DISCUSSION FORUM ASSIGNMENT

Unit 17: Understanding and Leading Change

Unit code: A/508/0529

QCF level: 5

Credit value: 15

INTRODUCTION

The aim of this unit 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.

On successful completion of this unit students will have developed sufficient knowledge and understanding of leadership in the context of organisational change to make an effective and immediate contribution to the way in which an organisation determines and responds to change drivers. Students will also be in a strong position to contribute to change initiatives as well as to consider the strategies required to change resistors.

LEARNING OUTCOMES

On successful completion of this unit a learner will be able to:

1. Compare ways in which change impacts on an organisation's strategy and operations.
2. Evaluate the influences that drivers of change have on organisational behaviour.
3. Determine how barriers to change influence leadership decision-making.
4. **Apply a range of leadership approaches to a change initiative.**

ASSIGNMENT FOUR

LO 4: Apply a range of leadership approaches to a change initiative

LO 4. Course Content

Situational leadership:

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

Initiating change:

- Using analytical tools such as PEST and SWOT.
- Selecting the most significant drivers in a given context.

Responding to drivers of 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.

CASE STUDY, TASKS AND INSTRUCTIONS FOR LO4:

In Teams of 6 carry out the following activities. Please refer to the course outline and resources provided. Include at least six (6) references in each of the task. Use Harvard Referencing Style through-out the work. 2,000 - 3,000 Words Total.

CASE STUDY

Imagine that your boss asks you to run as fast as possible in one direction, and then after a few minutes, blows the whistle and asks you to run the opposite way. Imagine that this happens over and over again. After a while, you'd not only get tired, you would be frustrated by the meaningless instructions and the lack of progress. And you'd be less willing to run again next week since you would no longer trust that your boss had a real plan.

This sense of being pushed and pulled every which way – without having any broader context or a sense that you're getting somewhere – is something I see all too often in organizations, as executives try to keep up with new competitors or business trends.

For example, the CEO of a large technology firm, AZUL Technology INC, oscillated between major expansions (e.g. pursuing adjacent markets, making acquisitions) and significant contractions (e.g. downsizing, divestitures, program cancellations) several times over the course of just a few years. Each strategic shift, of course, was carefully explained and justified by changing market conditions or opportunities; but the net result within the company was a performance-sapping sense of cynicism. Middle managers had to go back and forth between firing people and finding new ones with different skills, and few people believed that the yearly

planning and budgeting cycle was anything more than a painful exercise, since it was always changing midway through.

Leaders have to place strategic changes, initiatives, and goals into a broader organizational context, or they risk losing good talent, burning out managers, and wasting money on programs that don't pay off. People have to see *why* what they're doing has to change, *why* they should suddenly be moving in a new direction. This is even more important when a new executive or team leader takes over. Often, they hope to create a legacy by abandoning old strategies and pursuing new ones. This is all right as long as they explain the rationale behind their actions.

For example, think of all the zigzags in strategic direction the old Hewlett Packard took as it went through four CEOs in a decade: first, the focus was on technology innovation, then it was on growth through acquisitions, and then on efficiency. These constant changes made it difficult for employees to stay excited about a company that had previously been an industry bellwether.

These cases aren't the exception. Many companies are inconsistent in their strategic direction, often because leaders want to find the next shiny new idea that will transform (or save) the company. **For example**, one large retail company has been starting and stopping a number of new initiatives as it searches for the magic solution to counteract more and more consumers shopping online. They've tried launching a large-scale program to monetize the company's real estate, introducing a new marketing campaign, creating a new information system and "big data" approach, consolidating their buying categories, downsizing functions, testing new store concepts…the list goes on. Each of these might make sense individually, but because they haven't been positioned as an integrated way of coping with a changing environment, employees have become skeptical about senior management's ability to secure the future.

(Source: https://hbr.org/2015/11/to-lead-change-explain-the-context)

Assignment

P5 & M4 ARE GROUP ACTIVITIES. THE ASSIGNMENTS WILL MEET THE GROUP DISCUSSION FORUM AND TERM-PAPER REQUIREMENTS. READ THE CASE STUDY AND CARRY OUT THE TASKS: (2,500 Words)

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

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

D2 IS INDIVIDUAL ASSIGNMENT FOR DISTINCTION GRADE (750 Words)

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

TEAM MEMBER PARTICIPATION AND REQUIREMENTS

This assignment is part of the final term paper for LO3 and LO4. ALL members of the Discussion Forum Group **MUST** attend and participate in ALL the required group meetings, in identifying the resources to support the answers, organizing and submitting the drafts of the assignment, and compiling, editing, and submitting one 2,500 words report.

RESOURCES
The following Reading Assignments are for lead discussion at the group meetings and to assist with carrying out the assignments:

❖ **LEADERSHIP APPROACHES REGARDING THE ORGANIZATIONAL CHANGE**
   LINKS: http://seap.usv.ro/annals/ojs/index.php/annals/article/viewFile/579/590

   ❖ **CHANGE MANAGEMENT MODELS**
   LINK: http://www.change-management-coach.com/change-management-models.html

DEADLINES AND RESTRICTIONS FOR ASSIGNMENTS

EARLY DEADLINES
Students are expected to submit coursework on or before the deadline published in the assignment. All dates given are early deadlines.

LATE SUBMISSION WITH LATE FEES
There is a further extension of no later than three weeks from the published deadline for the submission of late work. Contact Student Services if you are unsure of the late deadline.

