

Pearson BTEC Uzbekistan Level 7 Professional Diploma in

# Strategic Management

Unit 3: Strategic Change Management

Teacher Resources

Issue 1



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# Introduction

This resource booklet is a companion to the Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery and of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the units in the qualification
- recommended resources to support the delivery of the units in the qualification
- schemes of work that show the topics, activities and assessments covered in all units across the qualification
- lesson plans with detailed guidance on how to deliver the lessons in the units
- assignment briefs to support the assessments of all the units in the qualification.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the qualification. There is information on:

- the structure of your qualification
- how you can build the qualification for your learners
- suggestions for how you might make contact with appropriate employers
- information on other support and resources available.

We have given you unit-by-unit guidance. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find assignment briefs, as well as tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for each unit. These resource lists offer suggestions for books, websites and videos that you can direct your learners to use and/or that you can use to complement delivery.

# Unit 3: Strategic Change Management

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## Delivery guidance

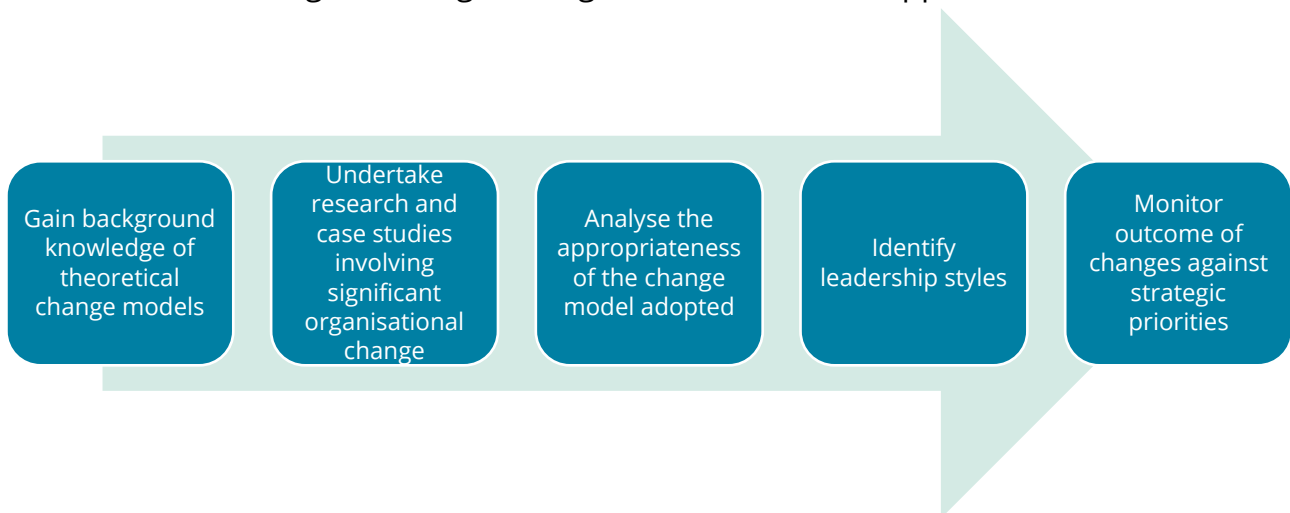
Learners taking this qualification are already likely to have significant experience in management or supervisory positions. Use this experience in class when discussing the application of strategic change models in different contexts and situations.

For example, some learners may have been involved in major organisational change such as an organisational re-structure. Others may have been in organisations affected by a significant change in their external environment. Change in the external environment could include, for example, a change in government policy or the impact of globalisation.

Give learners the opportunity to share their experiences with the rest of the class through class discussions or in paired activities. In this programme, learners should be encouraged to:

- apply theoretical models to specific contexts
- critically appraise the strategic response of an organisation to different circumstances
- evaluate outcomes of different change management strategies.

**Figure 5** provides an overview of how you could approach the delivery of this unit using either learners' own organisations or case study research. It is also good practice to compare and contrast different approaches to change management, so you might like to consider allocating learners different case studies. In this way, you can then lead class discussions to assess learners' understanding of strategic change models and their application.



**Figure 5:** The learner journey through Unit 3

### Approaching the unit

In the context of this unit, 'change management' should focus on strategic change. When determining the appropriateness and suitability of a case study for further research or when looking at change from the perspective of learners' own workplaces, strategic change should therefore involve some or all of the following features:

- a fundamental change to the organisation's long-term objective
- a change to the organisation's future direction moving forward
- the involvement of senior strategic leaders within the organisation
- the support or involvement of key stakeholders
- the mobilisation of resources
- a measurable impact on organisational performance.

Figure 6 shows how this approach works in practice.

