Unit 28: Initiate and Implement Operational Change

Unit reference number: **T/506/1980**

QCF level: **4**

Credit value: **4**

Guided learning hours: **19**

Unit summary

In this unit, you will learn how to plan, manage and evaluate the effectiveness of operational change. Developing a clear plan and involving others in the process through explaining the reasons for the change will reduce the likelihood of any resistance.

You will examine your organisations' current position in the market in which it works, relevant to the operational change. You will also learn about the different concepts, tools and models used to manage operational change and their strengths and weaknesses. This will help you to understand the relationship between transformational and transactional change, and theory and application of the change/performance curve.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the implementation of operational change	1.1 Explain sources of information indicating the need for change
	1.2 Analyse the advantages and limitations of different project and change management techniques
	1.3 Analyse the characteristics, strengths and weaknesses of evaluation techniques used in change management
2 Be able to plan for operational change	2.1 Develop an operational plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources
	2.2 Take action to ensure that colleagues are briefed on their roles, responsibilities and change objectives
	2.3 Provide colleagues with the support needed to implement operational change
3 Be able to manage operational change	3.1 Implement the change plan within the agreed timescale using available resources
	3.2 Assess the significance of deviations from the change plan
	3.3 Address interdependency issues and tensions that affect the achievement of change objectives
	3.4 Assess the value and risks of unintended outcomes from operational change
	3.5 Inform stakeholders of any unforeseen obstacles or problems and the actions that have been taken

Learning outcomes	Assessment criteria
4 Be able to evaluate the effectiveness of operational change	4.1 Evaluate the effectiveness of operational change
	4.2 Identify areas for improvement, justifying conclusions and recommendations with evidence
	4.3 Communicate to stakeholders the lessons learned from the change

Unit amplification

AC1.1: **Explain sources of information indicating the need for change**

- *Sources:* internal, e.g. SWOT analysis (strengths, weaknesses, opportunities, threats; external, e.g. PESTLE analysis (political, economic, social, technological, legal, environmental)

- *Types of change:* e.g. processes or procedures, outsourcing, corporate mission or objectives, development of new products, market forces

AC1.2: **Analyse the advantages and limitations of different project and change management techniques**

- *Change management models:* e.g. John P Kotter's eight steps to successful change, Kübler-Ross Five Stage Transition Cycle, Prosci's ADKAR Model, Kurt Lewin's Change Management model

- *Project management techniques:* e.g. project work plans; charting, e.g. Gantt, Load; analysis, e.g. PERT, critical paths; risk management logs; dependencies, responsibilities

AC1.3: **Analyse the characteristics, strengths and weaknesses of evaluation techniques used in change management**

- *Evaluating change*: importance, e.g. assess the effectiveness of change management, keep the change process moving; techniques, e.g. Key Performance Indicators (KPIs), success criteria, Kubler-Ross change performance curve

Information for tutors

Suggested resources

Books

Carnall C and Todnem By R – *Managing Change in Organisations* (Pearson, 2014) ISBN 9780273736417

Nokes S and Kelly S – *The Definitive Guide to Project Management: The Fast Track to Getting the Job Done on Time and on Budget* (2nd edition) (Financial Times/Prentice Hall, 2007) ISBN 9780273710974

Websites

www.apm.org.uk – Association for Project Managers: provides project management resources. Membership is required for full access

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the Assessment Strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership in *Annexe A*. Simulation is not allowed, all evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Evidence to achieve this unit should come from the learner's work activities in initiating and implementing operational change as a part of the management role. Evidence to demonstrate achievement of learning outcomes 2, 3 and 4 is likely to come from a combination of reviewing the learner's work products, witness testimony and professional discussion or reflective account. The learner's work products could include copies of operational plans which the learner has developed, ensuring that it includes SMART objectives and resources (AC2.1), meeting minutes detailing where they have briefed colleagues on their roles, responsibilities and change objectives in the process of planning for operational change (AC2.2), and communications or reports evidencing where the learner has informed stakeholders of any unforeseen obstacles or problems and actions that have been taken, during the process of managing operational change (AC3.5). The work products should be reviewed by the assessor and used to support the professional discussion to evidence the knowledge and understanding underpinning the learner's performance. Within the professional discussion, the learner could comment interdependency issues and tensions that affected the achievement of change objective and the process for addressing these whilst managing operational change (AC3.3) and the criteria used for evaluating the effectiveness of operational change within their organisation (AC4.1). Alternatively, a reflective account could be used in a similar manner to assess the underpinning knowledge and understanding. Witness testimony from colleagues and the line manager should also be used to confirm that the learner has consistently met the requirements over a period of time, as well as met organisational requirements.

Due to the cognitive demand of the assessment criteria in learning outcome 1, the evidence to confirm achievement would best come from a reflective account. If a reflective account is used for learning outcomes 2, 3 and 4, then it would be best to integrate the assessment of this learning outcome, giving the learner the opportunity to link and apply their knowledge to workplace activities. For example, the learner could reflect on different project and change management techniques which they have utilised in the process of operational change, how they have applied these and what the advantages and limitations of each was (AC1.2). The learner's reflective account to meet the requirements of AC1.1, AC1.2 and AC1.3 must be in sufficient depth and breadth to meet the level of demand of the operative command verbs.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Whenever possible, the learning outcomes in this unit should be assessed holistically across the qualification.