



KD TRAINING SOLUTIONS

in partnership with the
Chartered Management Institute



Diploma in First Line Management

Meeting Stakeholder Needs
Unit 3003

Candidate Self-Study Guide

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INTRODUCTION TO THE DIPLOMA IN FIRST LINE MANAGEMENT (Level 3)

Welcome to The Chartered Management Institute Diploma in First Line Management (Level 3) that has been specifically designed to meet your needs as a junior manager whether you are currently in such a role or simply thinking of working in such a role. It provides you with an excellent opportunity to develop the effectiveness and efficiency of operations for which you are responsible by means of motivating and developing the people who work in your team or department, fostering effective communication and developing a sense of team/corporate identity.

This qualification was revised on 1 September 2008 and consists of the following core and optional units:

Core Units:

- 3001 - Personal development as a first line manager
- 3002 - Resource planning
- 3003 - Meeting stakeholder needs
- 3004 - Managing and communicating information
- 3005 - Developing individuals and teams

Optional Units:

- 3006 - Recruitment and selection
- 3007 - Maintaining quality standards
- 3008 - Improving team performance
- 3009 - Management communication

Please note that for your programme, you will need to complete the 5 core units plus Units 3007 and 3008.

Throughout this self-study guide there will be some basic information, followed by some questions. It should take you between 10-15 hours to work your way through each of the guides, depending on the topic and whether or not you attend the relevant workshop. You will then have to spend some time researching information, reading and completing your work. The total time required will also depend on your experience and should become less as you progress through your programme.

The dates that you are required to hand in your work are clearly marked on your programme so please make sure you become familiar with them and make every effort to stick to them. If you do have problems, however, please do not hesitate to contact us.

Having completed all core units and 2 optional units to the appropriate National Occupational Standard you will receive 43 credit points which means you will be awarded the Diploma in First Line Management (Level 3 - 42 credit points).

MEETING STAKEHOLDER NEEDS

UNIT 3003

Unit Overview

This unit is about identifying, meeting and supporting stakeholder requirements.

Level

3

QCA Unit Number

Y/501/5008

Credit Value

6

Learning Outcomes

Each topic has a set of learning outcomes that you will be able to achieve by the time you have worked your way through this self-study guide, attended the relevant workshop and carried out some research. The learning outcomes for this unit will ensure that you know how to:

- Identify stakeholders and plan to meet their needs
- Understand the process required to continually improve meeting stakeholder needs
- Prepare a case to support a change in meeting stakeholder needs

Unit Contents

This Unit contains 5 parts:

- Part A – Planning to meet stakeholder needs
- Part B – Continual improvement
- Part C – Preparing a case to support change
- Part D – Unit Summary
- Part E – Preparing for Assessment

PART A – PLANNING TO MEET STAKEHOLDER NEEDS

Objectives:

At the end of Part A you will be able to:

- Describe your role and responsibilities in relation to both your internal and external customers
- Explain the importance of adopting a customer focused approach to your work
- Identify what your customers need from you and plan to meet those needs

Introduction

To survive and prosper an organisation has little choice about being customer-focused because customers are becoming more sophisticated, knowledgeable and demanding. This means you must start with an understanding of what customers want in an effort to produce the type of products and services that are required. Below are some of the benefits of working closely with customers:

- Your organisation becomes more efficient because it is only doing what its customers want
- Customer should be satisfied because you are giving them what they want
- New business is generated through recommendation or results
- Existing customers are retained and return for repeat business

Your role as a first line manager is to identify who your customers are and what they want from you and your team. You then need to organise the activities of your team to provide what these customers want -simple really! If every team in your organisation adopted this behaviour, you would all be working together to provide what your customers want.

You and your team also need to be able to carry out the work to meet customer needs in an environment that is safe and healthy and you should be continually looking for ways to improve so that you can have every chance of meeting your objectives and coping with change as it occurs.

Here are a couple of examples of the way some companies adopt a customer focus:

“Listening to customers allows Wallace Cameron to constantly update products and maintain it's lead as the most innovative supplier of First Aid products in the UK and worldwide. The Customer is at the heart of everything which Wallace Cameron does, from product design to service and delivery. This applies across our customer portfolio from distributors in Europe to Retail customers in the UK. Flexibility allows us to tailor our service to match these different customer requirements”

“KD Training Solutions reviews and listens to what its customers say on a very regular basis and constantly updates what it does in order to maintain its reputation as one of the best training providers in the country. Services are based on what customers say they prefer from workshop design, materials and assessment and this applies to all our programmes. This flexibility allows us to design and deliver national qualifications in management in a way that each of our individual customers requires”.

Are you customer focused?

In order for your organisation to succeed it needs to build relationships with its customers and there is where marketing, as a key business function, plays a part. According to the Chartered Institute of Marketing, marketing can be defined as *“the management process responsible for identifying, anticipating and satisfying customer requirements profitability”*

In order for marketing to be successful there needs to be a clear set of objectives that the organisation wants to achieve in terms of its customers, its products and its services.

Who are your customers?

We hear the term “customer” very often and most people would agree that satisfying those customers, whoever they might be, is an essential role for any manager.

By knowing and working with your customers you avoid this simple equation:

losing customers = losing money

It is not difficult to understand that losing a customer means losing money. The other problem is that trying to find new business is much more expensive than retaining existing business.

It is also an interesting fact that the greater majority of customers (around 70%) are lost because of the attitude of staff. Let’s start by looking at what a customer actually is, what they expect and how you and your team can deal with this.

Internal or external customers

Customers come in two categories, **external or internal** and if internal customers are treated properly research shows that this will “overspill” into the way your organisation treats those external customers who pay for your products or services.

