OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 3**

BUSINESS

Cambridge TECHNICALS 2016

Unit 15 – Change management
DELIVERY GUIDE

Version 1

CONTENTS

INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

English   Maths   Work

Please note
The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk. The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

In order to be successful, businesses must be proactive in responding to changes in their day-to-day and longer term activities. These changes may be the result of the introduction of new technologies or legislation, changes in corporate objectives, changing customer tastes or market conditions. Businesses must constantly be aware of the changes that are taking place locally, nationally as well as globally, in order to adapt and adjust their business activities accordingly. Businesses need to evolve from these changes. This might include having to rethink their range of products, service provision or their communication strategies.

A business needs to understand the possible impacts that change might bring, before strategies for managing change can be devised. In this unit, you will learn the importance of managing change, potential barriers to change and how these barriers can be removed. You will also investigate the different approaches to managing change, and the advantages and disadvantages of these approaches.

You will learn what to do to manage change and be able to apply this to any changes impacting on units being studied as part of this qualification, especially Unit 22 Delivering a business project.

You will develop your ability to interpret quantitative and qualitative data to establish how effectively change is managed. You will learn that you need to be able to support the implementation of change to ensure that the organisational objectives of change are met. In this unit, you will learn you have to gain the commitment of stakeholders, and that this may involve managing resistance to change, both during and after implementation.

Unit 15 Change management	
LO1	Understand the drivers of change
LO2	Understand the key aspects of theories of change management
LO3	Be able to plan for change, manage change and overcome barriers
LO4	Be able to assess the impacts of change on businesses and stakeholders
LO5	Be able to use data to monitor change management in businesses

To find out more about this qualification please go to: http://www.ocr.org.uk/
qualifications/cambridge-technicals-business-level-3-certificate-extended-certificate-
foundation-diploma-diploma-05834-05837-2016-suite

2016 Suite

Cambridge TECHNICALS 2016

- **New suite for first teaching September 2016**
- **Externally assessed content**
- **Eligible for Key Stage 5 performance points from 2018**
- **Designed to meet the DfE technical guidance**

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Business units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 15)	Title of suggested activity	Other units/LOs	
LO3	Planning and managing change: stakeholders	Unit 1 The business environment	LO5 Understand the relationship between businesses and stakeholders LO6 Understand the external influences and constraints on businesses and how businesses could respond
LO4	Product life cycle	Unit 7 Marketing campaign	LO2 Understand the elements of the marketing mix
	Research and development	Unit 1 The business environment	LO2 Understand how the functional areas of businesses work together to support the activities of businesses
LO5	Quantitative data: break-even	Unit 1 The business environment	LO1 Understand different types of businesses and their objectives LO4 Be able to use financial information to check the financial health of businesses
		Unit 3 Business decisions	LO2 Be able to use financial data to inform business decisions
		Unit 13 Management accounting	LO2 Be able to use break-even analysis
	Quantitative data: KPIs	Unit 7 Marketing campaign	LO3 Understand how digital marketing is used and the impact it has on businesses and their customers

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Budgetary control	Refers to how well a budget for a department is being managed. Suppose a marketing department is given £1 million to launch a new product; the marketing department staff will make plans for how to use this money, while budgetary control will be done by the finance department, which will check that the money is being spent in the right way.
Coalition	Coalition is when two groups come together in a joint venture or alliance on a temporary basis; for example, when the Conservative and Liberal Democrat political parties came together to form a government in 2010. This was because neither party had enough seats to form a government on its own.
Consumer trends	This means the behaviour of customers, whose desire to buy products or use services may change depending on many factors. For example, loom bands were very popular but now shops have trouble selling them because consumer trends have changed.
Corporate culture	Corporate culture is all about the shared beliefs, values and attitudes within a business. For example, Asda calls its staff 'colleagues' and it has a green uniform and a very strong brand, logo and training programme.
Deflation	A general decrease in the price of products and services in a country.
Demographic	This means a particular part of the population. For example Saga holidays and cruises attract an older demographic of customer.
Distribution	Refers to the channels that are used to move the products from the manufacturer to the consumer. For example, products may be sold direct to the public in the case of furniture, or products such as baked beans may be sent to a warehouse like Costco where they are sold on to smaller retailers.
Economic cycle	This is the natural expansion and contraction of the economy over time. For example, the UK may go through a recession or slump, then a few years later the country is experiencing a period of growth.
Ethics	Ethics refers to the morals of a business and the way that it trades. For example some large multinationals may take advantage of cheap child labour in developing countries. This is an unethical way to trade.
Inertia	In a business context inertia means the reluctance of a business to change or to move to another location or into another market. For example, Blockbuster was reluctant to buy Netflix as it didn't want to move into the digital market.
Inflation	A general increase in the price of products and services in a country.
Legislation	The process of making laws and ensuring they are upheld. Parliament makes legislation in the UK, which as citizens of this country we must live by.
Organisational structure	This is usually a diagram that shows who is in charge of each part of the business, who reports to them etc. It will show who has responsibility for which staff and area of the business.
Production	The process whereby raw materials are turned into products for sale. For example, potatoes are sliced, fried and flavoured in the production of crisps.
Stakeholders	Anyone who has an interest in the business. For example, if a new factory opens near a housing estate then local residents may be interested that there are new jobs but concerned by the noise levels at night when lorries are unloading. The owners of the factory will be interested in the profits and paying their shareholders a dividend. Both the local residents and the factory owners are stakeholders of the business.
Sustainability	This means not being harmful to the environment in any way and not depleting natural resources. For example, when trees are chopped down to make paper products, new ones should be planted so that they become a resource for future generations.

MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	**How can this be overcome?**	**Resources which could help**
That KPIs or key performance indicators may be the same across all industries	To help learners understand that these may vary across industries, tutors may find it useful to share this resource with learners in a printed or online format.	Key Performance Indicators Monster http://www.monster.co.uk/career-advice/article/what-are-key-performance-indicators List of eight common UK KPIs and a statement that they vary within sectors or industries.
That stakeholders and shareholders are similar terms, often mistaken for each other or used in the wrong context	Learners often become confused between the two terms, so tutors may find it useful to run an activity separately from the main activities to clarify this point for learners. One way is to create a series of cartoon cut-outs (about A4 size) which show each of the main types of stakeholder: owner, manager, employee, customer, supplier, local community etc. Learners can then discuss the interests of each of these when the cut-outs are stuck to a whiteboard or flip chart. The cut-outs should all be in black and white, except for the owner which should be in colour to indicate that he or she is a shareholder. The colour coding activity will help learners to visualise the difference. Tutors can consolidate this short session by using the suggested resource to the right. Learners can read through the page of text and identify whether it clarifies their understanding of the terms.	Stakeholder vs. Shareholder - What's the Difference? Investorguide.com http://www.investorguide.com/article/15947/stakeholder-vs-shareholder-wfu/ Nice straightforward page of text online which describes what a stakeholder is and what a shareholder is.

SUGGESTED ACTIVITIES

LO No:	1
LO Title:	Understand the drivers of change

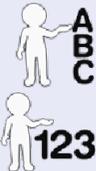| Title of suggested activity	Suggested activities	Suggested timings	Also related to
Changes in technology	Tutors could introduce the topic of changes in technology and how these may drive change in an organisation. They could focus on the recent idea that many jobs may be replaced by robots. The group could start with a discussion of how they think technology will affect jobs in the next twenty years. Tutors could then instruct learners to work in pairs to investigate this interesting interactive infographic from the BBC which looks at a variety of jobs and whether a robot could replace them. Pairs could be given jobs to research, for example police officer, teacher, baker, painter, waiter, blacksmith, carpenter. There is a large list to browse from; they may wish to select four careers and then feed back to the group the likelihood of each being taken over by robots. For example, an electroplater has an 88% chance of being taken over. Will a robot take your job? BBC News http://www.bbc.co.uk/news/technology-34066941 Interactive: Will a robot take your job? Type a job title into the search box to find out the likelihood that it could be automated within the next two decades. Tutors could then discuss if learners feel this is a reality. Once they have discussed this the tutor could show the following article which shows that Foxconn is already replacing 60,000 factory workers with robots. Foxconn makes the Apple phones. Learners should be encouraged to explore their feelings about this article and what this may mean for business in the future. Foxconn replaces '60,000 factory workers with robots' BBC News http://www.bbc.co.uk/news/technology-36376966 Foxconn is reported to have replaced 60,000 factory workers with robots. Tutors can consolidate this topic by holding a final debate – robots a necessary advancement to reduce costs in business vs robots taking valuable human jobs. The lesson could finish with a vote and one learner being invited to make some final conclusions. For example, businesses that don't change with technology risk being left behind; Kodak, Jessops, Blockbuster all folded due to a failure to innovate.	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Market changes	Tutors could start this topic by leading learners in a discussion of trends, such as Tamagotchi toys, loom bands, Crocs etc. Learners should then be encouraged to create a visual montage of trends from their childhood – Gameboy, Nintendo DS, space hoppers etc. This website is a good source of free montage templates: Create photo collages with ease Photovisi www.photovisi.com They could then create a second visual montage of pictures from recent trends; examples could include salted caramel, beards, Segway, iPhone, social media etc. Tutors could show this slideshow to inspire learners to find possible trends of the future: Lifestyle Trend Hunter http://www.trendhunter.com/lifestyle Clickable slideshow of pictures showing up and coming trends in the marketplace, for example art deco packaging, rainbow coloured coffee and iced lollies with a dinosaur toy inside to name a few. Tutors could consolidate and finish the session by discussing with the group why it would be important to a business to predict market changes and how this may contribute to competitive advantage.	30 minutes	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Changes in legislation	The tutor could introduce this topic by finding what knowledge the group already has about working hours and changes in legislation; for example the introduction of a minimum wage and zero hours contracts. Learners could be given green and red pieces of card (or sticky notes). They should use internet research or their own knowledge to write the advantages of zero hours contracts on the green cards, and the disadvantages of zero hours contracts on the red. These cards could then be placed either side of a large poster headed 'Zero hours contracts'. Learners should be encouraged to remove cards that are repeats and come up with new cards. Tutors could add an additional challenge by requiring learners to continue their research until they come up with equal numbers of advantages and disadvantages. Learners could now be divided into two teams – one will be the directors of a clothing retailer and the other team are the employees currently on zero hour contracts. This will work best if one learner is appointed as a moderator to take control if teams don't listen to each other. The pro and con cards can now be used to put points across. The directors should argue from the perspective of the company and cite the benefits but also the drawbacks of the system – less employee loyalty, high labour turnover and absenteeism rates, which will have an impact on productivity and on costs of recruitment. The employees can argue the pros and cons from their perspective. At the end learners should state where they stand on the matter – for or against? Can they justify their position? If they were an employer would they consider using zero hours contracts?	