LATE FEE IS $12.00
Late Fee of $12.00 is applied per assignment eg. $12 for the late term-paper; and $12 for the late Discussion Forum.

RESTRICTIONS ON SUBMITTING WORK
No Assignment is acceptable after the late deadline under ANY Circumstances (excluding extenuating circumstances). Thereafter the student will be awarded a FAIL GRADE for the assignment.

CORRECTION OF GROUP WORK WITH REFERRED GRADE

TERM PAPER
Group work that is returned to the student with Referred Grade must be resubmitted as individual work ONLY. Work with referred grade for correction can only earn a PASS Grade.

GROUP DISCUSSION FORUM
For group forum work that is returned to the student with Referred Grade, the student will take the Replacement Paper / Re-sit Exam which is a supervised open book written exam. Alternate paper might be an oral exam. Either way, both are individual assessments. Work with referred grade for correction can only earn a PASS Grade.

FEE FOR RESIT OF ASSIGNMENTS WITH REFERRED GRADE
See the term-paper instruction pages.

TIMELINE TO SUBMIT THE CORRECTIONS ON REFERRED GRADES
At the end of the full duration of the program, students have a grace period of four months (One Semester) to make all corrections. Students only pay for the referred units submitting to be corrected. Continuing fee is not charged to the students during the four months grace period.

MARKERS' RETAINER FEE
Once the four months grace period expires and students remain with outstanding work to be assessed, the continuing fee of $360 (Markers' Retainer Fees) is charged to the student for the school year. Students also pays for the referred units submitting to be corrected.

TENURE EXPIRATION
Students must complete and pass all units on the program within 36 Months of the college start date and receive the Diploma from Pearson. After this 36 Months period has expired, the student must retake all classes and courses in the program.

EXTENUATING CIRCUMSTANCES

Students are encouraged to submit/sit assessments at the prescribed time, yet accommodations are made in extenuating circumstances as follow:

1. **Medical Reasons.** If the students fail to submit course-work on time due to medical conditions verified by a doctor's certificate, the work is treated same as referred in terms of revised deadlines, grading restrictions and referred fees. It is important that students seeking exemption for medical reasons advise Student Services before the deadline expires.

2. **The death of an immediate family in the household.** Evidence must be provided of the relationship and death.

3. **Jury Duty.** Evidence must be provided of the request, and also the service started or completed.

RESIT PRIVILIGE

1. For students to qualify for Resit they MUST ATTEMPT ALL assessments in the unit and earn at least a Referred Grade.

2. A student who has taken ill during an examination or assignment submission dateline may also qualify for Resit after proper written evidence is collected and assessed by the Faculty and submitted to the Head of Faculty for approval.

3. Resit fees apply in all circumstances under which new assessments are approved or extensions granted beyond the late deadlines.

RESIT APPROVAL AND FEE

All evidences must be collected by the Faculty and produced to Student Services no later than 5 days after the examination/deadline expires. The outcome is communicated directly to the student by email. If approved, the Resit Fee of $45.00 (**per** assignment) is paid by the student and receipt emailed to Student Services. The supplementary dateline will be communicated to the student by email.

REFERRED / RESIT GRADE

Students earn a Referred Grade if the submitted assignment fails to achieve the criteria for PASS.

❖ Hospitality Students must earn a PASS GRADE on all Assessment Criteria (AC) on the term-paper to pass the course.
❖ Business and Aviation Students must earn a PASS Grade on all Assessment Criteria with P e.g. P1, P2 etc. to pass the course.

FAILING THE COURSE

1. Students who did not sit an examination and did not withdraw formally will receive a Failing grade.

2. Students who differed for financial reasons or illness will earn an IC – Incomplete Grade. Incomplete Grades then are changed to Fail Grades at end of the semester.

3. Students who fail the discussion forum but pass the term-paper or vice versa. You must earn a Referred OR Pass Grade on both the Forum and Term-Paper to avoid retaking the course unit.

4. If you fail the course you must retake the class when it is offered next. The cost per course unit is listed on the Tuition Page of the website.

THESE COMMON CIRCUMSTANCES DO NOT QUALIFY AS EXTENUATING CIRCUMSTANCES

LOSS OF DATA

Please back-up your work consistently on independent media. Computer malfunctioning or errors are common but not acceptable reasons for special considerations. Special considerations are granted only for extenuating circumstances discussed above and no other factor.

JOB RESPONSIBILITIES

Working Students are advised to take 2-3 courses per semester. Four courses as recommended to complete the program on the published deadline. However, if taking full-time coursework will hinder you from meeting your required course-work deadlines or meeting quality standards, it is best that you take three courses and extend your tenure by one semester.

Job responsibilities are not acceptable reasons for special considerations because we have only one standard for everyone in the institution. Special considerations are granted only for extenuating circumstances discussed above and no other factor.

STUDENT SATISFACTION SURVEY

To develop and maintain a collegiate environment to sustain Higher Education, students are encouraged to participate at end of each semester in the Online Satisfaction Survey. Your input will help us to improve our programs and personnel. A degree today is like citizenship and good College education is a platform for you to: develop the required competencies for a degree, social skills, but also to enjoy learning. So, tell us what we can do to make your college experience better. Be respectful, yet be honest. The Form is accessible here: http://www.studyaimusa.org/student-feedback-form.html