An external customer could be an individual or organisation and they are the ones who buy the products or services that your organisation provides. If you rang for a taxi or went to watch a film in a cinema, for example, you would be considered as an external customer to both those organisations because you are paying for their services. If you worked in a clothing wholesale company your external customers might be clothing shops who buy from you to sell onto to their own customers.

These external customers have what we call “expectations” and these are often divided into 2 areas:

- **Products/Services** – that are of the best quality possible and processes and procedures are as good as they can be
- **Personal** – In that your team members present a courteous, friendly and willing to help attitude

If we use a cinema experience as an example, these are the expectations you might have when using that facility:

Functional	Personal
<p>Staff who are knowledgeable and fully trained in their area i.e. ticket handling, food preparation etc</p> <p>Not having to wait hours in a queue before a film starts</p> <p>The ability to pay using a methods that suits you i.e. cash, credit card, cheque etc</p> <p>Proper film showing equipment that is well maintained and does not breakdown</p> <p>Pleasant seating and lighting that creates the right atmosphere</p> <p>No distractions from other people or staff whilst the film is playing</p> <p>Films that start and finish on time</p>	<p>Staff who are polite and friendly</p> <p>A willingness to help if you cannot find the right screen area</p> <p>Feeling “looked after” from the moment you enter the cinema to the moment you leave</p>

The idea behind meeting the personal expectations of a customer is to help them decide whether to use your business again and build up some kind of loyalty. From our example above, most cinemas show the same films so why do we chose one over another? Maybe is was the way they dealt with your personal expectations e.g. polite staff who were more than happy to show you to the correct screen or a member of staff who would go and exchange a drink for you because you have picked up the wrong one.

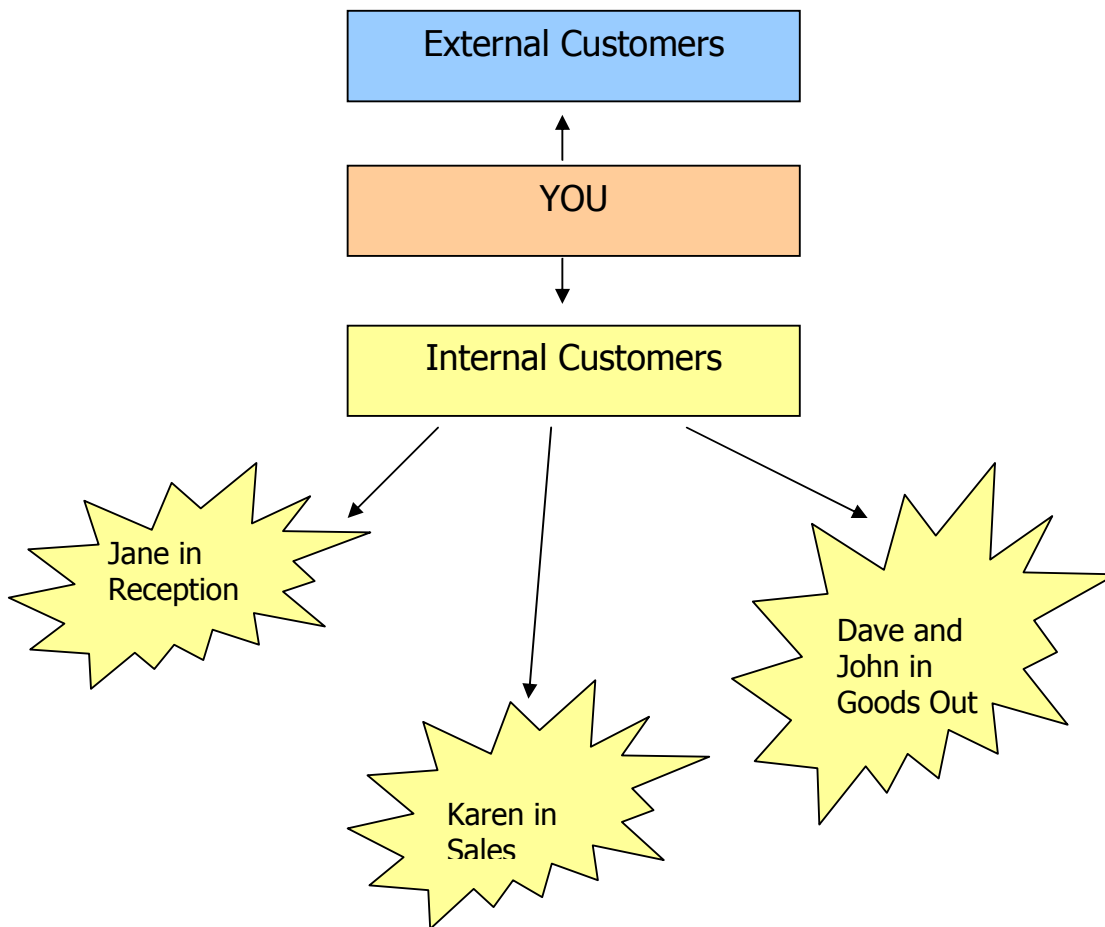
If you ordered a taxi you might be persuaded to use them again not just because they were always on time and had clean cars but because the driver was polite, knocked on your door to let you know they were there and even helped you with your baggage.

What are the functional and personal expectations of your external customers, and are you meeting them not?

Internal customers

Everyone in an organization has internal customers and they are basically your colleagues who you supply any product or service to. Colleagues will also supply things to you and your team from time to time so you then become their internal customers.