30 minutes	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Changes in the workforce	Tutors can start by showing these photos: Photos of people commuting Google Images https://www.google.co.uk/search?q=photos+of+people+commuting&rlz=1C1VFKB_enGB644GB644&espv=2&biw=1440&bih=841&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjxmljxv-jNAhUlAsAKHSKZC-EQ_AUIBigB Learners should be encouraged to express their feelings about the photos; do they worry about having a long commute? Do they mind travelling? What about the cost? What about doing the same journey day after day, year after year, to work? Are they worried about using public transport? Learners should now pick an industry that they are interested in, such as retail, manufacturing, entertainment, filmmaking, music, sport etc. They should now consider how these types of industries could introduce working from home – if they did what kinds of impacts (positive and negative) would they face? For example musicians don't travel to an office every day – but they do use studios. With the rise of home technology is it possible for them to work from home, thus saving the record company the cost of hiring engineers and booking recording space? This will probably work best if each learner writes on the board their chosen industry (there should be no repeats). The group should then be encouraged to discuss the pros and cons from the perspective of businesses in the industry. The group should then be given the question of how attitudes to working at home are driving change in business. They may conclude that it is now more acceptable to work from home than it was say 30 years ago, particularly as it can drive down costs and potentially make UK businesses more dynamic and successful in international business markets. Consider the success of the British film and music industries for example. Learners may need help to come to this conclusion.	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Changes in the economy	Tutors could start by discussing what the phrase 'standard of living' means. Learners may suggest it relates to education, housing, income or work-life balance. Tutors can then share the link for the OECD's interactive graphic and encourage learners to change the weight accorded to different variables and note the differences between countries. OECD Better Life Index OECD http://www.oecdbetterlifeindex.org/#/05115111115 This is an interactive graphic that has a slider at the right which can be used to assign different weights to factors that contribute to a 'better life'. For example, the sliders could be adjusted to make income the most important factor. When learners make changes to the index, what are the implications for business? Why do changes in the standard of living have an impact on the goods and services that a business might provide? Why are comparisons with other countries useful? Learners can then go on to explore the new living wage, which will raise the standard of living of the poorest workers in society but at a cost to business. How will this drive change? Businesses may need to streamline, focus on core business activities and, perhaps, make redundancies. They may seek to cut costs by lowering the quality of products. Each change will have an impact somewhere. Why the new National Living Wage hits more than just salaries Evening Standard http://www.standard.co.uk/business/why-the-new-national-living-wage-hits-more-than-just-salaries-a3220091.html Learners could use this article as a springboard for discussion. National Living Wage Britain 1st April DigitalTeamBIS https://www.youtube.com/watch?v=vJ3ZoYFNeak A starting point for research on the 'living wage' could be this government advert. Learners could also look at changes in disposable income over time. What impact does this have on business? Tutors may need to explain the term 'disposable income', which can be defined as income that is left after all bills and living expenses have been paid; in other words, what is left after paying rent, council tax, utilities, finance payments, etc. A family may use it, for example, to go out to dinner, to take a holiday or to purchase a luxury item such as a new television. .	1–2 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Changes in the economy (continued)	United Kingdom Households Disposable Income Trading Economics http://www.tradingeconomics.com/united-kingdom/disposable-personal-income Data showing aggregate trends in UK household disposable income. For a focus on the impact of changes in unemployment rates, tutors may wish to start by discussing the local region's unemployment figures. How does the region look when compared against others? What do any recent changes in the unemployment rate mean for the local area: is there a financial impact, a social impact, are young workers moving away to key cities to chase jobs and better wages? Regional labour market statistics in the UK: Oct 2016 Office for National Statistics http://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/regionallabourmarket/oct2016 Learners can use this site to find changes in regional unemployment statistics over time. A final task would be to consider a regional case study. Consider, for example, Scunthorpe and Hull, two centres of population near to each other. Scunthorpe faces losing its main employer, the steel industry, while Hull is on the verge of becoming a major hub for the UK offshore wind power sector. How will these two events act as a driver of change for other businesses and organisations in the Humber area? Learners could draw up a table contrasting Scunthorpe and Hull, by looking at the unemployment rates and the impact on local businesses. Can they find evidence that stores are closing? Who's Gone Bust in Retailing 2010-16? Centre for Retail Research http://www.retailresearch.org/whosegonebust.php This resource may be useful. Tutors should gather learners back at the end of the research phase to discuss their findings. The focus should be on the impacts on business. This may work well if one learner gathers conclusions on a flipchart or whiteboard. Tutors could ask the group which of the drivers of change did they perceive to have the biggest impact. Learners should justify their choice.		

