will write in clear and concise languages. Use paragraphs to differentiate the main ideas presenting. Your font style should be Arial and font size 11.
- ❖ The recommended word requirement for each of the P tasks is 450 words. M and D tasks are usually 350-400 words each. You **MUST** use the headers same as given e.g. P1, M1, P2. Do not reword them from the original
- ❖ Save your work as Pdf before submitting.

ASSIGNMENT BRIEF

The aim of this unit (understanding and leading change) is to prepare students to anticipate, plan and deliver organisational change. In addition, students will be able to predetermine appropriate and timely interventions required to maximise the benefits and minimise the risk of organisational change.

You should demonstrate the following competencies:

LO3. Determine how barriers to change influence leadership decision-making.

LO4. Apply a range of leadership approaches to a change initiative.

CASE STUDY AND SCENARIO

This is a Business Report addressed to the COO of Serco, Aaron Black.

You are a consultant with CMI, and you are part of the team that is helping Serco to identify the barriers to change, factors influencing leadership decision-making, and the approaches to change initiative at HMP and YOI Doncaster. Your charge is to conduct internal investigation, implement change management standards, build morale, and increase retention and productivity within HMP and YOI Doncaster. You will prepare the report to address specific tasks that the team agreed to carry out.

Organisations require skilled and well qualified managers and leaders to drive change initiatives and effectively manage employees through the process. The only chartered professional body within the UK dedicated to creating high quality standards for management and leadership is the Chartered Management Institute (CMI). It has around 90,000 members and 400 business members and has been providing advice that supports individuals and businesses for more than 60 years. The products and services CMI provides support the development of managers and leaders in both the public and private sector.

Serco is one of the world's leading service and outsourcing companies. It employs more than 70,000 people and helps governments to improve services. In 1994 Serco took over management of HMP and YOI Doncaster, a category 'B' remand centre in South Yorkshire. The prison had faced many challenges in recent years. For example, the prison inspection report identified a number of areas where improvements could be made. The report rated the prison at Performance Level 2, where Level 4 is the highest and Level 1 the lowest. Staff morale was low, with a high turnover of first-line managers. To address these issues Serco decided to use CMI's programme of management training and qualifications. CMI training provides managers with the knowledge and skills required to implement changes to improve the centre's performance.

There were a number of barriers to change within HMP & YOI Doncaster. These included low staff morale, a high turnover of front line managers and a limited budget to support the process of change. CMI training helped the managers at the centre to overcome these barriers. CMI qualifications encouraged managers to put their ideas into practice to make a positive difference to the centre's performance.

The changes that took place at HMP & YOI Doncaster were striking. After the CMI training and development, staff morale and managers' confidence grew. They started to think more strategically about how to overcome challenges. First-line manager turnover fell significantly. This was because the issues identified in inspection reports had been tackled.

Managers were able to approach challenges in a completely different way. They developed a better understanding of leadership and management, and of their own strengths and development needs as leaders. The programme helped to reduce costs and retain talent. Ultimately, it enabled individuals to contribute effectively to the setting and fulfilling of the organisation's objectives.

Use this link to view the entire case study and answer the question below:

<http://businesscasestudies.co.uk/cmi/developing-the-skills-for-managing-change/introduction.html>

PAPER 3 | LEARNING OUTCOME 3

COMPULSORY TASK: READ THE CASE STUDY AND ANSWER THE TASKS BELOW:

P4 Explain different barriers for change and determine how they influence leadership decision-making in a given organizational context.

- 1) There were a number of barriers to change within HMP & YOI Doncaster. These included low staff morale, a high turnover of front-line managers, and a limited budget to support the process of change.
 - i) Explain in each of the cases what might be the root cause of the barriers identified.
 - ii) Explain what the implications of the barriers on the organisational culture are. Use Schein's organisational culture model, self-efficacy perceptions and situational resistance when determining barriers.
 - iii) CMI training helped the managers at the centre to overcome these barriers. CMI qualifications encouraged managers to put their ideas into practice to make a positive difference to the centre's performance. Identify and explain five (5) specific decisions and actions the leaders might have taken to improve the situation given these three barriers for change identified in the system.

OPTIONAL TASK FOR HIGHER GRADE

M3. Use force field analysis to analyse the driving and resisting forces and show how they influence decision-making.