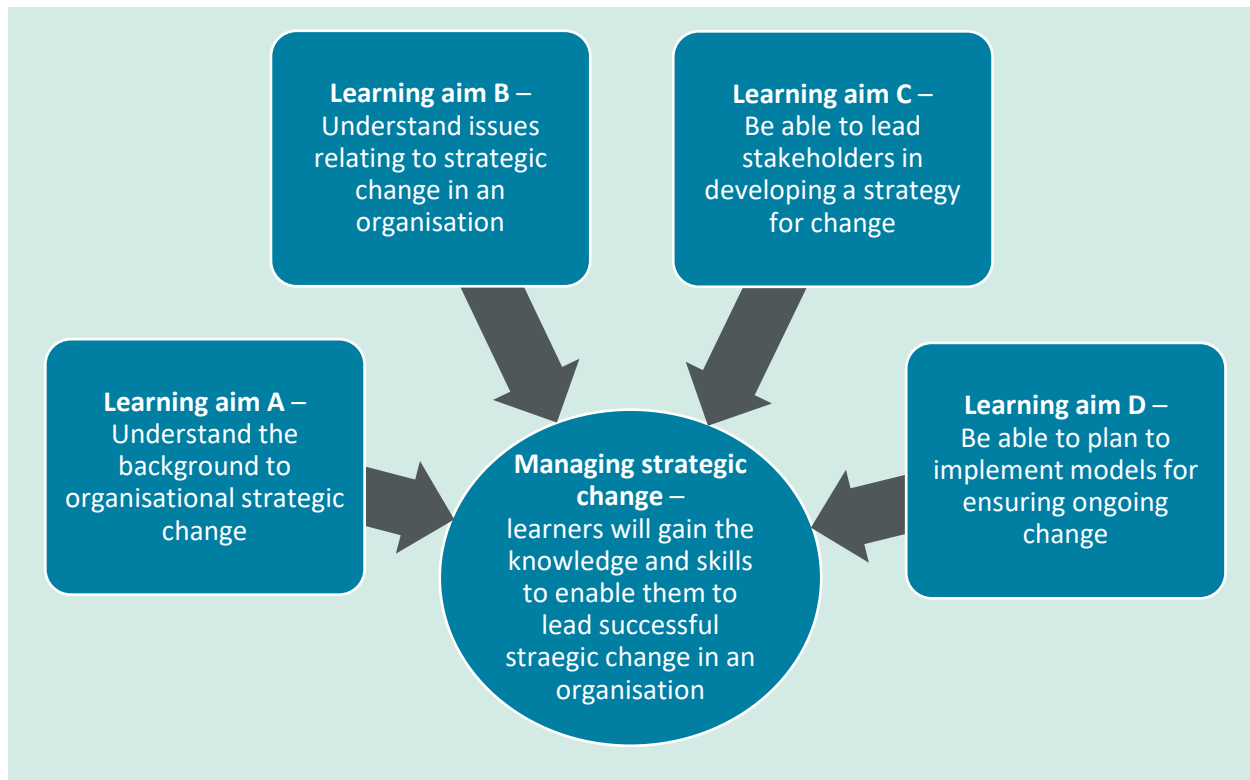


Figure 6: The elements of the strategic change process applied to Unit 2

Inviting guest speakers into class is a good way to show learners how their studies are applied in the world of work. People working in large businesses or central government ministries could be invited to meet learners.

When inviting guest speakers into the class, it is important that learners are well prepared. An effective way of doing this is for learners to prepare a set of questions before the guest speaker is scheduled to attend. You can then check the suitability of the questions and allocate them to individual learners.

The questions that learners ask should cover the following themes:

- the strategic objectives of the organisation where the speaker is employed
- the nature of change in the organisation – is the change reactive (for example in response to an external environmental influence) or proactive (for example to establish innovative working practices or to promote a new product)?
- the organisation's approach to strategic change – the main drivers, engagement with stakeholders and dealing with resistance
- the strategic management skills required to drive the change forward
- the evaluation of progress – what worked and what did not work – and the key influencers of success (leaders, people and resources).

Learners will find it useful to maintain an ongoing portfolio of the activities and research activities completed during their course. This portfolio may be useful when learners are preparing personal development plans, progressing to specialist management development programmes or preparing for progression to higher-level leadership and managerial positions.

## Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Understand the background to organisational strategic change	<ul style="list-style-type: none"> <li>• Change models.</li> <li>• Strategic interventions.</li> </ul>	<p><b>Either</b></p> <p>Learners select an organisation and develop a model for change, incorporating issues related to strategic change in that organisation. They show how they will lead stakeholders in developing a strategy for change and how they plan to implement the chosen model for change. Their report will start with an introduction to the background of change.</p> <p><b>Or</b></p> <p>Learners prepare an article for inclusion in an international business journal purchased by business executives working in multinational corporations. The article should take the form of a case study that considers strategic change management in an organisation that has undergone significant change. Learners can decide to focus on change driven by key challenges to an organisation or change that is implemented to exploit new opportunities.</p>
B Understand issues relating to strategic change in an organisation	<ul style="list-style-type: none"> <li>• Need for change.</li> <li>• Factors driving the change.</li> <li>• Resource implication.</li> </ul>	
C Be able to lead stakeholders in developing a strategy for change	<ul style="list-style-type: none"> <li>• Systems to involve stakeholders.</li> <li>• Involving stakeholders in the change management strategy.</li> <li>• Resistance to change.</li> <li>• Strategies.</li> </ul>	
D Be able to plan to implement models for ensuring ongoing change	<ul style="list-style-type: none"> <li>• Plan to develop appropriate models for change.</li> <li>• Plan to implement a model for change.</li> <li>• Develop appropriate measure to monitor progress.</li> </ul>	