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Internal changes	Tutors should explain to learners that this activity looks at internal factors within a business (rather than external influences) that can drive change. Tutors can start by giving some examples of companies that have changed strategic direction to find success, such as PayPal, Nintendo, Hasbro, Gap, Avon and Tiffany. Tutors may wish to split the class into small groups and assign each group a different company to investigate further. Alternatively, the whole group could discuss each of the case studies. Learners should attempt to sum up in one sentence how the change in strategic direction had changed the business. For example, PayPal's move away from Palm pilots was a strategic change and signalled the start of great success for the business. These success stories can be compared with businesses such as Blockbuster, BHS and Woolworths, which all failed due to industrial inertia (a failure to change). Tutors can now switch focus to lead learners in a discussion about budget changes and how this is changing business practice. 63% of businesses plan to increase their marketing budgets in 2015: report Econsultancy.com https://econsultancy.com/blog/66154-63-of-businesses-plan-to-increase-their-marketing-budgets-in-2015-report/ Tutors can use this blog to springboard a discussion on what is driving the changes to marketing budgets, and what impact this is having on the marketing efforts of business. Hopefully learners will be able to identify that the focus in now on social media, bringing marketing departments – previously a back office function – into the spotlight. This means that advertising becomes more interesting and spreads across several media platforms. Tutors can show the adverts embedded in the following article including Oreo's brilliant eclipse campaign. Learners should be able to acknowledge that a shift in budget towards marketing will create more exciting and creative campaigns. Five brands that got social media right in 2015 The Guardian https://www.theguardian.com/media-network/2015/dec/16/brands-social-media-best-2015 Article includes examples from successful social media campaigns. Learners may wish to develop this research and look for examples of cheap campaigns, to contrast what may happen when a business lowers rather than raises its marketing budget.	1–2 hours	

