

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 resisters.

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 ONE

LO 1: Compare ways in which change impacts on an organisation's strategy and operations.

LO 1. Course Content

Change as a constant requirement:

- What is change in a business context?
- How does position and perception influence a view of change as negative or positive?

Types of organisational change:

- To include structural and strategic, and people and processes.

Drivers of change:

- Consideration of internal and external drivers which could be based on a PEST and/or SWOT analysis.

Dealing with change:

- To include planned and emergent change, strategies for change and the Bohner and Arnold Change Impact Analysis.

CASE STUDY, TASKS AND INSTRUCTIONS FOR LO1:

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 your work. Use Harvard Referencing Style through-out the work.

THE OBJECTIVES OF THE ASSIGNMENT ARE TO MEET:

- **P1** Compare different organisational examples where there has been an impact of change on an organisation's strategy and operations.
- **M1** Assess the different drivers for change in each of the given examples and the types of organisational change they have affected.

DISCUSSION FORUM (1,500 – 2000 Words):

GROUP WORK: CARRY OUT THE FOLLOWING TASKS TO MEET THE REQUIREMENTS FOR THE DISCUSSION FORUM

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>)

READ THE CASE STUDY AND CARRY OUT THE FOLLOWING TASKS:

1. Briefly define the term organizational change
2. What is 'change' in a business context?
3. How does position and perception influence a view of change as negative or positive? Use one of the two organisations in the cases in the examples.
4. Use Bohner and Arnold Change Impact Analysis to discuss how strategies for planned and emergent change can be approached in the two examples above.

TEAM MEMBER PARTICIPATION AND REQUIREMENTS

This assignment is part of the mid-semester term paper for LO 1. ALL members of the Discussion Forum Group **MUST** attend and participate in ALL four 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 1,500 - 2,000 words report. Alongside the report submit a separate document with the group meeting attendance record and a detailed summary of the processes and roles adapted to complete this assignment.

DEADLINE TO SUBMIT THE DISCUSSION FORUM FOR LO1: May 29

RESOURCES

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

❖ **Change in the business context - The Performance Management**

LINK:

http://webcache.googleusercontent.com/search?q=cache:ptVe81yhTwAJ:www.helpingmakeithappen.com/images/CHANGE_IN_THE_BUSINESS_CONTEXT-AN_OVERVIEW.doc+&cd=12&hl=en&ct=clnk&gl=us

❖ **Setting the Strategic Context for Change**

LINKS: <http://mchannigan.com/strategic-context-for-change/>

❖ **How To Provide Context for Change Management**

LINK: <http://blog.prosci.com/blog/how-to-provide-context-for-change-management>

TERM-PAPER ASSIGNMENT

INDIVIDUAL WORK (1,000 – 1,200 Words)

For The Term Paper Carry Out The Following:

1. For P1: Compare the two organisational examples where there has been an impact of change on an organisation's strategy and operations.
 - *to include structural and strategic change, people change, and processes change.*
2. For M1: Assess the different drivers for change in each of the given organizational examples and the types of organisational change they have affected.

DEADLINE TO SUBMIT LO1 TERM-PAPER: May 29

SCORING THE DISCUSSION FORUM

To Pass the Discussion Forum you must:

- i) Participate in no less than 8 of the 12 weekly peer group meetings on the semester.
- ii) Submit ALL required group work timely and at required standard.
- iii) Answer the questions in sufficient length and breadth to demonstrate:
 - 1) grasp of the subject content
 - 2) ability to apply the knowledge to the context provided;
 - 3) ability to think critically and identify risks, limitations and challenges in the contents and contexts provided;
 - 4) ability to engage and cooperate in a team; and
 - 5) ability to meet deadlines by completing the assignments and posting them to the group on or before the published deadlines.

You will **fail the discussion forum** and unit if you:

- i) Fail to post the required number of times (8 of 12).
- ii) Fail to demonstrate reasonable breadth of knowledge in the content area.
- iii) Fail to properly cite your sources. Plagiarism is not tolerated under any circumstances.
- iv) Fail to present original work. Do not duplicate from your peers' work posted in the group.
- v) Fail to consistently engage or participate in the required team-work and group dialogue.
- vi) Fail to post your assignment by the published weekly deadlines.

❖ If you fail the Forum for the unit, you automatically fail that course unit.

SCORING THE TERMPAPER

Students' work must meet the following requirements (alongside those identified in the Discussion Forum):

1. Carry Out the command verbs e.g. in AC 1.1: To **Evaluate** which means: "Provide evidence from a wide range of sources which both agree with and contradict an argument."
2. Provide evidence of adequate research based on accuracy and depth of content shared.
3. Discuss the topics and perspectives related to your research findings and Course Content.
4. Demonstrate acceptable level of proficiency in writing and/or speech for college-level: Diction, Expressions, Grammar, Spelling, Usage and Sentence Structures.
5. Use Harvard Referencing Style Through-out the work.
6. Cite at least Six (6) Valid Sources in the tasks e.g. AC 1.1. AND 1.2.
7. Have no Plagiarism infringements. Submit a Plagiarism Report with all assignment showing no higher than 11%. A Referred Grade is awarded if it exceeds or is not included.
8. Meeting Professional Standards for a structured Presentation.
9. Include a Reference Page.

❖ Students work are Awarded: **PASS** Grade | **MERIT** Grade | **DISTINCTION** Grade based on the above criteria. **FAIL GRADE** is awarded only when students fail to submit, participate or complete the required assignments.

❖ **IMPORTANT!**

Here is a direct link to the definition of the Command Verbs used in these tasks:

LINK: <http://www.ocr.org.uk/Images/149928-command-verb-definitions.pdf>

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.

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.

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 fail 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 you want to do to make your college experience better. Be respectful, and be honest. The Form is accessible here:

<http://www.studyaimusa.org/student-feedback-form.html>