Regardless of how well companies manage a change, there is always going to be some resistance. As a member of the leadership team of HMP & YOI Doncaster, carry out a Force Field Analysis using Lewin's Force Field Model. *(Use the force field analysis diagram to identify the drivers and constraints of change by plugging your answers directly into it. Further, show how these factors influenced the decisions and actions taken by the leaders in P4, #2).*

PAPER 4 | LEARNING OUTCOME 4

COMPULSORY TASK:

P5. Apply different leadership approaches to dealing with change in two different organizational contexts provided in the Case Study.

OPTIONAL TASKS FOR HIGHER GRADE

M4. Evaluate the extent to which leadership approaches can deliver organizational change effectively. Apply three change models and frameworks to the organizations selected in P5 to support your conclusions.

LO 3 & 4 | **D2. Critically evaluate the effectiveness of leadership approaches and models of change management** (in organisational development).

Guidance To Students. You should read this information before starting:

- 1) Read the brief and think about what the assignment brief is asking. Make sure you understand the assessment criteria and nature of the evidence that must be produced. If you are not clear seek guidance from the tutor on the unit.
- 2) Guided by what the subject areas and issues in the task, you will conduct literature review to produce research findings that provide valid answers to the problem/subject/issues that you are inquiring.
- 3) Produce an appropriate assessment action plan that includes relevant research resources and timeframes. Submit this to the tutor for additional support or clarification if required.
- 4) You must be clear on the requirements to develop an appropriate specification to produce and communicate your work to the intended audience e.g. for written essays or reports you will organise the paper in sections:

4.1. SECTION 1: **Introduction** – In a short opening statement you will outline what the task is asking and the aim/s of the paper. Further, you will briefly define the key terms in the assignment.

4.2. SECTION 2: **Research Findings** - you will research the subject area/s and find answers and generate the knowledge to correctly investigate the issues raised. To carry out the research, apply a range of secondary research sources to elucidate the scope of the subject and support the requirements set out in the task. The research findings that you produce must be valid. This means that the findings must be relevant, and the sources used are appropriate. You will apply the research findings to your work to support, compare, analyse and validate the ideas and arguments. All arguments and ideas discussed must be credited to the source. That is, you must correctly state the name of the Author or source that you obtained the information from e.g. (Brown, 2016). The required referencing style is Harvard Referencing.

RESEARCH SOURCES: Secondary research sources that you can use to gather information for your work may include textbooks, journal articles, magazine articles (not factual accounts) and newspapers. Other sources that you may collect information from are *primary research sources* which include original first-hand accounts, legal and historical documents, results of experiments and market research data collection.

RESEARCH METHODS: You will further apply *qualitative and/or quantitative research methods* to evaluate the research findings from the primary sources. Qualitative is reasoning with arguments while quantitative is numbers and figures.

AVOID PLAGIARISING: You must reference all the sources in the body of your work (in-text). Further, create a reference page to list all these in-text sources that you cited in the work. Failure to reference your work in-text and on the reference page will result in a fail grade for the unit, as this is plagiarism (cheating/academic misconduct).

- 4.3. SECTION 3: **Discussion** - this is substantive discussion of the research findings. Here you will carry out the command verb in relations to the task you are assigned. E.g. you may be asked to analyse, explain, assess, apply, justify, compare etc. These are different commands and will require different approaches. Also, if the research findings are not relevant to the task, no matter the quality and rigor of the discussion, the criteria will not be met because your discussion should be an expansion of the research findings. Hone your discussion to meet all criteria set out in the task.
- 4.4. Section 4: Conclusion. Draw conclusions to form the basis for recommendations. Conclusions are summary of the main points in the work. Recommendations are future actions needed based on the conclusion/outcome.
- 5) Submit a **pdf copy of your work** on or before the published deadlines. Work past due is not acceptable under any circumstances except in extenuating circumstances which must be approved before the deadline expires.
- 6) Submit your work using the correct portal on iTutor. Work sent to incorrect portal will not be marked.
- 7) Students will be awarded either Pass, Merit, Distinction, Referred, Incomplete, or Fail grade. In practice, this means that a student must achieve all the required learning outcomes to be awarded pass grade or higher. Thus, for students to achieve Pass, they must achieve all of the requirements that define the Pass. To achieve a Merit, students must achieve all the requirements that define Pass and Merit. For Distinction, the student must achieve all Pass, Merit and Distinction requirements. Referred Grade is where one or more tasks does not achieve a Pass Grade. You will be given feedback and the opportunity to submit the corrections at a future time agreed with your Supervisor.
- 8) Failure to submit any part of an assignment will result in the work marked In-Complete. In-complete then changes to Fail. Avoid fail grade at all cost. In-complete (IC/NC) and Fail Grade (F) mean that you must pay to take over this unit/course. Here are the ways to fail: 1) not doing the working at all; 2) not attempting all the tasks listed as P (e.g. P1, P2 etc), 3) getting over 60% of the tasks as referred grade; and 4) plagiarising. Historically, less than 5% of the class will Fail.