14

SUGGESTED ACTIVITIES

LO No:	2
LO Title:	**Understand the key aspects of theories of change management**

Title of suggested activity	Suggested activities	Suggested timings	Also related to
McKinsey 7S – hard elements	Tutors could begin this topic by explaining McKinsey's 7S theory relating to change management. They could use the MindTools website to explain the basic concepts of the whole theory to learners: The McKinsey 7-S Framework: Ensuring That All Parts of Your Organization Work in Harmony MindTools https://www.mindtools.com/pages/article/newSTR_91.htm Explains the theory in simple graphical terms with good diagrams and a video clip. Learners should now be encouraged to research Coca-Cola and see how they can apply the hard elements – strategy, structure and systems – to this large multinational enterprise (MNE). There are many websites relating to this topic, but tutors could point learners to this site if they are finding it a challenge to get good quality information: The 7S Framework – An Application to Coca Cola BusinessLeadershipManagement (BLM) https://businessleadershipmanagement.wordpress.com/2013/06/11/the-7s-framework/ Good website which clearly states the three hard elements of the 7S theory as applied to Coca-Cola. Learners should obviously look at the Coca-Cola site for information and to see if they can locate the three hard elements at work – it could be argued that the strategy of this large MNE may be quite dynamic and fluid to respond to market trends quickly. In this respect change will be happening in the organisation on a regular basis. Coca-Cola http://www.coca-colacompany.com/homepage Really well-organised home/menu page of Coca-Cola which should springboard learners nicely into finding strategy, systems and structure. Tutors could consolidate this exercise by asking learners now to talk for one minute with no repetition, deviation or hesitation on the topic of McKinsey's hard elements in Coca-Cola. Tutors may also wish to start a discussion about hard elements that the learners may have identified in a business that they have worked for.	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
McKinsey 7S – soft elements	Tutors can now lead on from the previous suggested activity, which discussed McKinsey's 7S hard elements and the theory in general. The tutor could remind the learners about the previous session and their findings in regards to Coca-Cola. The tutor can then discuss the four soft elements of the theory of change management: shared values, skills, style and staff. Tutors could ask learners to suggest companies to study for this and may be surprised that they may have already guessed McDonald's restaurants. Tutors can share this website with learners and direct them to identify key points of the four soft elements: Find the answer> How do you run your business?> Employees McDonald's http://www.mcdonalds.co.uk/ukhome/whatmakesmcdonalds/qa/browse.html Website is in the format of a Q&A. Once learners have found the information they should share it with the rest of the group. There is also an opportunity here to compare the three hard elements of Coca-Cola, and the four soft elements of McDonald's. Learners could be encouraged to comment on similarities and differences between the companies and whether McKinsey's theory is useful as a business tool in change management.	1 hour	

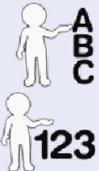| Title of suggested activity	Suggested activities	Suggested timings	Also related to
Kotter's 8 step process for leading change: understanding the theory	Tutors can start this session by preparing learners to find out about another change management theory. Tutors can stress that learners should understand, apply and analyse the theory in order to come to a judgement about its usefulness in modern business. The theory was proposed by an American, John Kotter, in 1995, so it is now somewhat dated and also geared to the US – learners should be encouraged to keep an open mind as to its relevance to current UK business thinking. Tutors can begin by sharing the following website resource with learners which includes a good video and accompanying article. Possibly the best way to use this resource is with the whole class, allowing them the opportunity to make some notes on each of the eight steps discussed. (The last three are only in the article so learners should be encouraged to read it, but tutors may wish to print it in advance of the session.) Kotter's 8-Step Change Model: Implementing Change Powerfully and Successfully MindTools https://www.mindtools.com/pages/article/newPPM_82.htm Web page which contains a video and an article which explains the theory and its eight main steps. Tutors can also share some clips of John Kotter himself discussing his theory: John Kotter - Resistance to Change Dr John Kotter https://www.youtube.com/watch?v=Wdroj6F3VlQ John Kotter discusses resistance to change management. Tutors should now divide the group into eight separate teams in the most efficient way possible. These can be uneven numbers or the tutor can allow learners to self-select (depending on the nature of the group). Smaller groups may need to be divided into four teams that take on two topics each. Tutors should now help learners to randomly pick the step that they will focus on. Teams are given 20 minutes to research their step and bring it back to the main group. Tutors may wish to distribute large flipchart or A3 paper to each team who then stick the eight steps up on the wall – in order. Learners should be encouraged to discuss the steps and identify which ones might be 'critical' to the project's successful completion. These posters should be left on the wall if possible for the next two suggested activities.	1.5 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Kotter's 8 step process for leading change: applying the theory	Tutors can begin the session by a recap of Kotter's 8 step process. If the posters from the previous activity are still available they may prove very useful in this activity. Tutors could start the session by sharing the following short video clip with the group; the clip suggests an application of the change model to a car wash: Lesson 8 Applying Kotter's 8 Step Change Model Teo Hira https://www.youtube.com/watch?v=2LjtMCuEwfY A 7-minute video that shows in a cartoon Kotter's 8 steps applied to a car wash. Learners should then decide which organisation they wish to apply the theory to – they should all be encouraged to come up with different organisations, perhaps from work experience or a part-time job, the learning centre or a larger corporation so that there is a variety. Learners should then use the 8 step model and see if they can apply this to their organisation. They should be encouraged to note down any difficulties on a central flipchart, perhaps step 8 – anchoring the change is difficult to quantify as it occurs after the change has happened – how can this be applied etc. These notes will be used in the next suggested activity so they should be kept. At the end of the session, learners should share their work with the rest of the group and perhaps a vote could be carried out on the business/organisation or industry that the theory seems most applicable to.	1 hour	
Kotter's 8 step process for leading change: usefulness and limitations of the theory	This activity leads on from the previous two suggested activities and it would be useful to have the materials that the learners have prepared in those sessions to hand. Tutors may wish to start the session by reminding the learners of Kotter's 8 step change management process and also of the applications of the theory to real-life businesses. Tutors may now wish to lead a debate but start with a line of opinion. Learners should line up, with those that think the theory is very useful to UK modern business at one end and those that think it is fundamentally flawed at the other. Some may think that the theory has some limitations and is too prescriptive, or is not relevant to UK business, and so they will have to decide where to put themselves on the line between the two extremes. Each learner should be asked in turn why they have put themselves there and tutors should encourage those that hold differing opinions to persuade other learners to reconsider. If learners are persuaded by a good argument then they should be encouraged to move place. Tutors can finish by asking for a judgement from learners on the usefulness and limitations of Kotter's 8 step process for leading change. Would they use it in the future?	30 minutes	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Lewin's change management theory	Tutors may wish to introduce this topic by melting some ice cubes at the start of the session. As the ice melts it could be poured into a mould and the refreezing process explained. Now tutors could ask learners how this might relate to Lewin's change management theory; they may have some ideas, but few will be aware of the theory. At this point the tutor may wish to share the following video and online article with learners: Lewin's Change Management Model MindTools https://www.mindtools.com/pages/article/newPPM_94.htm A short video that explains the theory and an excellent written article which goes with it, which tutors may wish to print in advance of the session and give to learners. Tutors may also now like to share this NHS document with learners, which gives a diagrammatical representation of the theory: Lewin's Change Management Model: Understanding the Three Stages of Change NHS North West Leadership Academy http://www.nwacademy.nhs.uk/sites/default/files/86_1722011_lewin_s_change_management_model.pdf The concept of change management as seen through the eyes of the NHS. A single-page PDF, with some text plus a diagram. Learners should now be encouraged to conduct their own internet search to find diagrams that explain the concepts of Lewin's change management theory. After finding a selection they should then adapt all of these to come up with their own. These can then be displayed at the end of the session. To complete work on this Learning Outcome, tutors may wish to round off with similarities, comparisons, analysis and judgements from learners: • Which model best suits their leadership style? • Which would they use? When would they use them? • Which would they reject and why? • Can the group reach a final consensus on which model is the best overall?	1 hour	

SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	**Be able to plan for change, manage change and overcome barriers**		
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Planning and managing change: stakeholders	Tutors can start this topic by refreshing learners' ideas about stakeholders, and which are internal and which are external. They could then brainstorm a list of stakeholders with the group (this might need a few prompts). Learners could then be given the scenario that a business is relocating from Ireland to Poland. Learners should nominate a stakeholder group and then suggest how this radical change may affect that group. Learners could then watch this video and discuss whether any of their ideas change given this new information: Dell relocating flagship factory from Ireland to Poland Part 1 Prenno12 https://www.youtube.com/watch?v=qLTHlFaUdHU Dell decides to move its flagship factory from Ireland to Poland. This is part 1 of two videos; the other is also available on YouTube. As a result of watching the clip, learners may add trade unions to the group of stakeholders. Learners should be helped by tutors to conclude that change can be radical, and sometimes difficult decisions need to be made that mean job losses. Could they take that decision?	1 hour	Unit 1 LO5, LO6
Planning and managing change: communicate the plan	Tutors could start this topic by asking learners how, if they were going on holiday in a group, they would communicate all their plans and ideas. This may develop into a discussion of social media methods, Snapchat, text etc. Tutors could then develop the discussion by asking learners how they think a complex plan should be communicated in a business context. The tutor's role here is to explain that strategic plans in a large business can be very complex and a business may use a bundle of communication methods; a business might first carry out research to ask employees how they would best like this information delivered to them. Tutors could now share this website with learners: How Aviva UK got employees on board with its business strategy Simplycommunicate https://www.simply-communicate.com/case-studies/internal-communication/how-aviva-uk-got-employees-board-its-business-strategy This discusses the case of Aviva explaining a new corporate strategy plan to employees in 2011. It discusses in simple terms how that process was carried out and the feedback afterwards from the employees in the plan> do> review cycle. After reading the case study learners could be encouraged to identify the ways that the plan was communicated and comment on how successful they thought this might have been for Aviva.	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Planning and managing change: monitor progress	Tutors could lead into this topic by discussing informally with learners how their progress of their courses is going. Some learners may be keen to share this information and others less so. The tutor should therefore focus on those keen to speak and then lead learners from talking in general terms about their progress into specifics: How do they know how well they are doing? Do they have reviews, reports, charts on their progress, information and data on their scores in each module so far? This should lead the learners to conclude that data gathering and display of information is key to managing change – for example, their change from unqualified to qualified. Tutors may wish to have a series of examples of such data to show learners, for example sample reports, charts, data analysis. They could share data that tutors use to monitor learner progress (first removing names from data would be an obvious safeguard). Tutors can now link this need for monitoring to managing the change process. • Why do learners think it may be critical to a project's success? • Why do learners think that it needs to happen? Suggestions for answers would include an element of acknowledgement that business is fluid and dynamic; change is not a one-off event, it is a constant process and the way a business, manages and deals with change is essential to its productivity, profitability and longevity. Tutors could now show this complex change management diagram to learners and ask them to identify areas where monitoring is taking place: ITIL – Example change management procedure UCISA https://www.ucisa.ac.uk/~/media/Files/members/activities/ITIL/servicetransition/change_management/ITIL_an%20example%20change%20management%20procedure%20pdf.ashx The change management process shown as a flow chart. Tutors could either close the topic at this stage, if they feel learners understand the importance of monitoring to the process, or if they feel learners need more consolidation they could encourage learners to draw their own flow chart diagram (in Word, which has all the flow chart symbols within the Insert>shape function) of their own life so far. At what point have they sat exams and had their progress monitored and how has this helped them to change?	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Barriers to change: lack of employee engagement	Tutors could start by suggesting that next week's lessons will be changed to a different room and with a different tutor. Tutors should then sit back while learners protest at these changes. If the tutor can choose a room that is not well liked then this will help the cause. Now the tutor should take one learner into their confidence, explaining that this is a ruse as a teaching tool. This learner is then tasked with getting the others onside – they should point out the advantages: a smaller room means the learners will be more engaged, a different tutor means another perspective. They should see if they can gradually persuade the learners that this will be a good experience. Next the tutor can reveal the ruse and explain that the chosen learner was in on it. Tutors can now lead into a discussion about change management and how important employee engagement is. What were learners worried about? Fear of the unknown, lack of clarity, resistance to change? Tutors can explain that this is the same set of emotions as in a workplace. Learners could then be encouraged to share examples from their workplaces of when there have been changes and they have been worried whether they will keep their job. They could role play barriers to change.	30 minutes	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Barriers to change: stakeholder inertia	Tutors could start the session by lying on a towel in the middle of the room and asking learners to guess what they are doing. After some time learners may become disgruntled that the lesson is not starting. Tutors should remain on the floor but encourage learners to share their feelings. In advance the tutor can arrange for another tutor to come into the classroom and ask for emergency help, but they should continue to lie still and not move or help. Eventually the tutor rises and asks learners for their opinions of what happened. They might explain their frustration at not knowing what was happening or express annoyance that the lesson was not progressing. They may be disappointed that the tutor did not help when asked. The tutor can then reveal that this was a dramatisation of stakeholder inertia, perhaps explaining the term inertia to learners. Tutors could compare lying down on the floor to industrial inertia, where leaders are aware of problems but fail to act. They could share examples from business history. Kodak and Blockbuster are two examples of businesses that failed to act as the digital age was coming: What Kodak Can Teach Us About Avoiding Failure Device Magic http://www.devicemagic.com/blog/kodak-moment The story of the failure of Kodak. Kodak: From Blue Chip to Bankrupt TheStreet https://www.youtube.com/watch?v=wwfwr8eYP50 A 7:41 minute video on the failure of Kodak. What happened to Blockbuster? Dolphin Phobia https://www.youtube.com/watch?v=gj9kx8dVbPA A blogger discusses the history and demise of Blockbuster. When Blockbuster Forgot What Business They Were In Dain Dunston http://daindunston.com/when-blockbuster-forgot-what-business-they-were-in/ An article on the collapse of the Blockbuster empire, exploring the reasons why the company was unable to adapt to changing technologies and market dynamics. After examining the case studies, tutors should ask learners to discuss or draw a diagram of the stakeholders who would have been involved in each case. As a plenary learners could give their own explanation of what stakeholder inertia means; this will give tutors an opportunity to clear up any misconceptions.	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Barriers to change: poor leadership	Tutors could introduce this topic by asking learners what they think of Nokia or Blackberry phones. This discussion could spark some interesting ideas and nicely lead the tutor into the concept that if change management has poor leadership then entire companies can suffer as a result. Tutors could then share this resource with learners: Nokia: The rise and fall of a mobile giant BBC News http://www.bbc.co.uk/news/technology-23947212 From market domination to sell-off in less than 10 years. A report on what happened to Finland's most beloved company. Tutors could then split the group into two teams. Each team should investigate either Nokia or Blackberry. They should produce a team presentation with handouts of notesthat they will share with the other team. Learners should be encouraged to look for the following and focus their presentation on which one is the most important factor from their findings: • ineffective communication • inadequate consultation between employees and managers, managers and owners, or with customers and/or suppliers • lack of job security, uncertainty and anxiety • personal objectives of owners/senior colleagues, balance of power • lack of clarity of objectives or vision, lack of leadership. Tutors should be able to conclude with the teams that no one factor will be to blame for the business's problems, that it is often more complex than that, but at the heart good leadership is the key to change management.	2 hours	

