Higher National Unit specification: general information

Unit title: Management: Plan, Lead and Implement Change

Unit code: H1F3 35

Superclass:	AG
Publication date:	April 2012
Source:	Scottish Qualifications Authority
Version:	01

Unit purpose

This Unit is designed to enable candidates to develop the skills required to plan change and to develop a strategy to lead change in a way which will secure its implementation in an organisation.

The Unit is aimed at candidates who have current experience of working in a position with management responsibilities or who are returning to management after a break. It is also suitable for those who do not presently have current management experience but have realistic aspirations of taking up a management role in the future. Successful completion of this Unit will provide a foundation for further management Units at more advanced SCQF levels.

On completion of the Unit the candidate should be able to:

1 Plan change.
2 Devise a strategy to lead the implementation of change.

Recommended prior knowledge and skills

It is recommended that candidates undertaking this Unit possess communication skills to a level equivalent to at least SCQF level 6. It would be beneficial also if candidates had some knowledge of management and business principles. Additionally, it would be beneficial if candidates had achieved or were working towards the HN Units such as *Management: Developing Self Management Skills* and/or *Management: Leadership at Work*.

General information (cont)

Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8*)

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The assessment exemplar for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the assessment exemplar to ensure a comparable standard. Assessment exemplars are available on SQA's secure website.

Higher National Unit specification: statement of standards

Unit title: Management: Plan, Lead and Implement Change

Unit code: H1F3 35

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Plan Change.

Knowledge and/or skills

♦ Environmental analysis
♦ Models for leading/managing change
♦ Objectives for change
♦ Resources necessary in the process of change
♦ Power, interests and expectations of stakeholders in the change

Outcome 2

Devise a strategy to lead the implementation of change.

Knowledge and/or skills

♦ Vision for change
♦ Leading individuals and teams through the process of change
♦ Mechanisms for overcoming resistance/barriers to change

Evidence Requirements

Candidates will need to provide evidence to meet all Knowledge and/or Skills items of both Outcomes. Candidates will be expected to relate their evidence to a specific change in a particular organisation although the organisation may be real or hypothetical. They would be expected to develop a plan for the change and to propose a strategy to lead the change so that it can be implemented in accordance with the plan.

The plan should be based on a recognised model for leading/managing change and make use of a recognised planning technique which enables the stages of the plan to be clearly identified. It should begin with a reasoned justification for the change which is based on an analysis of the organisation's environment. It should also incorporate:

Higher National Unit specification: statement of standards (cont)

Unit title: Management: Plan, Lead and Implement Change

♦ Objectives for the change which are specific, measurable, achievable, realistic and timed.
♦ The resources needed for the change which are justified with reference to a resource audit.
♦ Valid reasons to demonstrate how the plan will ensure that the needs, interests and expectations of **three** key stakeholders are met.

Candidates should provide a reasoned justification for their choice of a model for leading/managing change and for their choice of planning technique.

The proposed strategy to lead the implementation of the change should follow directly from the plan for change. It should apply to both individuals and teams and cover leading the change and the implementation of it. It should also:

♦ be consistent with the vision behind the change and include the methods for communicating this vision to those affected by the change.
♦ include the selection of a suitable approach to leading individuals and teams through the process of change: this should make reference to the leadership approach currently used for those involved in the change.
♦ identify mechanisms by which potential barriers to the change may be overcome.

Candidates should provide a justification for each of the three bullets above. In doing so, they should make reference to suitable underpinning theory and use it to demonstrate why their chosen strategy could be expected to succeed. They should also provide a reasoned justification of their strategy which refers to both individuals and teams and is based on a recognised theory or model. Candidates should, in addition, provide specific examples based on the change situation to illustrate their points.

Higher National Unit specification: support notes

Unit title: Management: Plan, Lead and Implement Change

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

The Unit may be part of a Group Award such as HNC Management, designed to provide candidates with knowledge and understanding of management concepts, principles and practice. If the Unit is taught as part of the HNC Management it may be helpful to deliver this Unit after candidates have completed some other Units in the award. This is because this Unit is at SCQF level 8 and candidates may benefit from having previously completed Units at SCQF level 7.

It is suitable for candidates who wish to develop their management capabilities or prepare themselves for a managerial role. It may, therefore, be undertaken on a stand-alone basis or in combination with other Units as part of a management development programme designed for a particular situation.