### Assessment guidance

The recommended assessment approach for this unit is for learners to complete one assignment covering all four learning aims.

### Learning aims A, B, C and D: Assignment 1

Learners need to research information from a chosen organisation and develop a report on planning strategic change in that organisation.

For A.P1, learners need to show that they understand the different approaches to models of change management. They need to discuss a minimum of three established models, highlighting the differences in approach.

For A.P2, in the introduction to their report, learners need to evaluate the relevance of the models of strategic change, using examples from organisations. They need to explain why the models for change are appropriate for their selected examples.

For A.P3, learners will assess the value of using strategic intervention techniques used in organisations. These techniques need to be applied to the organisation in their report.

For B.P1 and B.P2, learners will show an understanding of the forces that affect an organisation and which drive the need for change. Showing understanding requires learners to do more than just write a list of forces and change drivers; they need to demonstrate that they have researched and examined the current position of the organisation and that they are able to assess the factors that are driving the organisation's need to change.

For B.P3, learners need to assess the resource implications of the organisation not responding to change. It is expected that learners will assess the relevant financial, human and physical resources. They are not expected to cost the resource implications for the organisation.

For C.P1, learners need to develop systems to involve stakeholders in the planning of change. The systems need to be appropriate to and workable in the selected organisation.

For C.P2, learners need to show that they understand the different strategies available to them in the process of change management. They need to develop an appropriate strategy for change in the selected organisation and show how they would involve stakeholders in the development of this strategy.

For C.P3, learners need to make judgements on the effectiveness of the systems used to involve stakeholders in the development of a change strategy. They need to evaluate the process, taking account of anything that worked well and anything that did not work well or that could have worked better.

For C.P4, learners need to show that they recognise that resistance to change can show itself in different ways. If managed badly, resistance can become entrenched and spread throughout the organisation. Learners will create a strategy for managing resistance to change that is appropriate to their selected organisation. Their strategy needs to address the issues and provide a workable approach to overcome the resistance.

For D.P1, learners will develop appropriate models for ongoing change in their selected organisation. The models need to reflect the circumstances facing the organisation.

For D.P2, learners need to show how they would plan to implement the model for change in their selected organisation. Internal and external circumstances impacting on the organisation also need to be considered.

For D.P3, learners will develop measures to monitor the progress of the change model once it is launched. The measures will need to be practical, workable and appropriate for the organisational context.

## Getting started

This gives you a starting place for one way of delivering the unit.

<b>Unit 3: Strategic Change Management</b>
<p><b>Introduction</b></p> <p>When delivering each of these learning aims, activities should focus on allowing learners to engage in research that encourages them to explore and find out more about how strategic change is implemented in an organisation. For this unit, consider change in organisations that have identified strategic objectives. These organisations will generally, but not always, be larger corporations or organisations.</p> <p><b>Important note:</b> It is recommended that for this unit that you teach Learning Aim B before Learning Aim A.</p>
<b>Learning aim A – Understand the background to organisational strategic change</b>
<p>For learning aim A, build on the discussions from learning aim B and introduce the various models of strategic change. Learners conduct their own research on the models, particularly those that may be appropriate to their selected organisation in the current economic climate. Topical case studies are a useful method of highlighting and examining different strategic intervention techniques. Learners compare the techniques used in different strategic change management situations.</p>
<b>Learning aim B – Understand issues relating to strategic change in an organisation</b>
<p>Learning aim B is a good starting point for this unit and you could use learners' experiences from their own organisations. Encourage learners to discuss and share their experiences of change in their own workplaces. It is likely that all employed learners will have experienced change on some scale in their workplace and they can also draw on topical examples of strategic change in other organisations.</p>

### Unit 3: Strategic Change Management

#### Learning aim C – Be able to lead stakeholders in developing a strategy for change

For learning aim C, learners need to be aware of the range of internal and external stakeholders who are affected by change. Teacher input will be required to introduce and develop an understanding of systems that can be used to involve stakeholders in the planning stages of the change process. Learners may be able to draw on their own experiences of the change management strategies that have been used in their own organisations. Teacher-led discussions are a useful way of identifying strategies. This can give learners the opportunity to develop their understanding of the strategies as they are identified and discussed.