It is often a good starting point to draw a chart that identifies your internal customers so that you never forget who they are and an example is shown below:



By working with your internal customers and satisfying their needs you will be helping them do their job more efficiently and effectively. If they are doing this they, in turn, will be providing better products and services to their internal or external customers.

Now make a list of your internal customers, include their names and job titles and identify what you supply them with:

Finding out what your customers want

In order to supply your customers (external or internal) with what they want, you obviously need to find out what it is they want in the first place. This is often referred to as market research and we shall now look at the various ways you can do this. Market research is often split into two areas:

- **Secondary or desk research** – this is where you can use “existing” research to tell you what your customers want. It could be anything from official published data on customers requirements (things like what and how much people are buying) to internal documents that indicate customer buying quantities, comments from staff who deal with customers, customer complaints, letters or congratulations etc
- **Primary or field research** – this is where you have to gather the information yourself. You can do this by producing questionnaires and interviewing individuals or groups

What kind of research do you do in relation to the needs of customers (external or internal)?

Agreeing service level agreements

Having gathered information about your customers you can now agree a service level agreement or specification as to what they actually want. In theory, if you deliver what is in your service level agreement then you have provided your customer with what they want. Most research on marketing, though, will tell you that it is always better to “exceed” the service level agreement in order to really please your customers.

What kind of service level agreements or specifications do you work with?

Developing processes that meet customer needs

Knowing and agreeing what your customers want is one thing - the next stage is to agree some sensible objectives, put some processes in place and then keep an eye on things to make sure they go as planned.

Regardless of what business you are in, a process is a process and is basically about taking things in, adding value to them and then passing them back out again. A cinema, for example, takes in people and “transforms” them hopefully into people who have had an enjoyable experience. A custody officer might take in someone who has committed a crime and “process” them through custody. The output is someone who has spent time in custody and is now ready for the next process whether it is a charge or release. If you work in a local council you might take in planning applications, process them and produce completed applications. Here at KD Training Solutions we take in people and help them learn so they come out the other end with national qualifications and are better educated.

Let’s first look at agreeing objectives.

SMART Objectives

You will come across the term SMART objectives many times on your Certificate programme. What we are trying to say is that agreeing objectives with people is a good way to ensure they work towards them. In order for the agreed objectives to be worthwhile they need to be SMART which means:

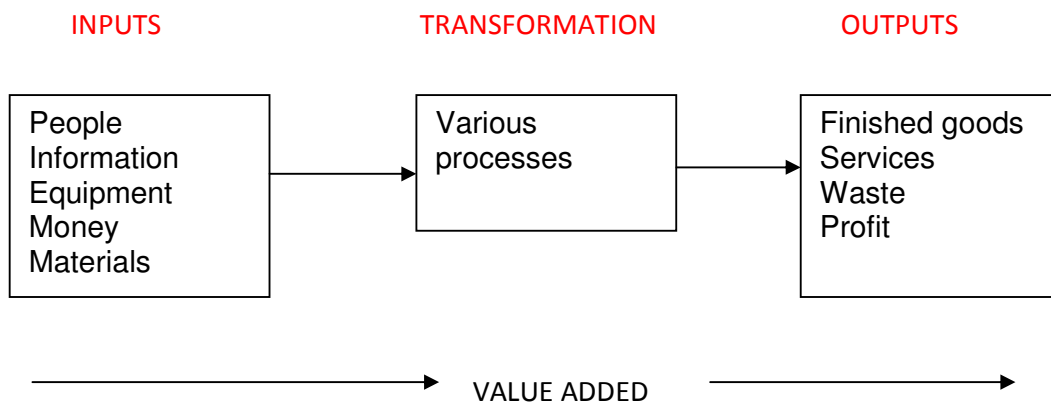
- **Specific** – in that they give sufficient detail and are very clear
- **Measurable** – in that you can measure what is being achieved so as to determine whether your objective will be met. This includes the “standard” you require
- **Achievable** – in that whoever is carrying out has the ability to achieve it. It needs to be challenging but within their ability, otherwise you might be setting them up to fail
- **Realistic** – in that the right resources have to be available to enable the job to be done
- **Time-bound** – in that the right amount of time needs to be allocated

By ensuring that objectives are SMART, you and your staff will be very clear about what is required and therefore, you will be able to monitor the work fairly easily.

Once you know (or think you know) what your customers want, what objectives do you agree and are they SMART?

A basic process

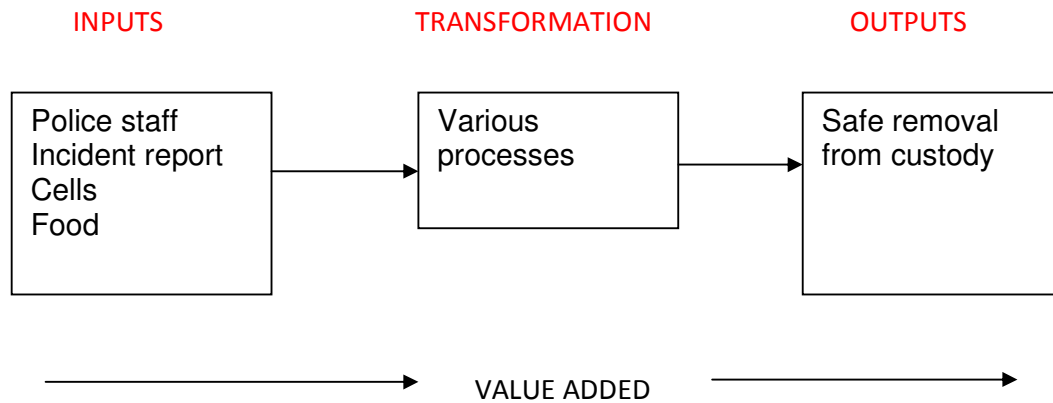
In theoretical terms we are talking about “inputs”, “transformation” and “outputs” and this is illustrated in the diagram below:



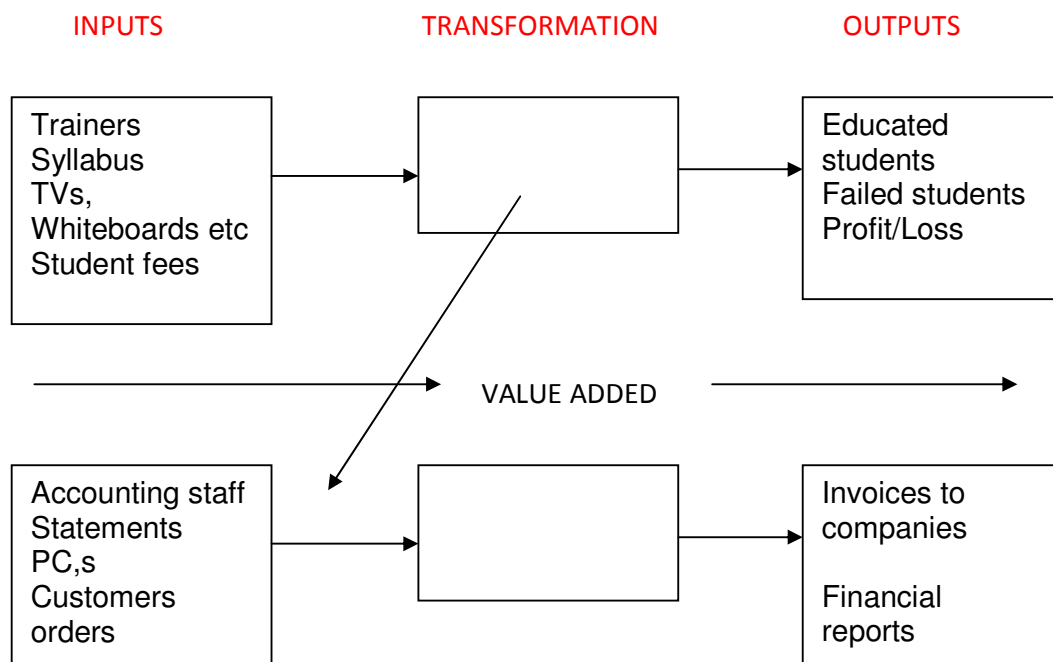
A process may do many things such as:

- Move things from one place to another (i.e. a transport company)
- Change the inputs (i.e. education)
- Store the inputs (i.e. a warehouse)

Some inputs will stay the same (i.e. people) whilst other (i.e. materials) will be used up in the process. An example of a custody process might be as follows:



The “transformation” bit of the process is not often discussed in detail because a series of many processes. Below is an illustration of a training company and its finance process:



Think of the process that you are involved in. What are the inputs and outputs and what value is added?

Making sure things work

Unfortunately, a lot of things do not go as expected but if you have at least agreed objectives and set up processes that work, you have half a chance.

The next logical step is to ensure that those processes keep working and whenever problems occur you are ready for them.

Getting supplies on time

In order for you to get the “inputs” you require, when you required them for your process, you might have to rely on someone else’s processes. It is important to ensure that you check your suppliers, whoever they are, from time to time to make sure they can deliver.

The key questions you will probably ask is what are they going to supply and when are they going to supply it. Here at KD Training Solutions we speak with our customers all the time so we can judge how many candidates are likely to come into our system. If you worked on a factory production line you might receive chemicals or product parts and it obvious that you need to know when and how many will arrive.

How do you make sure your supplies, whatever they are, arrive on time and in the right volume?

Keeping an eye on stock

Stock means many things to many people but if we use our transformation model it can be explained very clearly. Inputs count as stock (supplies and materials), as does work in progress (or work in the transformation stage) in the format of, for example (half trained candidates or a person who is half way through watching a film). Outputs are also stock because they might be finished goods or services which have been processed and are ready for delivery to another process.

Having too much stock may mean that it might have to be stored and you might not have the space, whilst having too little stock might hold up operations. As the line between having too much and not having enough is fine, one way of managing this is through what we call “buffer” stocks. The word is self-explanatory but it means having a little extra just in case. If you belong to a distance learning training company and you normally had 100 students per year, it would seem sensible to have 110 copies of materials as a “buffer”.

How do you ensure you have the right stock at the right time?

Keeping materials and equipment in good order

Regardless of what equipment or materials you use, they need to be maintained if you are to get the best out of them. If you work in a factory and you do not ensure that tools are maintained, they may go rusty and not be available when needed. The same applies to office furniture and equipment – if not maintained, PCs might breakdown and furniture might break. If this happens to you then you are likely to:

- Lose or at worst have to stop production
- Spend a lot of money replacing things that if looked after, would have lasted longer
- Let down people who are waiting for your product or service

Although we are discussing equipment and materials, it is also vital that your “people” are looked after as well because without them nothing happens. At worst you might have to hire temporary staff and these are not cheap. This will be discussed more in Part B.

How do you ensure that the materials and equipment you use is always in good working order?
How do you carry out maintenance and work at the same time?

What if problems occur?