SUGGESTED ACTIVITIES

LO No:	4
LO Title:	**Be able to assess the impacts of change on businesses and stakeholders**

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Product life cycle	Tutors can use this excellent set of resources from Business Case Studies to help to explain to learners how a business can assess the impact of change on itself and its stakeholders. The example case study is Kellogg's. This set of resources is online and free and includes a PDF of the case study, questions, a summary and an MP3 of the case: Extending the product life cycle Business Case Studies http://businesscasestudies.co.uk/kelloggs/extending-the-product-life-cycle/introduction.html#axzz4EJwhpva5 Complete collection of teacher resources for delivering extension to the product life cycle to assess change management.	1 hour	Unit 7 LO2
Research and development	Changes in society changes may drive innovation in products and services; for example, as the global population increases, there is a growing demand for food and this leads to a need for robust high-yield crops to produce more food from limited land and water resource and further innovation in crop protection. Tutors can cite the example of Syngenta which has invested $1.36 billion in research and development in this area. Learners could be encouraged to read Syngenta's annual report which can be found here: Syngenta annual report Syngenta http://annualreport.syngenta.com/ Annual report of the Syngenta company. Another resource that tutors can use to deepen the understanding of learners is this link which gives more information on Syngenta's R&D effort. Product design through research and development: A Syngenta case study LinkedIn https://www.linkedin.com/pulse/product-design-through-research-development-syngenta-case-g%C3%B6k%C5%9Fen Article on Syngenta product design by Dr Haluk Gökşen which is nicely written and gives more information on the company.	30 minutes	Unit 1 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Training	A speaker from inside the learning organisation who deals with INSET/CPD or training issues might be useful. Learners could prepare in advance a series of questions relating to change. For example, when a new qualification is accredited and a learning centre is thinking about introducing it, what training might be needed? The answer could be external face-to-face with the exam board, internal face-to-face with an exam board rep or online training where the trainee logs into a group chat to find out about the new qualification.	1 hour	
Recruitment and selection	Tutors should start this session with a quick discussion of what recruitment needs an organisation might have if it goes through a period of change or changes. Learners may suggest recruiting new staff. Tutors can now suggest that perhaps different patterns of work could be offered to these new staff to meet the skills needs identified. Tutors can share with learners a document from ACAS about different working patterns to fill gaps during a period of change or uncertainty in a business (see link below). Perhaps four full-time permanent staff are not what is needed and maybe four staff on temporary flexitime contracts would be more suitable. Changing patterns of work ACAS http://www.acas.org.uk/media/pdf/5/b/B09_1.pdf Explanation of different working patterns in a PDF format. Quite lengthy; consider an extract before running off multiple copies. Learners can now be asked to select a type of working pattern and find some information on it. They should then come back to the group and share that information. Those who feel a particular working pattern would be a useful solution for a business should cluster round that learner, or if they think that it would not be useful they should stand round the edge of the room. Those learners who have extreme views on this should be encouraged to discuss their ideas and what type of working pattern they see working best in an organisation undergoing change. They may wish to relate this to a business they have worked in or plan to work for in the future.	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Impact of change on internal stakeholders	Tutors can introduce this topic by revising with the group the concept of stakeholders and further that stakeholders are internal and external. Tutors should brainstorm with learners which stakeholders are internal. Learners could be encouraged to draw a diagram of a business they have worked for (part-time or work experience or volunteering) and identify what the internal stakeholders of that organisation might be. If a suitable example cannot be found they could consider the learning centre. Learners should hopefully identify managers, owners and employees. Next they should be encouraged to add to the diagram what the impact of a change in the organisation may mean to these internal stakeholders. This list is taken from the specification and may be used for guidance for learners: • Owners may be concerned with reduced return on investment, fall in share prices, and any impact on personal objectives. • Managers may be concerned about difficulty in managing employees. • Employees may be worried about redundancy, retraining, redeployment, disempowerment, change in pay or working conditions, effect on morale, work ethos and culture. Each learner should then swap diagrams with another learner and with a highlighter pen indicate which internal stakeholder might feel the biggest impact of a change on the business. Learners can them swap back and should be encouraged to feed back their feelings about the other learner's identification of the internal stakeholder that would feel the biggest impact. Do they agree or not? Are there significant differences in the stakeholders identified, and the impacts they might feel?	30 minutes	
Impact of change on external stakeholders	Tutors can build on the previous suggested aactivity by encouraging learners to look outside the organisation at external stakeholders. Learners should identify the external stakeholders, and then assess the impact of change upon them and the degree of the impact. The specification offers some useful examples: • Customers may be concerned with the availability of new products andservices, new customer service policies, new procedures, or if products are withdrawn from sale, e.g. Wispa bars. • Local residents may be concerned with noise, congestion, pollution, protests, withdrawal of goodwill, or they may have objections to planning permission if the business wants to expand on that site (Heathrow). • Suppliers may be concerned with issues such as additional/reduced orders, revised terms and conditions on contracts. This could all be drawn on the same diagram with the internal stakeholders inside the circle and the external outside; if large paper is used, then some interesting results may appear at the end of the activity.	30 minutes	

SUGGESTED ACTIVITIES

LO No:	5
LO Title:	**Be able to use data to monitor change management in businesses**

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Quantitative data: break-even	Tutors could introduce this topic by suggesting that since (fixed and variable) costs affect the profitability of a business directly, managers can easily see these changes through break-even analysis. This helps them control costs, and make sure that they remain within the given budget. This should not be a session on teaching break-even but it could remind learners how that concept works. Bee Business Bee Business Break Even Presentation Bee Business Bee https://www.youtube.com/watch?v=uSLv27cWPIg This tutorial covers how break-even can be used by a business to make decisions and how it can be calculated both in graph and formula format. Tutors can then give simple examples of where the calculation of break-even can help a business to monitor its change management. For example, if a break-even analysis shows that 1000 units need to be produced to break even, then managers need to decide whether 1000 units can be sold within a reasonable period of time given the market conditions. If managers think that 1000 units can only be sold at a lower price, the break-even point should be recalculated taking into account this change. Tutors can give learners the scenario of a theme park undergoing a period of change – perhaps the Alton Towers Enchanted Village hotel development and future plans to counterbalance the negative publicity generated by the Smiler ride accident. Alton Towers: First look at new Enchanted Village Birmingham Mail http://www.birminghammail.co.uk/whats-on/family-kids-news/alton-towers-first-look-new-9070130 Video showing new development at Alton Towers. Alton Towers bids to win new visitors with hotel expansion after profits plunge since Smiler rollercoaster crash Mirror http://www.mirror.co.uk/news/uk-news/alton-towers-bids-win-new-6231987 News article about Alton Towers' plans to win visitors back with a new hotel extension. Learners could now be encouraged to find out the maximum occupancy of the hotels at Alton Towers, and what they think the break-even point might be. How many rooms must be let each day to break even? This would have to be a best-guess scenario.	1 hour	Unit 1 LO1, LO4 Unit 3 LO2 Unit 13 LO2

123

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Quantitative data: KPIs	Tutors could start this activity by discussing the previous suggested activity and the case study on Alton Towers hotels. Tutors could also explain a key performance indicator (KPI) to learners; that it is a measurable value that demonstrates how effectively a company is achieving key business objectives. Tutors should suggest that Alton Towers might use KPIs to evaluate its success at reaching targets.