A good way of introducing resistance to change is through a topical case study. Learners will look at these examples and discuss strategies that would be appropriate to manage the resistance to change. For example, in Uzbekistan there may be some resistance to change due to the increased competition arising from inward investment of overseas capital in the form of multinational corporations. This may influence the level of competition in the private sector, resulting in the need for an appropriate strategic response from those private sector businesses in Uzbekistan.

#### Learning aim D – Be able to plan to implement models for ensuring ongoing change

For learning aim D, learners will require some teacher input on ways of monitoring progress towards change in organisations. Again, they may be able to draw on their experiences from their own organisations. Teacher support and guidance will be required as learners develop their plans to choose and implement a model for change.

### Details of links to other BTEC units and qualifications

This unit is linked to Unit 1: Developing Strategic Management and Leadership Skills.

### Resources

#### Textbooks

Blake, I. and Bush, C. – *Project Managing Change: Practical Tools and Techniques to Make Change Happen*, Financial Times/Prentice Hall (2008)

ISBN-13: 9780273720454

Cameron, E. and Green, M. – *Making Sense of Change Management*, second edition, Kogan Page (2009) ISBN-13: 9780749453107

Carnall, C. – *Managing Change in Organizations*, sixth edition, Financial Times/Prentice Hall (2007) ISBN-13: 9780273736417

Diamond, M. A. and Allcorn, S. – *Private Selves in Public Organizations: The Psychodynamics of Organizational Diagnosis and Change*, Palgrave Macmillan (2009) ISBN-13: 9780230613096

Dunphy, D., Griffiths, A. and Benn, S. – *Organizational Change for Corporate Sustainability*, second edition, Routledge (2007) ISBN-13: 9780415393300

Fullan, M. – *Leading in a Culture of Change*, Jossey-Bass (2007)  
ISBN-13: 9780787987664

Goncalves, M. – *Change Management: Concepts and Practice*, American Society of Mechanical Engineers (2007) ISBN-13: 9780791802649

Green, M. – *Change Management Masterclass*, Kogan Page (2007)  
ISBN-13: 9780749445072

Helms Mills, J., Dye, K. and Mills, A. J. – *Understanding Organizational Change*, Routledge (2009) ISBN-13: 9780415355773

Herold, D. M. and Fedor, D. B. – *Change the Way You Lead Change*, Stanford University Press (2008) ISBN-13: 9780804758758

Kehoe, D. – *Leading and Managing Change*, McGraw-Hill Professional (2008)  
ISBN-13: 9780070137882

Leban, B. and Stone, R. – *Managing Organizational Change*, second edition, Wiley (2007) ISBN-13: 9780470897164

Lewis, S., Passmore, J. and Cantore, S. – *Appreciative Inquiry for Change Management*, Kogan Page, (2007) ISBN-13: 9780749450717

Nelson, S. – *Implementing for Results*, American Library Association (2009)  
ISBN-13: 9780838935798

Black, J. S. and Gregersen, H. B. – *It Starts with One: Changing Individuals Changes Organizations*, Prentice Hall (2008) ISBN-13: 9780132319843

### **Journals**

*Academy of Management Journal* (Academy of Management)

*British Journal of Management* (Wiley)

*California Management Review* (University of California, Berkeley)

*European Management Journal* (Elsevier)

*Harvard Business Review* (Harvard Business Publishing)

*Journal of General Management* (Braybrooke Press)

*Journal of Management Studies* (Wiley)

*Management Today* (Haymarket Business Media)

*MIT Sloan Management Review* (Massachusetts Institute of Technology)

### Websites

[www.businessballs.com](http://www.businessballs.com)

Change management articles and links.

[www.changingminds.org](http://www.changingminds.org)

Useful articles about strategic change by leading theorists.

[www.managementhelp.org](http://www.managementhelp.org)

Articles about strategic change and further links.

[www.themanager.org](http://www.themanager.org)

Information about the 7S model of change.

[www.mindtools.com](http://www.mindtools.com)

Tools including Lewin's change management model.

*Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.*

## Scheme of work

<b>Unit title</b>	Unit 3: Strategic Change Management
<b>Guided learning hours</b>	30
<b>Number of lessons</b>	10
<b>Duration of lessons</b>	3 hours
<b>Links to other units</b>	All units

Key to learning opportunities			
<b>AW</b>	Assignment Writing	<b>RS</b>	Revision Session
<b>GS</b>	Guest Speaker	<b>V</b>	Visit
<b>IS</b>	Independent Study	<b>WE</b>	Work Experience

#	Topic	Lesson type	Suggested activities	Classroom resources
1	B1 Need for change	IS	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> teacher introduces the unit and learning aim B.</li> <li>• <b>Paired activity:</b> learners share their experiences of strategic change in their own organisations and the factors influencing such change.</li> <li>• <b>Teacher presentation:</b> teacher presents the rationale for strategic change in different scenarios.</li> </ul>	Unit specification. Whiteboard and pens. Presentations. Activity sheets/case studies.