Problems will always occur but you need to:

- Think about possible problems before they happen
- Make sure you know how to solve problems when they do happen

Professor Kaoru Ishikawa, a Japanese quality control statistician, invented the fishbone diagram which is often referred to as the Ishikawa diagram. The “fishbone” diagram resembles the skeleton of a fish is an analysis tool that provides a systematic way of looking at effects and the causes that create or contribute to those effects. Because of the function of the fishbone diagram, it may be referred to as a cause-and-effect diagram.

Whatever name you choose, remember that the value of the fishbone diagram is to assist you in categorising the many potential causes of problems or issues in an orderly way and will help you identify root causes to problems.

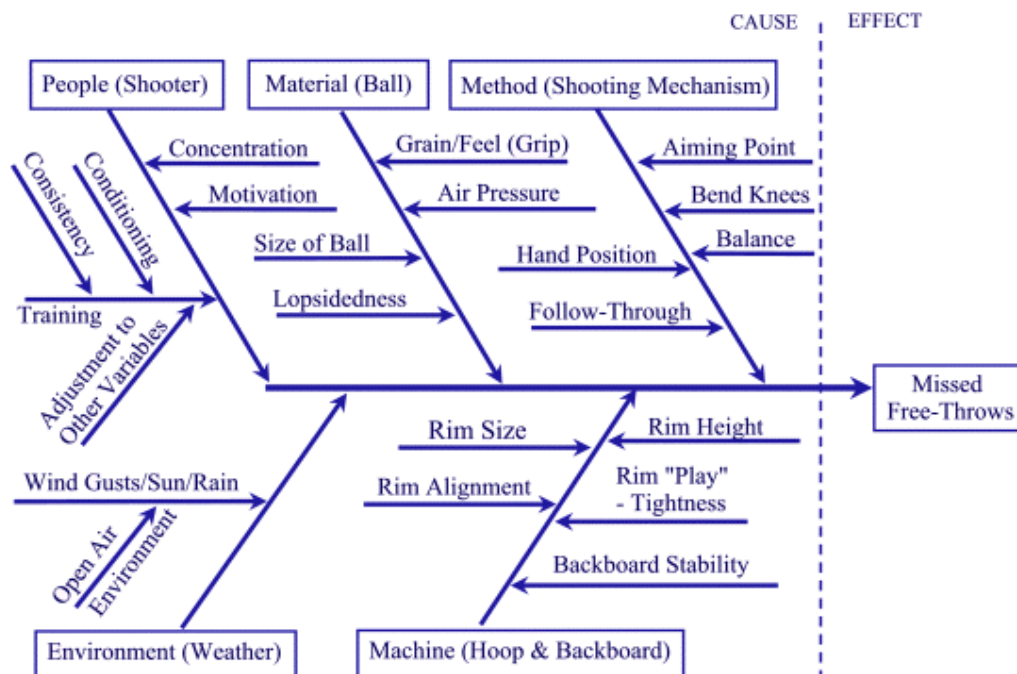
Here are the basic steps in producing a completed fishbone diagram:

- Draw the fishbone diagram and write the problem/issue in the "head of the fish"
- Label each ""bone" of the "fish". The major categories typically utilised are:
 - The 4 M's: Methods, Machines, Materials, Manpower
 - The 4 P's: Place, Procedure, People, Policies

Note: You may use one of the four categories suggested, combine them in any fashion or make up your own. The categories are to help you organise your ideas.

- Use an idea-generating technique (e.g., brainstorming) to identify the factors within each category that may be affecting the problem/issue and/or effect being studied. The team should ask... "What are the machine issues affecting/causing..."
- Repeat this procedure with each factor under the category to produce sub-factors. Continue asking, "Why is this happening?" and put additional segments each factor and subsequently under each sub-factor
- Continue until you no longer get useful information as you ask, "Why is that happening?"
- Analyse the results of the fishbone after team members agree that an adequate amount of detail has been provided under each major category. Do this by looking for those items that appear in more than one category. These become the "most likely causes"
- For those items identified as the "most likely causes", the team should reach consensus on listing those items in priority order with the first item being the "most probable" cause

A completed fishbone diagram showing problems with a basketball player who keeps missing free throws is illustrated below:



Part A – Summary Quiz

Try and answer the questions below to reinforce what you have learnt:

- What does the term “customer focused” mean?
- Why are internal customers as important as external customers?
- How can you find out what your customers need?
- What is a service level agreement?
- What are the steps involved in developing a process?
- What is involved in an “input-output” model?
- How can you ensure that supplies arrive on time?
- How can you ensure you have the right stock when you need it?
- What are the ways in which materials and equipment can be kept in good working order?
- What is a “fishbone” diagram and what can it be used for?

PART B – CONTINUOUS IMPROVEMENT

Objectives:

By the end of Part B you will be able to:

- Understand the need for continuous improvement
- Explain what excuses people use for not improving
- List the 10 basic tips for introducing continuous improvement
- Describe how to encourage continuous improvement activities

Introduction

Rather than make large changes every few years it is advocated that the best changes are those which are done in small chunks on a regular basis. This is called continuous improvement or KAIZEN as it is known (In Japanese, KAIZEN means "change for the better" or "improvement", whilst the English translation is "continuous improvement", or "continual improvement"). Kaizen calls for never-ending efforts for improvement involving everyone in the organisation - managers and workers alike. A closer definition of the meaning of Kaizen is "to take it apart and put back together in a better way." What is taken apart is usually a process, system, product, or service.

Earlier we described the "forces" outside and within an organisation which might force change but the real issue is about continually monitoring both of these aspects and making change something that happens all of the time. Successful organisations use the PEST model or something similar to monitor changes in the environment and you should monitor your own operations and look for changes.