Where candidates are employed, they will be able to apply their analysis to real work situations. However, they may not yet be in occupational roles which include permanent management responsibilities. It this is the case, they may well expect to assume such responsibilities in the near future.

The Unit highlights the dynamic nature of the business environment and the role management plays in planning, implementing and managing the process of change. The dynamic nature of today's environment is such that it is incumbent upon organisations to change in order to ensure that they survive and prosper.

The Unit is designed to:

♦ enhance candidates' understanding of the management theories relating to the management of change.
♦ improve the candidates' ability to provide practical advice on how to manage organisational change.

The Unit covers leadership with all types of organisations and thus includes organisations of different size, public and private organisations, and organisations operating in different markets.

Throughout the Unit the emphasis should be on the practical implication and introduction of ideas and theories into the workplace.

There are a large number of different theories and models which can illustrate the content of this Unit and to explain, analyse and evaluate the situation in a particular organisation. The following give some guidance on suitable content. It is neither exhaustive nor prescriptive.

Higher National Unit specification: support notes (cont)

Unit title: Management: Plan, Lead and Implement Change

Outcome 1

Different kinds of environment can be distinguished. In terms of the external environment it is possible to analyse the near environment (competitive environment) and the far environment; local, national and international environment. In the internal environment it is possible to include; structure, processes, resources, key individuals and knowledge transfer.

The different external environments can be analysed using models such as Porters 5 forces model, the industry life cycle and PESTEL. In terms of the internal environment it is possible to use the Balanced Scorecard model, architecture analysis and resource audit. Combined these underpin the SWOT. The need of change could be analysed by application of benchmarking or gap analysis.

The principal stakeholders (owners, managers, employees, customers, suppliers, competitors and lenders) could have their power, interest, influence and expectations analysed by applying the principles of the stakeholder matrix, cultural web and force field analysis.

Outcome 2

This Outcome reviews how a change process maybe led. The following techniques could be used to establish the current position of the organisation and to indicate where it could be in the future:

♦   Flow charts
♦   Training Needs Analysis
♦   Personal and Team development plans
♦   Force field analysis

The following could also be considered when looking at the process of change:

♦   Emergent [Chaos] Theory
♦   Schein's Change Theory
♦   McKinsey's 7'S' Model
♦   Six Sigma

A number of different models may be considered for leading individuals and teams through the process of change, these include:

♦   Action Research
♦   Action Learning
♦   Gestalt
♦   Tuckman's Group dynamics
♦   Kotter's 8 Stage Process
♦   Scenario Analysis

Unit title: Management: Plan, Lead and Implement Change

Measures that centres may advise candidates to use to assist overcoming resistance, include:

♦ Empowerment
♦ Reward systems
♦ Performance Management
♦ Job enlargement techniques

Guidance on the delivery of this Unit

This Unit can be delivered through lecturer-mediated discussion. This may be in a traditional face-to-face environment or using a virtual learning environment or by various combinations of the two such as classroom interaction augmented by an on-line forum.

The choice of delivery methods for the Unit is particularly important as the Unit lends itself to learning and teaching approaches which make it possible for candidates to produce suitable assessment evidence as they work through the Unit. Candidates could, for example, be encouraged to write a blog or maintain a learning diary. They could, as an integral part of the learning and teaching process, be given guidance on how to structure and organise their material so that it is in a form which can easily be presented for assessment purposes.

Hence, in devising suitable delivery methods, it may be helpful to bear in mind that evidence for assessment can be generated in many different ways, including:

♦ Presentations and other non-written assessments such as group presentation; individual presentation; production of artefact (eg poster, video, audio); role play; debate and discussion; residential periods.
♦ Assignments, eg e-portfolios; learning journals; project documentation; diaries; reading logs; blogs and reflexive notebooks.
♦ Collaborative work, eg projects; posters; events; work experiences; residential exercises and field events.
♦ Making use of technology, eg blogs; wikis; social media tools; VLE, e-portfolios.

Methods such as those above link learning and teaching methods directly with the generation of assessment evidence so that they become part and parcel of the same thing. The categories are not mutually exclusive, eg a VLE may be used as a vehicle for debate and discussion.