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> <li>• <b>Small-group activity:</b> allocate learners case studies on specific organisations so that they can investigate the need for strategic change in their case studies.</li> <li>• <b>Teacher-led discussion:</b> learners share the outcome of the previous activity and teacher helps identify key factors.</li> <li>• <b>Plenary session:</b> teacher confirms main learning points.</li> </ul>	
2	B2 Factors driving the change B3 Resource implication	IS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> teacher recaps previous lesson.</li> <li>• <b>Teacher presentation:</b> teacher presents how to analyse an organisation's internal and external environment.</li> <li>• <b>Individual learner activity:</b> learners analyse their own organisation's internal and external environments.</li> <li>• <b>Teacher-led discussion:</b> learners discuss the outcome of individual activity and identify key drivers for change.</li> <li>• <b>Small-group activity:</b> learners analyse case studies of organisational change to prioritise key drivers and identify the resource implications.</li> <li>• <b>Teacher-led discussion:</b> learners present their findings from the case study.</li> <li>• <b>Plenary session:</b> teacher confirms main learning points.</li> </ul>	Unit specification. Whiteboard and pens. Presentation. Case studies/activity sheets.

#	Topic	Lesson type	Suggested activities	Classroom resources
3	A1 Models	IS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> teacher recaps previous lesson and introduces learning aim A.</li> <li>• <b>Teacher presentation:</b> teacher presents models of strategic change: Kotter, Kübler-Ross and Prosci.</li> <li>• <b>Individual learner activity:</b> learners research further change models: McKinsey, Kurt Lewin, Burke-Litwin action research, gap analysis.</li> <li>• <b>Small-group activity:</b> learners compare and contrast features of change models and consider their applicability and drawbacks.</li> <li>• <b>Paired activity:</b> learners read case study and apply change models to a specific scenario.</li> <li>• <b>Teacher-led discussion:</b> discuss feedback from outcome of case study.</li> <li>• <b>Plenary session:</b> teacher confirms main learning points.</li> </ul>	<p>Unit specification.</p> <p>Computers with internet access.</p> <p>Whiteboard and pens.</p> <p>Presentations.</p> <p>Case studies/activity sheets.</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
4	A2 Strategic interventions	IS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> teacher recaps previous lesson.</li> <li>• <b>Teacher presentation:</b> teacher presents overview of the types of strategic interventions.</li> <li>• <b>Individual learner activity:</b> learners research other types of strategic interventions.</li> <li>• <b>Small-group activity:</b> learners complete case studies of organisational strategic change.</li> <li>• <b>Teacher-led discussion:</b> discuss most appropriate intervention strategies and applicability of a suitable change model for case studies.</li> <li>• <b>Plenary session:</b> teacher confirms main learning points.</li> </ul>	Unit specification. Computers with internet access. Whiteboard and pens. Presentation. Case studies/activity sheets.

#	Topic	Lesson type	Suggested activities	Classroom resources
5	C1 Systems to involve stakeholders	IS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> teacher recaps previous lesson and introduces learning aim C.</li> <li>• <b>Teacher presentation:</b> teacher presents systems to involve stakeholders.</li> <li>• <b>Small-group activity:</b> learners consider a case study of systems to involve stakeholders.</li> <li>• <b>Individual learner activity:</b> learners research different organisational structures and stakeholder engagement.</li> <li>• <b>Teacher-led discussion:</b> learners view a short video on stakeholder involvement and identify key success factors in gaining commitment of stakeholders.</li> <li>• <b>Teacher presentation:</b> teacher presents influencing skills, team development and awareness raising, using a case study.</li> <li>• <b>Teacher-led discussion:</b> discuss types of stakeholder involvement systems in learners' own organisations and their effectiveness.</li> <li>• <b>Plenary session:</b> teacher confirms main learning points.</li> </ul>	<p>Unit specification.</p> <p>Computers with internet access.</p> <p>Whiteboard and pens.</p> <p>Presentations.</p> <p>Video clip.</p> <p>Case studies/activity sheets.</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
6	C2 Involving stakeholders in the change management strategy	IS	<ul style="list-style-type: none"> <li>• Lead in: teacher recaps previous lesson.</li> <li>• Teacher presentation: teacher presents the stakeholder circle.</li> <li>• Small-group activity: learners discuss methods of involving stakeholders.</li> <li>• Teacher-led discussion: learners discuss the good practice they identified and link it with best practice in their own workplaces.</li> <li>• Individual learner activity: learners complete individual case studies, identifying good practice or innovative practice in stakeholder engagement.</li> <li>• Teacher-led discussion: discuss feedback from learners on good/innovative practice identified in case studies.</li> <li>• Plenary session: teacher confirms main learning points.</li> </ul>	<p>Unit specification.</p> <p>Whiteboard and pens.</p> <p>Presentation.</p> <p>Case studies/activity sheets.</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
7	C3 Resistance to change C4 Strategies	IS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> teacher recaps previous lesson.</li> <li>• <b>Paired activity:</b> learners discuss examples of how strategic change is subject to resistance in their own organisations.</li> <li>• <b>Teacher presentation:</b> teacher presents stakeholder power and influence using the Mendelow Matrix and resistance to change.</li> <li>• <b>Paired activity:</b> learners work on case study of resistance to change.</li> <li>• <b>Teacher-led discussion:</b> learners share outcomes of paired activity.</li> <li>• <b>Teacher presentation:</b> teacher presents strategies to deal with resistance to change.</li> <li>• <b>Paired activity:</b> learners complete earlier case study of resistance to change.</li> <li>• <b>Plenary session:</b> teacher confirms main learning points.</li> </ul>	Unit specification. Whiteboard and pens. Presentations. Case studies/activity sheets.