Kaizen and management have two major components: maintenance, and improvement. The objective of the maintenance function is to maintain current technological, managerial, and operating standards. The improvement function is aimed at improving current standards.

Under the **maintenance** function, the management must first establish policies, rules, directives and standard operating procedures (SOPs) and then work towards ensuring that everybody follows SOP. The latter is achieved through a combination of discipline and human resource development measures.

Under the **improvement** function, management works continuously towards revising the current standards, once they have been mastered and establishing higher ones. Improvement can be broken down between innovation and Kaizen. Innovation involves a drastic improvement in the existing process and requires large investments. Kaizen signifies small improvements as a result of coordinated continuous efforts by all employees.

The wet blanket list

People will often try to put a wet blanket over any suggestion you make to continually improve things and they tend to include things like:

- I am too busy to study it
- It's a good idea, but the timing is premature
- It is not in the budget
- Theory is different from practice
- Isn't there something else for you to do?
- I think it doesn't match corporate policy
- It isn't our business; let someone else think about it
- Are you dissatisfied with your work?
- It's not improvement, it's common sense
- I know the result, even if we don't do it
- I will not be held accountable for it
- Can't you think of a better idea?

Which of the above excuses would your team put forward if you suggested introducing continuous improvement?

Basic tips for KAIZEN activities

Here are 10 basic tips for KAIZEN activities from <http://www.revisionguru.co.uk/business/kaizen.htm>:

- Discard conventional fixed ideas
- Think of how to do it, not why it cannot be done
- Do not make excuses. Start by questioning current practices
- Do not seek perfection. Do it right away even if for only 50% of target
- Correct it right away, if you make mistake
- Do not spend money for KAIZEN, use your wisdom
- Wisdom is brought out when faced with hardship
- Ask 'WHY?' five times and seek root causes
- Seek the wisdom of ten people rather than the knowledge of one
- KAIZEN ideas are infinite

What are your views on the 10 basic tips above as they apply to your job role?

Ways of encouraging continuous improvement

A suggestion system is an integral part of an established management system that aims at involving employees in Kaizen. The number of worker's suggestions is regarded as important criteria in reviewing the performance of the worker's supervisor and the manager of the supervisor.

Japanese management encourages employees to generate a great number of suggestions and works hard to consider and implement these suggestions, often incorporating them into the overall Kaizen strategy. Management also gives due recognition to employee's efforts for improvement. An important aspect of the suggestion system is that each suggestion, once implemented, leads to an upgraded standard.

Quality Control (QC) circles are small groups that voluntarily perform quality-control activities in the workplace and can be viewed as a group-oriented suggestion system for making improvements.

Which of the above schemes could you use to encourage your team members to be involved in continuous improvement?

Part B – Summary Quiz

Try and answer the questions below to reinforce what you have learnt:

- State some of the reasons why people often try to put a wet blanket over any suggestion to improve things?
- What are the 10 basic tips for KAIZEN activities?
- How can you encourage continuous improvement?

PART C – PREPARING A CASE TO SUPPORT CHANGE

Objectives:

By the end of Part C you will be able to:

- Explain why change is necessary
- Define the term “change”
- Explain why change happens
- Describe some typical reactions organisation have to change
- State the steps required to managing change properly
- Understand why people resist change
- Describe how you can help people adopt change in a positive way

Introduction

In today’s highly competitive business world, organisations are constantly trying to gain advantage over their competitors. Because the world is constantly changing, 2 ways of achieving this advantage are to continually improve the products and services they provide and manage change effectively.

According to Palmer S (1998) the management of change has become one of the most important aspects of a manager’s job and that you will only be a good manager if you can manage change. She also cites that changes are taking place all of the time and management must be responsive, flexible and adaptable.

Machiavelli also said that there is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage than the creation of new system. For the initiator has the enmity (hatred) of all who would profit by the preservation of the old institutions and merely the lukewarm defenders in those who should gain by the new ones.

Johnson B (2204) also says that change can be exciting, challenging and stimulating. Unfortunately it can also be frightening, threatening and unsettling!!

Some definitions

Here are some definitions of change:

“It is often said that change is as certain as the seasons, but never as predictable”

<http://home.btconnect.com/Training-People/courses/change.htm>

“the act or an instance of making or becoming different” or “an alteration or modification” The Concise Oxford Dictionary

“any alteration of the status quo”. Bartol K M (1998)

The positive aspects of change

In 1963 John F Kennedy was in Frankfurt, Germany and he said “change is the law of life and those who look only to the past or the present are certain to miss the future”. Have a look at these suggested positive aspects of change and see if you agree with them:

- **New Interests** – Change can bring new interests to jobs that have become tedious or uninteresting
- **Career Development** – Change can sometimes be the catalyst to moving on in your career, especially if you have been stuck for a long period
- **New Skills** – New people, new systems and new technology can all bring new strings to your bow
- **Challenge** – Introducing a change could be seen as a challenge rather than a problem and we all need challenges in life
- **Empowerment** – Change provides an opportunity to empower the team by giving them more power over what they do and how they do it

Why change happens

You will have experienced change in your time at work and it could have been anything from downsizing, moving to a new factory, re-structuring or introducing information technology. Some people would argue that many changes are made for change sake but organisations need to change otherwise they become stale and complacent.

These days customers are demanding higher standards and a bigger choice in products and services (especially since they have access to the Internet) and if they do not like what you offer, in most cases, they can and will go elsewhere.

Charles Darwin did say though, that it is not the strongest species that survive, nor the most intelligent, it is the one most adaptable to change and the same is very true of your organisation.

