**M&L 19 Implement change**

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| **Learning Outcome** | **Assessment Criteria** | **Guidelines and range**  **The candidate provides evidence that they understand:** |
| 1. Understand the principles of change management | 1.1 Explain the importance of effective leadership when implementing change | Managing change effectively requires specific kinds of leadership attitudes and behaviors underpinned by effective leadership strategies, techniques and approaches. The way the leader plans, communicates and support staff when implementing the change has a direct bearing on its ultimate success |
|  |  | *In this criterion the learner is required to explain why effective leadership is important when implementing change* |
|  | 1.2 Explain the role of internal and external stakeholders in the management of change | By engaging the right people in the most appropriate way during the planning and implementation of any change, will have an impact on the success. Stakeholders in change situations will be anyone who has an interest in or is affected by the change being implemented within your organisation. They can be both internal and external.  Internal stakeholders could include:   * Team members * Other departments * Managers   External stakeholders could include:   * Customers * Suppliers * Local community |
|  |  | *In this criterion the learner is required to explain the role of both internal and external stakeholders in the management of change* |
|  | 1.3 Evaluate the suitability of change management models for different contexts | There are a number of change management models available for use and the model selected will often depend on the change to be introduced.  Models can include:   * Kotter’s 8 step change model * Lewins change management model * The change curve |
| *In this criterion the learner is required to evaluate the suitability of two or more change management models in two or more different contexts* |
| 1.4 Explain how to assess the business risks associated with change | There are a number of techniques that can help to assess the business risks associated with the change that is planned  Examples include   * SWOT analysis * PESTLE analysis * Force field analysis |
| *In this criterion the learner is required to explain how they assess any risks to the business that are associated with the change to be implemented* |
|  | 1.5 Assess the need for contingency planning when implementing change | Contingency planning is a process that ensures the organisation can respond appropriately to an unplanned or unexpected event. In change management it can be used as an alternative course of action if the expected results of the change, or parts of the change fail to materialize |
| *In this criterion the learner is required to assess and make a judgment on the need for contingency planning when implementing change* |
|  | 1.6 Assess the need for crisis management when implementing change | Crisis management is the process by which an organisation deals with a major event that could cause significant disruption to its operations. |
| *In this criterion the learner is required to assess and make a judgment on the need for crisis management when implementing change* |
|  | 1.7 Explain the different types of barriers to change and how to deal with these | It is important to understand the different types of barriers that can present themselves when dealing with change. The way these barriers are dealt with will determine the success of the implementation of the change.  Examples of barriers are:   * Unclear communication * Lack of leadership * Insufficient resources * No clear strategy * Employee resistance |
| *In this criterion the learner is required to explain two or more different types of barriers to change and explain how to deal with these identified barriers* |
|  | 1.8 Explain how to evaluate change management projects | It is important to evaluate whether the change that was implemented achieved the objectives set for it and there are a variety of methods available to use in these evaluations  Examples include:   * Gap analysis * Stakeholder satisfaction reviews * Cost benefit analysis |
| *In this criterion the learner is required to provide an explanation of how change management projects can be evaluated* |
| 2. Be able to plan the implementation of change | 2.1 Explain the need for change | There are a number of reasons why a change will need to be introduced into an organisation  Changes can be caused by:  **External pressures**   * Changes in global markets * New competitors or technology, * Government legislation * Customer feedback   **Internal pressures**   * Review of policies and procedures * Accommodation issues * Pay structures * Employee feedback |
| *In this criterion the learner is required to provide an explanation of the need for change* |
| 2.2 Explain the potential consequences of not implementing change | It is important and necessary to be clear about what could happen if the change required was not implemented and the consequence of this to the organisation and individuals |
| *In this criterion the learner is required to provide an explanation of potential consequences if the change was not to be implemented* |
| 2.3 Explain the roles and responsibilities of a change management project team | The roles and responsibilities of people involved within a project will vary depending on the nature and scope of the change. There are two types of members  **Core members** will be with the change project from beginning to end and normally have a broad range of skills which will be applicable throughout the project.  **Non-core members** may also be brought in where specific skills are needed for a short period or to carry out a particular task.  Examples of roles responsibilities include:   * Change project sponsor * Change project manager * Team members * Customer representatives * Stakeholders |
| *In this criterion the learner is required to explain two or more roles and responsibilities of a change management project team* |
|  | 2.4 Develop a plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources | Plans provide focus and clear direction, and should be SMART:   * Specific: clear, unambiguous, straightforward, understandable * Measurable: related to quantified or qualitative performance measures * Achievable: with known resources * Realistic: linked to business needs * Time-bound: building-in completion date and review dates |
| *In this criterion the learner is required to provide evidence that they have developed a plan that includes two or more appropriate and correct SMART objectives and resources* |
|  | 2.5 Brief team members on their roles and responsibilities and the objectives of the change | It is important and necessary to ensure that all members of the team are clear of their roles and responsibilities and also understand the objectives of the change. The way the team is informed about this is important and the type of briefing undertaken will be dependent on the nature of the change and the location of the team.  Types of briefing include:   * Meetings * Team briefings * Presentations * Reports |