Delivery should enable candidates to become familiar with the work of key writers on change and change leadership and can make use of examples and case studies from UK and international organisations. Candidate input can help to develop analytical skills and should be encouraged. Discussion can be based on candidates' own workplaces. It is very likely that all candidates will have some experience of change and this can be used as a backdrop for discussion. Candidates could, for example, share information by responding to a stimulus posted on an on-line forum or make short presentations to their class group.

Higher National Unit specification: support notes (cont)

Unit title: Management: Plan, Lead and Implement Change

Candidates should be encouraged to relate theory and practice at all times. There is a substantial literature on change and how organisations can implement change. Candidates should be encouraged to apply appropriate models or theories and draw conclusions from this. The conclusions drawn will aid understanding of the value of the theoretical approach. In this way candidates can develop their analytical skills whilst adopting good habits of substantiated reasoned arguments for their materials.

The Unit aims to merge theory and practice with the focus being on the practical aspects of planning change so that it is firmly established and that the benefits from it flow to the organisation.

Guidance on the assessment of this Unit

This Unit lends itself to holistic assessment. The two Outcomes and their associated Knowledge and/or Skills items in this Unit are very closely linked and, if at all possible, the method of assessment should take both of them together.

Candidates may generate evidence for this Unit in a number of different ways and should be encouraged to provide evidence in a format which suits their particular situation.

This Unit lends itself to an assessment approach whereby candidates generate evidence during the delivery of the Unit and gather it together in a portfolio. If they have access to suitable systems, they could develop an e-portfolio. A portfolio based approach like this can facilitate combined assessment between this Unit and other Units particularly with Management: Leadership at Work, which has a similar theme to this Unit.

Sources of suitable evidence for portfolios could include:

♦ Personal statements by candidates in response to learning and teaching exercises.
♦ Contributions by candidates to discussion forums and/or to social networking sites.
♦ Wikis developed by candidates.
♦ Extracts from a blog or blogs produced by candidates.
♦ Plan for change.
♦ Resource audit.

The above could stem directly from the learning and teaching programme but evidence may also be available from a candidate's place of work or from other sources. It might be possible also to generate evidence through residential periods or 'away days'. A viva or mini-viva could be used to supplement and/or augment portfolio evidence which could also incorporate peer assessment and evidence generated through collaborative work, eg a poster display of approaches to leading change.

Candidates could be given a set of questions or headings to assist them in structuring their response. This could help them to ensure that their work generated sufficient and suitable evidence to meet the Evidence Requirements. It may be possible, for example, to split the questions into three broad categories corresponding to a plan for the change process, a strategy to lead the change and a plan to implement the strategy.

Higher National Unit specification: support notes (cont)

Unit title: Management: Plan, Lead and Implement Change

Candidates could base responses on change situations which they are familiar with currently or on ones they have experienced in the past. Alternatively they could work with case study material. This could refer to one or more organisations which may be real or hypothetical.

If desired, it would be possible to assess this Unit by generating assessment towards the end of the Unit. This could be achieved by a narrative report covering a plan for a change and a plan for implementing the change which incorporates a strategy for leading it. The change could be a situation with which candidates are familiar from their place of work. However, candidates may, if appropriate, base their analysis on a case study which could refer to a hypothetical or an actual situation.

Candidates could present their work in a traditional report format but they do not have to do this. They could, for example, organise their evidence in an electronic slide presentation which could include video and audio.

Online and Distance Learning

The above guidance on delivery and assessment indicates there are considerable opportunities for Online and Distance Learning and Assessment in this Unit. In addition material prepared by the SQA to support this Unit is available in electronic format.

It is possible, therefore, to co-ordinate a learning and teaching/assessment programme through a VLE which would, if desired, also allow geographically dispersed candidates to initiate, develop and maintain contact with each other. The SQA support material also allows for a more traditional distance learning approach for candidates who prefer to learn in this way.

Opportunities for the use of e-assessment

As noted above, e-assessment may be particularly appropriate for this Unit.
By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003).*

Opportunities for developing Core Skills

Depending on the learning and teaching/assessment approaches adopted, both Outcomes of this Unit provide opportunities for developing the three components of the Core Skill of *Communication* at SCQF level 6 and two components of *Problem Solving* at SCQF level 6.