External influences that force change

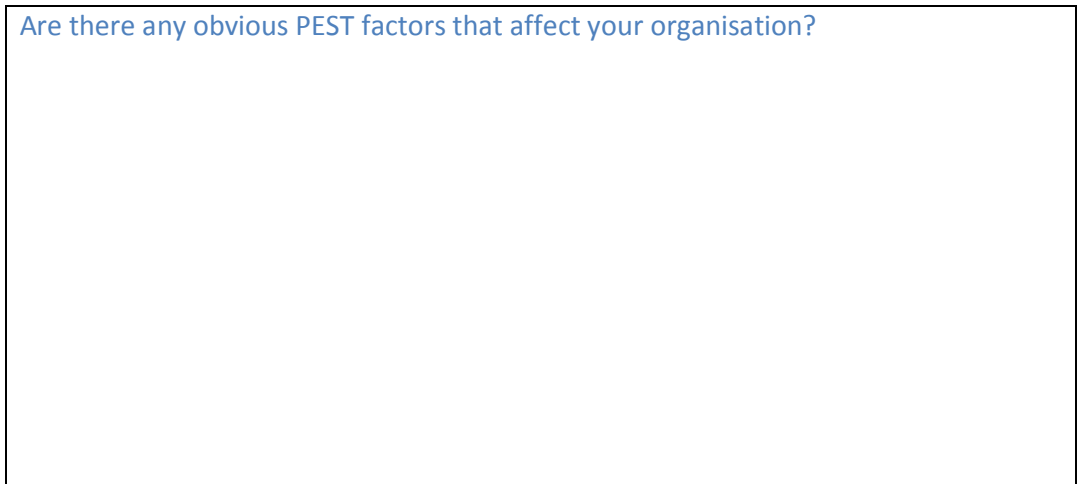
It is generally accepted that change is forced upon us either from within an organisation or from the external “environment”. Factors in this external environment such as uncertain economic conditions, fierce world competition, levels of Government intervention, scarcity of natural resources and rapid developments in new technology often make this environment volatile. This means that an organisation must be responsive to those factors that affect it.

We have already discussed the many issues happening in an organisation's external environment and its needs to react to them. This is because changes from the outside are normally difficult to stop and simply have to be dealt with.

One way of doing this is to tool known as a PEST analysis and from this you should be able to see what factors affect your own organisation:

- **Political** – This includes such things as Government legislation and policy, regulation of public bodies and quality standards, pollution control
- **Economic** – Includes Government economic policy, inflation and interest rates, taxation, energy costs
- **Social** – Is about people’s lifestyles, levels of education, attitudes to work and health, income levels
- **Technology** – The rate of technological change is probably greater now than ever before – look at how the Internet has affected business

Are there any obvious PEST factors that affect your organisation?



Internal change influences

Internal change means you and your colleagues. You are the ones who propose changes which is why internally originated change is more easily accepted.

Making large changes, all of a sudden tend to frighten people so it is important that you keep an eye on things and make subtle changes whenever possible. If you think about it, if you changed 2% of your job each week, you will have changed the whole thing within a year!

The organisations approach to change

In their new management Pathways to Management series, the CMI refer to 4 types of approach that organisations seem to take to change:

- **The ostrich** – These organisations bury their heads in the sand and hope it will all go away. Most time is spent is explaining how their organisation is right and anyone who complains is clearly wrong

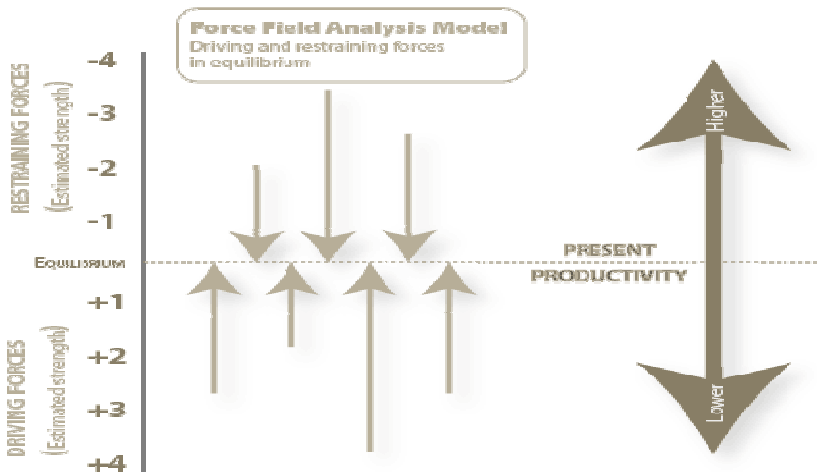
- **The headless chicken** – Changes takes these organisations by surprise, even when it may have been obvious for a long time. No-one takes responsibility for the change and panic is quite common
- **The spider** – The spider waits for something to hit its web – which is sensitive to external impact and responds rapidly. It does not go out to explore, just sits there waiting for something to happen. Reactive, but planned this organisation may not grow or take action
- **The sheepdog** – Like a sheepdog manoeuvres its flock, so this organisation manoeuvres its position. Good at anticipating, planning and thinking ahead, managers are encouraged to set objectives and identify where they are now, where they ought to be and how to get there, actively managing change

Most organisations probably take somewhat of a mixed approach to change but it is clear to see that the sheepdog will be the winner at the end of the day.

Which approach does your organisation generally take towards change?

The change process explained

Kurt Lewin suggested that the change process is not easy and that things tend to stay the same when there are equal opposing forces. He referred to these forces as “driving” and “restraining” and an example is shown below:



Once these forces have been identified, management has to decide whether the driving forces are stronger or weaker than the restraining forces. Lewin suggested that there are two ways of developing this model further. One is to “push” the driving forces and make them stronger than the restraining forces and the other which is to “pull” by reducing the strength of the restraining forces.