| *In this criterion the learner is required to provide evidence that they have briefed team members on both their roles and responsibilities as well as two or more objectives of the change* |
|  | 2.6 Gain acceptance to the need for change from team members and other stakeholders | There are many ways to engage with your team and other stakeholders in order to gain acceptance on the need for the change that is to be implemented.  Examples include:   * Consult them before decisions are made and early enough to give them the opportunity to influence policy * Allow them enough time and proper facilities to canvass views of others * Give an explanation if a proposal put forward by an employee representative is rejected * Make a clear decision where agreement cannot be reached * Provide information promptly and helpfully * Hold effective consultation meetings with meaningful agendas, professional chairing and well worked out arrangements for reporting back |
| *In this criterion the learner is required to provide evidence that they have engaged with their team and two or more other stakeholders and have gained acceptance from all of these of the need for the change* |
| 3. Be able to manage the implementation of a change plan | 3.1 Explain organizational escalation processes for reporting problems | The escalation processes available for reporting problems that occur when managing change will vary dependent on the change project and the organization  Examples include:   * Change logs * Progress meetings |
| *In this criterion the learner is required to provide an explanation of two or more escalation processes they have within the organisation for reporting problems* |
| 3.2 Analyse the advantages and disadvantages of monitoring techniques | The monitoring of change is very important in ensuring that the change is delivered on time and within scope and budget. In order for this to be successful, monitoring techniques should be incorporated in the early planning stages of the change.  There are a wide variety of change management monitoring techniques available for use and the technique chosen will depend on the nature and size of the change being implemented.  Examples include:   * Gantt charts * Critical path analysis * Milestone slip charts * Progress reports |
| *In this criterion the learner is required to analyse two or more advantages and two or more disadvantages of a minimum of two monitoring techniques* |
| 3.3 Implement the plan within the agreed timescale | Delays in implementing the change can mean late over budget projects, so it is important to keep to the implementation timescales. There are many ways to achieve this such as:   * Not allowing small deadlines to slide * Keeping clear track of milestones * Being flexible in the approach to the plan * Prioritising resources appropriately |
| *In this criterion the learner is required to provide evidence that they have implemented the change plan within the agreed timeframe* |
| 3.4 Provide support to team members and other stakeholders according to identified needs | Change can often affect the way people feel and behave and it is important to be able to provide appropriate support to your team members and other stakeholders whilst the change is being implemented  Examples include:   * Re-assurance about job roles * Involvement in the change management process * Regular updates of information * Provision of training * Counselling |
| *In this criterion the learner is required to provide evidence that he or she has provided appropriate support to two or more team members and stakeholders involved within the change* |
| 3.5 Monitor the progress of the implementation against the plan | A variety of techniques are used to monitor the implementation of the change against the plan  Techniques include:   * Gantt charts * Critical path analysis * Milestone slip charts * Progress reports |
| *In this criterion the learner is required to provide evidence to demonstrate that they have monitored the progress of the implementation of the change against the original change management plan* |
| 3.6 Manage problems in accordance with contingency plans | The way that problems are managed during the implementation of the change will be dependent on the contingency plan that is in place. |
| *In this criterion the learner is required to provide evidence that they have managed any problems that have occurred in line with the contingency plans set* |
| 4. Be able to evaluate the effectiveness of the implementation of change plans | 4.1 Assess the suitability of techniques used to analyse the effectiveness of change | When evaluating the effectiveness of change it is important to understand “did it work” and “how could it be improved”.  There are many ways in order to gather information to help with this analysis  Examples include:   * Interviews * Surveys * Focus groups * Observations * Document reviews (records, correspondence, reports etc.) |
| *In this criterion the learner is required to provide evidence that they have assessed the suitability of two or more techniques using appropriate criteria that can be used to analyse the effectiveness of change* |
| 4.2 Collate valid feedback and information from stakeholders | When evaluating the effectiveness of any change, it is important to collect feedback and information from your stakeholders and to collate the information that is useful to aid the evaluation of the effectiveness of the change  Most of this data is likely to be gathered from some form of survey technique such as questionnaires, interviews or focus groups |
| *In this criterion the learner is required to provide evidence that they have collated appropriate and correct feedback and information from all relevant stakeholders* |
| 4.3 Analyse feedback and information against agreed criteria | The change plan defined at the start of the project will have given clear objectives, timeframes and costs within which the change should have been delivered. When evaluating the effectiveness of the plan, the feedback and information that has been collected should be analysed against this criteria to make a judgment on how effective the implementation has been |
| *In this criterion the learner is required to provide evidence that they have used the criteria agreed to analyse the feedback and information collated and drawn appropriate conclusions* |
| 4.4 Identify areas for future improvement | When evaluating the success of any project or change, it is important to identify not only the aspects of the change that worked well and were in line with the original plan, but to also reflect on areas that didn’t go to plan and what would be done differently in future. |
| *In this criterion the learner is required to provide evidence that they have identified two or more areas where improvements to future changes could be made* |
| 4.5 Communicate the lessons learned with those who may benefit | Following any evaluation it is necessary to ensure that areas of good practice and areas for improvement are shared with all relevant stakeholders to ensure that the learning is taken forward in future change situations |
| *In this criterion the learner is required to provide evidence that they have communicated two or more of the lessons learned from the process with individuals or teams that would benefit from this information* |