#	Topic	Lesson type	Suggested activities	Classroom resources
8	D1 Plan to develop appropriate models for change	IS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> teacher recaps previous lesson, then presents and does a walk-through of assignment brief.</li> <li>• <b>Teacher presentation:</b> teacher recaps change models and their application.</li> <li>• <b>Individual learner activity:</b> learners start work on assignment.</li> <li>• <b>Teacher presentation:</b> teacher briefs learners on Lesson 9 preparation.</li> <li>• <b>Teacher-led discussion:</b> teacher divides potential questions for guest speaker and allocates to learners.</li> </ul>	Unit specification. Computers with internet access. Whiteboard and pens. Presentations. Assignment brief. Activity sheet.

#	Topic	Lesson type	Suggested activities	Classroom resources
9	D2 Plan to implement a model for change  D3 Develop appropriate measures to monitor progress	GS/IS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> teacher recaps previous lesson and introduces guest speaker.</li> <li>• <b>Guest speaker presentation:</b> guest speaker presents case study of preparing and implementing change.</li> <li>• <b>Teacher-led discussion:</b> learners ask pre-prepared questions on the guest speaker's presentation.</li> <li>• <b>Paired activity:</b> learners assess and evaluate comparative case studies on planning and implementing change.</li> <li>• <b>Learner presentations:</b> learners present outcome of paired activities.</li> <li>• <b>Teacher-led discussion:</b> teacher helps learners to review one another's presentations.</li> <li>• <b>Plenary session:</b> teacher confirms main learning points.</li> </ul>	Unit specification. Whiteboard and pens. Guest speaker. Guest speaker presentation. Case studies/activity sheets.

#	Topic	Lesson type	Suggested activities	Classroom resources
10	Assignment	AW	<ul style="list-style-type: none"> <li>• Teacher presentation: teacher walks through the outcome required by the assignment brief.</li> <li>• Teacher-led discussion: discuss strengths and weaknesses of the assignments submitted for assessment and identify best practice points.</li> <li>• Paired activity: learners discuss how their own professional practice will be influenced by the topics covered in Unit 3.</li> <li>• Teacher-led discussion: discuss key lessons drawn from unit to inform learners' professional development, making link with Unit 2: Professional Development for Strategic Managers.</li> <li>• Plenary session: teacher confirms link between this unit and other units in the qualification.</li> <li>• Learner evaluation: learners evaluate the unit.</li> </ul>	<p>Unit specification.</p> <p>Unit specification.</p> <p>Learners' assessed work.</p> <p>Whiteboard and pens.</p> <p>Presentation.</p> <p>Unit evaluation sheets.</p>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
<b>Unit</b>	Unit 3: Strategic Change Management
<b>Lesson number</b>	1 (180 minutes)
<b>Lesson objectives</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• understand the rationale behind strategic change in organisations</li> <li>• analyse the reasons for change in organisations operating in different sectors.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Whiteboard and pens.</li> <li>• <b>PS1</b>: presentation slides and notes on learning aim B.</li> <li>• <b>PS2</b>: presentation slides and notes on rationale for strategic change.</li> <li>• <b>AS1</b>: learners' experiences of strategic change.</li> <li>• <b>AS2</b>: strategic change case studies.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
<p>Starter activity (10 minutes)</p>	<ul style="list-style-type: none"> <li>● <b>Teacher presentation:</b> teacher introduces the unit and provides an overview of the subject matter (<b>PS1</b>), introducing the coverage of learning aim B:                             <ul style="list-style-type: none"> <li>○ background to organisational change</li> <li>○ issues relating to organisational change</li> <li>○ working with stakeholders</li> <li>○ implementing change models.</li> </ul> </li> </ul>
<p>Main activities (150 minutes)</p>	<ul style="list-style-type: none"> <li>● <b>Paired activity:</b> learners share their experiences of strategic change (<b>AS1</b>), including examples of strategic change, factors influencing the change and the impact of strategic change. Learners present findings to the rest of the group.</li> <li>● <b>Teacher presentation:</b> teacher presents the rationale for strategic change in different scenarios (<b>PS2</b>), including:                             <ul style="list-style-type: none"> <li>○ budget pressures</li> <li>○ legislation</li> <li>○ size</li> <li>○ demographics</li> <li>○ mergers</li> <li>○ acquisitions</li> <li>○ change in mission</li> <li>○ restructuring operations</li> <li>○ new technologies</li> <li>○ major collaborations</li> <li>○ rightsizing</li> <li>○ new programmes such as Total Quality Management (TQM)</li> <li>○ re-engineering.</li> </ul> </li> <li>● <b>Small-group activity:</b> teacher allocates specific case studies to small groups of learners. Learners study the case studies and present findings to the rest of group (<b>AS2</b>). Case studies cover aspects of strategic change, such as:</li> </ul>