Alton Towers is part of the Merlin Entertainments; tutors could provide learners with the corporate website, which gives a series of presentations and documents relating to the company.

Results and Presentations
Merlin Entertainments
http://www.merlinentertainments.biz/results-and-presentations
Merlin Entertainments corporate website page with presentations and documents. These may be useful for a tutor to give some deep background on the company and open up a discussion about what its KPIs might be.

Tutors can now continue to lead learners on their investigation of the company and share with them an annual report from 2014 and one from 2015. Learners should be able to look through these documents and identify the KPIs for the business. Furthermore they may also be able to compare the results from 2014 and 2015 – can they see how two sets of numbers are more useful than one to measure performance?

2014 and 2015 annual reports
Merlin Entertainments
https://www.companyreporting.com/sites/default/files/annual-report-index/merlin-entertainments-annual-report-2014.pdf
http://www.portalchemy.com/ReportTool100.asp?ShareCode=MERL.L&arYear=2015&p=001#001
Merlin Entertainments' 2014 and 2015 annual reports.

To consolidate, tutors may like to lead a discussion that looks at all the KPIs that the learners have found and asks learners to identify which are the critical or most important indicators of all; is it revenue, number of customers, turnover, ROI or profit? Or perhaps it is some other measure which is unique to the business. | 1 hour | Unit 7 LO3 |

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Quantitative data: productivity indicators	Tutors could discuss the impact on learners when the usual tutor is absent and they have a supply or cover teacher. Learners should discuss what the perceived problems of this might be, and tutors should encourage responses which addresses how this affects the wider organisation. Learners should now look into labour turnover, labour productivity, absenteeism, punctuality in the hotel industry. There isn't a great deal in the Merlin Entertainments annual reports on these productivity indicators, so learners could cast their net a little wider to search for information on the hotel industry and then apply this to the Alton Towers hotels. Tutors could share this resource: Productivity Management in the Hospitality Industry Hospitality Net http://www.hospitalitynet.org/news/4035884.html An article which looks at what productivity indicators could be used in the hospitality industry. Learners could be encouraged to think about managing change in the context of Alton Towers hotels, in the wake of economic and political shocks such as Brexit and political leadership changes.	1 hour	
Qualitative data: customer feedback	Tutors could start by asking learners how satisfied they are with the food available at the centre. They could then ask learners what a business might do with this information; would they use it to improve customer services in the future? Tutors can now ask learners how this might alter if the business is going through a period of change, such as Alton Towers after the Smiler crash. Tutors can explain that qualitative data sources can include questionnaires, surveys, informal feedback and observation. Tutors could then ask learners what questions Alton Towers would ask in a customer survey. They should then share with them these resources to help deepen learners' understanding: Alton Towers Delight Visitors by using Customer Surveys to find out What Will Make Them Smile (or Scream) SmartSurvey https://www.smartsurvey.co.uk/blog/alton-towers-delight-visitors-by-using-customer-surveys-to-find-out-what-will-make-them-smile-or-scream/ This blog discusses how the data gathered in customer surveys has helped Alton Towers. Alton Towers Resort Survey Alton Towers http://survey.altontowers.com/s/Alton-Towers-2015/ Alton Towers visitor survey; fully interactive site. Tutors may want to ask learners what they think of the survey, what information would the business want to find out, what would it do with the results, and if any questions (in their opinion) were missing.	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Qualitative data: media coverage	Tutors can continue the Alton Towers hotels theme to investigate the use of competitor websites, published works in newspapers and trade journals, radio and television data to monitor change management in the business. Learners can build up a media mix up or collage about the Smiler tragedy, looking at a variety of different media. How did the business respond in the press, what kinds of promotions are now in place to claw back customers? If learners have access to computers and the Internet they could use http://en.linoit.com/ to help bring together all the news reports. They can use the site to save videos, clips, documents, podcasts, links and sticky notes of their own ideas. Tutors may want to include a trip to a local newspaper or radio station if possible to investigate media in more detail. This is not always easy to arrange and may depend on the size of the group, but it may be worth contacting a local newspaper to see if a tour and a talk can be arranged.	1 hour	
Need for monitoring	Tutors may find it useful to engage an outside speaker. Many local businesses would value the opportunity and experience of coming into a centre and giving a short talk. Learners could be primed in advance to prepare questions to ask the speaker. Alternatively tutors may be able to persuade someone from HRM to visit the group and give their thoughts on the need for monitoring at work and how that is carried out. This may include the analysis of data, the assessment of current performance against previous performance and recommendations for future action.	1 hour	

We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

OCR Resources: *the small print*
OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:
Cover image: alphaspirit/Shutterstock.com
Square down and Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:
www.ocr.org.uk/i-want-to/find-resources/

Cambridge Technicals Level 3
Business
textbook
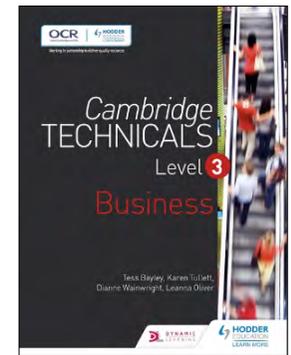
Developed in partnership with Hodder Education this book covers a range of units within this qualification. http://www.hoddereducation.co.uk/Product/9781471874796

Publication date: 30 Sep 2016

Working in partnership to deliver quality resources

ocr.org.uk/business
OCR customer contact centre

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© OCR 2016 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.

A DIVISION OF CAMBRIDGE ASSESSMENT

ISO 9001

001