COURSE CONTENT

LO3. Determine how barriers to change influence leadership decision-making.

Initiated or imposed change:

- ❖ Deciding to be pre-emptive and proactive or responsive and reactive will be based on the situation and the nature/scope of the change.
- ❖ Adaptive and constructive change.

Barriers and resistance to change:

- ❖ Using a force field analysis to understand likely opposition and support for change in a contemporary context.
 - Schein's organisational culture model, self-efficacy perceptions and situational resistance when determining barriers.

Leadership and decision-making:

- ❖ Doing the right thing is important when dealing with change as change mostly affects people. Decisions should be considered with this in mind.

LEARNING RESOURCES TO SUPPORT LO3 PAPER 3

The following Reading Assignments are pertinent to the lessons and assignments:

- ❖ **Developing the skills for managing change: A Chartered Management Institute case study**
LINKS: <http://businesscasestudies.co.uk/cmi/developing-the-skills-for-managing-change/introduction.html>
- ❖ **Overcoming Employee Resistance to Change in the Workplace**
LINK: <https://www.paycor.com/resource-center/change-management-in-the-workplace-why-do-employees-resist-it>
- ❖ **Edgar Schein Model of Organization Culture**
LINK: <http://www.managementstudyguide.com/edgar-schein-model.htm>
- ❖ **Force Field Analysis: Analyzing the Pressures For and Against Change**
LINK: https://www.mindtools.com/pages/article/newTED_06.htm

SEE THE RECOMMENDED TEXTS ON THE WEBSITE

LO4. Apply a range of leadership approaches to a change initiative.

Situational leadership:

- ❖ The context of a task/activity/challenge determines the appropriate leadership style/approach.

Initiating change:

- ❖ Where change is initiated then leaders have more control, more time and, therefore, more opportunity to select the best approach to apply.
- ❖ When change is imposed then these opportunities are reduced or even negated.

Change theories, concepts and models:

- ❖ The key theories, concepts and models, including Kotter's 8-step Change model, Lewin's change management model, change through strategic communication, change and movement through leadership, the principles of change leadership.

LEARNING RESOURCES TO SUPPORT LO4 PAPER 4

What is change management?

LINK: <http://www.strategies-for-managing-change.com/what-is-change-management.html>

Change management models: How do they help in the current climate?

LINK: <http://www.strategies-for-managing-change.com/change-management-models.html>

Managing change in the workplace - 4 key steps to incremental change

LINK: <http://www.strategies-for-managing-change.com/managing-change-in-the-workplace.html>

Change management process: Where to start?

LINK: <http://www.strategies-for-managing-change.com/change-management-process.html>

How do you define leadership?

LINK: <http://www.strategies-for-managing-change.com/define-leadership.html>

Situational leadership theory: Right person, right place at the right time

LINK: <http://www.strategies-for-managing-change.com/situational-leadership-theory.html>

Define Motivation: Understanding the inner drivers that are required to get people moving to take action

LINK: <http://www.strategies-for-managing-change.com/define-motivation.html>

Inspirational motivation: How to inspire your people in tough times

LINK: <http://www.strategies-for-managing-change.com/inspirational-motivation.html>

Myers Briggs Personality Types: Why understanding type differences is so important in change management

LINK: <http://www.strategies-for-managing-change.com/myers-briggs.html>

Merger failures, value destruction and cultural conflicts And how to avoid them!

LINK: <http://www.strategies-for-managing-change.com/merger-failures.html>

Change management methodologies: Practical approaches to implementing change that deliver results and reap the benefits

LINK: <http://www.strategies-for-managing-change.com/change-management-methodologies.html>

SEE THE RECOMMENDED TEXTS ON THE WEBSITE