Unit title: Management: Plan, Lead and Implement Change

Communication: **Oral Communication at SCQF level 6**

Candidates may be asked to give a presentation on ways of leading change, perhaps in an organisation they know, to other members of the group in a manner which conveys essential information and ideas. This can be a very complex topic and candidates may also respond to questions or queries from others. Candidates may also contribute to debates and discussions or participate in a viva, all of which will require them to use vocabulary, register and sentence structure appropriate to the audience involved.

Communication: **Written Communication (Reading) at SCQF level 6**

In order to complete the Unit, candidates will have to become familiar with current thinking on change and leading change. This will require them to read written text which explores leadership from different perspectives and which may also present a structured, detailed argument for or against particular approaches. They may well summarise their understanding by posting messages to others through a VLE or in a blog or in a written report produced for assessment purposes.

Communication: **Written Communication (Writing) at SCQF level 6**

In order to complete the Unit, candidates will have to generate evidence to demonstrate that they have achieved both Outcomes. This could take the form of a management report outlining and justifying a plan for leading change. In this, they will be expected to present their analysis in a suitable manner using a recognised format. There are alternative ways to present written evidence such as by personal reports or by contributions to an online forum. Whatever approach is adopted, candidates will be required to organise a substantial body of material and make use of complex language and specialist vocabulary.

Problem Solving: **Critical Thinking at SCQF level 6**

In order to complete the Unit, candidates will have to identify key factors which stimulate a change and then determine a suitable approach to leading a change once it has been decided to change. They will have to assess the relevance of all the factors which impinge on the change and decide on their relative importance. They will then, in conjunction with appropriate management theory, develop and justify an approach to planning and leading the change which will allow it to be successfully implemented.

Problem Solving: **Planning and Organising at SCQF level 6**

In order to complete the Unit, candidates will have to prepare a plan to implement a change. The change is likely to be complex and the plan is likely, therefore, to involve several different strands. Candidates must also, through a resource audit, identify the resources required by the plan. This will probably involve them in some search activity to determine the type and availability of resources needed. The resources will depend on the change in question but will almost certainly include both human and physical resources as well as information.

Higher National Unit specification: support notes (cont)

Unit title: Management: Plan, Lead and Implement Change

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

History of changes to Unit

Version	Description of change	Date

General information for candidates

Unit title: Management: Plan, Lead and Implement Change

This is a 1 credit Unit (8 SCQF credit points) at SCQF level 8 and is designed to enable you to develop the skills required to plan change and to develop a strategy to lead change in a way which will secure its implementation in an organisation. It will enhance your understanding of the management theories relating to the management of change and also help you to give practical advice on how to manage organisational change.

The Unit will, therefore, contribute to your development as a manager. If you have current management experience it will help you to explore and reflect on a suitable approach to leading a team, perhaps the one for which you are currently responsible. If you have not yet worked as a manager but hope to do so in the future, the Unit will help you to prepare for your new role and to meet its challenges and demands. Also, if you have worked as a manager in the past but have not done so for a little while, the Unit can help you review your experience and update it in the light of recent developments.

The Unit has two Outcomes:

The first Outcome focuses on devising a plan for change. It enables you to use environmental analysis to determine the reasons for change as well as introducing models for leading change. It encourages you to think about the objectives for the change and the resources which will be needed. It also helps you to recognise that many different people can have an interest in a change and that these interests may not coincide.

The second Outcome is about devising a strategy for leading the change to ensure that it is implemented properly. You will consider strategies for dealing with individuals and teams and how to make sure that the strategy fits with an organisation's vision for the change. You will also explore barriers to change and how they might be overcome.

The content of the Unit will be kept relevant through the appropriate use of examples and by focusing the areas of study on organisations that are relevant to you. This should provide you with the flexibility required to study, as appropriate, organisations of different size, public and private organisations, and those operating in different markets.

For successful completion of this Unit, you will be required to provide evidence that you can plan for change and devise a strategy to lead and implement the change. You will be expected to apply the concepts you have learned during the Unit to this situation. You can present this evidence in a number of ways such as a personal blog or a management report and you may well be able to generate suitable evidence from your learning as you work through the Unit. Your tutor will explain exactly what is expected of you.

You will complete the Unit if the evidence which you submit for assessment is considered satisfactory in terms of the standard set by the Unit.