Activities	Teaching notes
	<ul style="list-style-type: none"> <li>○ changes in markets</li> <li>○ economic downturns</li> <li>○ changes in global markets</li> <li>○ customer expectations</li> <li>○ competitive edge.</li> <li>● <b>Teacher-led discussion:</b> teacher draws conclusions from learner presentations, including: <ul style="list-style-type: none"> <li>○ key features of strategic change</li> <li>○ timelines for change</li> <li>○ challenges of strategic change.</li> </ul> </li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary session:</b> teacher confirms the main learning points of the lesson.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> learners write up notes and evidence in their management portfolio and create a glossary of key terms which they will add to throughout the unit.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
<b>Unit</b>	Unit 3: Strategic Change Management
<b>Lesson number</b>	2 (180 minutes)
<b>Lesson objectives</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• understand how to analyse internal and external environments</li> <li>• analyse the key drivers of organisational change.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Whiteboard and pens.</li> <li>• <b>PS3</b>: presentation slides and notes on analysing an organisation's internal and external environments.</li> <li>• <b>AS3</b>: internal and external environments analysis.</li> <li>• <b>AS4</b>: key driver prioritisation case studies.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead in:</b> teacher gives overview of the previous lesson and uses Q and A with learners to confirm understanding.</li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher presentation:</b> teacher presents how to analyse an organisation's internal and external environment (<b>PS3</b>), using: <ul style="list-style-type: none"> <li>○ SWOT</li> <li>○ PEST/PESTLE</li> <li>○ STEEPLE.</li> </ul> </li> <li>● <b>Individual learner activity:</b> learners analyse their own organisations' internal and external environments (<b>AS3</b>).</li> <li>● <b>Teacher-led discussion:</b> discuss the outcomes of individual activity that learners share with the group, including: <ul style="list-style-type: none"> <li>○ common or specific features and factors affecting internal and external environments (which may be national or international)</li> <li>○ identifying key drivers for change.</li> </ul> </li> <li>● <b>Small-group activity:</b> learners consider organisational change case studies and prioritise key drivers of change within the case studies (<b>AS4</b>).</li> <li>● <b>Teacher-led discussion:</b> learners present their findings from the case study activity.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary session:</b> teacher confirms the main learning points.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> learners write up notes and evidence in their management portfolio and continue adding to their glossary of key terms.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
<b>Unit</b>	Unit 3: Strategic Change Management
<b>Lesson number</b>	3 (180 minutes)

<b>Lesson objectives</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• understand the features of strategic change models</li> <li>• analyse how strategic change is applied in an organisational context</li> <li>• identify the key factors in successful strategic change in organisations.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• <b>PS4</b>: presentation slides and notes on learning aim A.</li> <li>• <b>PS5</b>: presentation slides and notes on three models of strategic change.</li> <li>• <b>AS4</b>: researching change models.</li> <li>• <b>AS5</b>: comparing and contrasting change models.</li> <li>• <b>AS6</b>: applying change models to specific scenarios.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead in:</b> teacher gives an overview of the previous lesson and uses Q and A with learners to confirm understanding, then introduces the coverage of learning aim A (<b>PS4</b>), including:               <ul style="list-style-type: none"> <li>○ strategic change models</li> <li>○ strategic interventions.</li> </ul> </li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher presentation:</b> teacher presents the following models of strategic change (<b>PS4</b>):               <ul style="list-style-type: none"> <li>○ John P. Kotter's eight steps to successful change</li> <li>○ Kübler-Ross five stages transition (grief) cycle</li> <li>○ Prosci's five building blocks ADKAR (awareness, desire, knowledge, ability, reinforcement) model.</li> </ul> </li> <li>● <b>Individual learner activity:</b> learners research the following change models (<b>AS4</b>):               <ul style="list-style-type: none"> <li>○ McKinsey's 7S (strategy, structure, systems, shared values, skills, style, staff) framework</li> <li>○ Kurt Lewin's change management model – unfreeze, transition and refreeze</li> <li>○ Burke-Litwin's causal change model.</li> </ul> </li> <li>● <b>Small-group activity:</b> learners compare and contrast the features, applicability and drawbacks of the following change models (<b>AS5</b>):               <ul style="list-style-type: none"> <li>○ action research</li> <li>○ gap analysis.</li> </ul> </li> <li>● <b>Paired activity:</b> learners consider a case study in which change is required (<b>AS6</b>). Learners apply change models to the specific scenario given, identify approaches to change management and identify the features of different theoretical change models of change management that have been applied.</li> <li>● <b>Teacher-led discussion:</b> discuss learners' feedback from the outcome of the case study activity, ensuring that they identify the critical success factors in the change management process.</li> </ul>