3 steps to successful change

We are going to stay with Lewin and look at the 3 stages of what he refers to as “successful change”.

- **Step 1 Unfreezing** – Lewin suggests that if change is to be successful the first step involves “unfreezing” the old ways and getting people used to the fact that change must happen. This is done by:
 - Giving people hard facts about the need to change
 - Explaining the dangers of not changing
 - Explaining what is causing the change
 - Listing the benefits to them
 - Providing full information about how the change will be managed
 - Dealing with individuals problems
- **Step 2 Changing** – this step involves finding new ways of doing things and selecting the right people to do them. This step involves:
 - Explaining what the problems are and involving them in developing solutions
 - Using them to draw up action plans
 - Presenting everyone with clear objectives and responsibilities
 - Handling problems immediately they occur
 - Providing any training that is required

- **Step 3 Refreezing** – this step involves highlighting the successes that have been achieved and responding quickly to any problems. This step involves:
 - Continuing to deal with people’s problems
 - Highlighting successes and rewarding those who have done well
 - Using managers to set an example by adhering to the changes

Understanding why people resist change

Some people fear change because they see it as a threat, especially if the details of the change have not been discussed with them. The sort of reactions you get might be:

- I hope this is not just another gimmick!
- I am not a marketing person why should I deal with customers?
- Does this mean that I will have to start wearing suits?
- Just when I thought I had this job under my belt, they have to change it

Although we have said that change has many benefits and essential, many people tend to resist for any of the following reasons:

- **Fear of the unknown** because they have been happen with what they have done in the past and do not understand what the new changes mean
- **Fear of loss** if things like status, power, perks or even their job even though their fears may be totally unfounded
- **Insecurity and ambiguity** as most people tend to fear the worst and they will wonder if they will be able to cope with whatever is expected of them

People demonstrate their resistance in many ways such as:

- Taking lots of time off work or just regularly coming in late
- Talking negatively about the change and try to get others to see their point of view about how bad the change is
- Involving Unions or other bodies to support their resistance
- Sticking to their own view and ignoring every idea that is put forward

What can you do?

We are going to offer you a very simple model for managing resistance to change that involves providing people with the right level of information, letting them join in and contribute to the changes and developing the enthusiasm that is required to put the changes in place. This simple model works because:

- **Information**, specifically a lack of it is the main reason cited by people when it comes to reasons for resistance
- **Consulting** people by getting their specialist views and encouraging them to join in the change process helps cut resistance
- **Enthusiasm** is quickly gained by people who are given the right level of knowledge, skills and abilities to manage the change as they feel confident in what they are doing

Think of a recent change you are aware of. Did any of the above or similar comments arise? Were you suspicious of the proposed changes?

Creating the right atmosphere

You have probably worked in a few places and detected what sort of atmosphere exists. People are sometimes very cheerful and relaxed whilst others are not so happy and a very formal atmosphere exists.

It has been suggested that an open, sharing, supportive, trusting and friendly atmosphere will go a long way to making the implementation of changes easier.

The right atmosphere can be achieved if:

- People are friendly towards each other
- Managers are considerate and supportive
- People enjoy their work
- Communication is open
- Appropriate information is circulated
- Management and staff have a high level of trust for each other
- Decision-making is a shared process

Part C – Summary Quiz

Try and answer the questions below to reinforce what you have learnt:

- State a good definition of “change”?
- What are the positive aspects of change?
- What are the external influences that force change?
- What are the internal influences that force change?
- What are some of the approaches organisation take to change?
- What is a “force field analysis”?
- What are the 3 steps involved in managing change?
- Why do people resist change?
- How might you manage resistance to change?
- Why is it important to “create the right atmosphere”?

PART D – UNIT SUMMARY

In this Unit you have looked at who your customers are and how you should plan and monitor activities to ensure their needs are met. You have also looked at the way in which your team members should be able to work in a healthy and safe environment. Finally, you have looked at the way in change should be managed and how continuous improvement should be a way of life at work.

After working through this workbook, attending the relevant workshop and doing some research of your own, you should be in a position to complete the Unit assessment.

PART E - PREPARING FOR ASSESSMENT

If you are on an attendance programme, by the time you have completed this self study guide, you will also have attended the relevant monthly workshop. Now you need to carry out some extra research and gather some more information on these topics which you can use for your assessment.

Remember that you can submit a draft of your assessment to the Centre and we will try and give you some form of feedback as quickly as possible.

When you have completed your assessment you need to bring it to the next monthly workshop and hand it in to the tutor. If you are on a distance learning programme, you should submit your assessment as agreed with us. In addition to your assessment you should also hand in the following:

- Your work brief
- The marking sheet for this unit (after signing the front page and making a self-assessment in the first box on the first page)

You can find all the materials you need by following the relevant link on your website at www.kdtraining.co.uk, then “Diploma in First Line Management”.

Once your work has been assessed, you will receive a copy of your feedback by email and we will attempt to do this about 2-3 weeks after you hand your work in. If you hand your work in late, you may go to the back of the queue so try to make sure you deliver on time.

After your work has been assessed, it may be selected to be internally moderated by another tutor. That means it will be checked to make sure all the relevant paperwork is there and that the assessment was rigorous and fair.

Your work will then be kept by the Centre and shown to the CMI External Verifier when he next visits.

At the end of your programme, all of your work will be presented to the CMI External Verifier and she will make the final decision regarding your qualification.

Good Luck!