Activities	Teaching notes
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners write up notes and evidence in their management portfolio and continue adding to their glossary of key terms.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
<b>Unit</b>	Unit 3: Strategic Change Management
<b>Lesson number</b>	4 (180 minutes)

<b>Lesson objectives</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• understand the types of strategic interventions in organisations</li> <li>• determine the need for strategic change and the intervention(s) required.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• <b>PS6</b>: presentation slides and notes on types of strategic intervention.</li> <li>• <b>AS7</b>: researching strategic interventions.</li> <li>• <b>AS8</b>: organisational strategic interventions case studies.</li> <li>• <b>AS9</b>: selecting appropriate intervention strategies.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead in:</b> teacher gives an overview of the previous lesson and uses Q and A with learners to confirm understanding, covering:                             <ul style="list-style-type: none"> <li>○ features of strategic change models</li> <li>○ application of strategic change models</li> <li>○ critical success factors of strategic change.</li> </ul> </li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher presentation:</b> teacher presents overview of the types of strategic intervention (<b>PS6</b>), including:                             <ul style="list-style-type: none"> <li>○ teambuilding consensus and conflict</li> <li>○ game play</li> <li>○ contingency theory</li> <li>○ autocratic versus participative style</li> <li>○ proactive and reactive</li> <li>○ creating synergy.</li> </ul> </li> <li>● <b>Individual learner activity:</b> learners research other types of strategic intervention (<b>AS7</b>), referring to national and international organisations in different sectors. Interventions researched should include:                             <ul style="list-style-type: none"> <li>○ human process interventions</li> <li>○ techno-structural interventions</li> <li>○ human resources management interventions</li> <li>○ organisational and external environment interventions.</li> </ul> </li> <li>● <b>Small-group activity:</b> learners examine case studies of organisational strategic interventions and determine the need for change and the intervention(s) required (<b>AS8</b>).</li> <li>● <b>Teacher-led discussion:</b> discuss how to determine the most appropriate intervention strategies and the applicability of a suitable change model (AS9). Consider appropriateness and applicability:                             <ul style="list-style-type: none"> <li>○ by sector</li> <li>○ by size</li> <li>○ in a national context</li> <li>○ in an international context.</li> </ul> </li> </ul>

Activities	Teaching notes
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points of learning aim A.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners write up notes and evidence in their management portfolio and continue adding to their glossary of key terms.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
<b>Unit</b>	Unit 3: Strategic Change Management
<b>Lesson no.</b>	5 (180 minutes)

<b>Lesson objectives</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• understand the systems to involve stakeholders</li> <li>• analyse how organisational structures can impact upon stakeholder involvement.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• <b>PS7</b>: presentation slides and notes on learning aim C.</li> <li>• <b>PS8</b>: presentation slides and notes on systems to involve stakeholders.</li> <li>• <b>PS9</b>: presentation slides and notes on influencing skills case study.</li> <li>• Video clip demonstrating stakeholder involvement.</li> <li>• <b>AS10</b>: systems to involve stakeholders.</li> <li>• <b>AS11</b>: organisational structures and impact on stakeholder engagement.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead in:</b> teacher gives overview of the previous lesson and uses Q and A with learners to confirm understanding, then introduces the coverage of learning aim C (<b>PS7</b>):               <ul style="list-style-type: none"> <li>○ systems to involve stakeholders</li> <li>○ stakeholder involvement</li> <li>○ resistance to change</li> <li>○ strategies for change.</li> </ul> </li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher presentation:</b> teacher presents systems to involve stakeholders:               <ul style="list-style-type: none"> <li>○ stakeholder analysis</li> <li>○ systems modelling</li> <li>○ systems and sub-systems</li> <li>○ input transformation–output modelling</li> <li>○ multiple-cause diagrams</li> <li>○ ‘tropics’ factors</li> <li>○ configuration</li> <li>○ divergence and convergence (<b>PS8</b>).</li> </ul> </li> <li>● <b>Small-group activity:</b> learners examine a case study about systems to involve stakeholders (<b>AS10</b>), which covers:               <ul style="list-style-type: none"> <li>○ functional and divisional structures</li> <li>○ cultural web</li> <li>○ images of organisations</li> <li>○ team development</li> <li>○ influencing skills</li> <li>○ awareness raising</li> <li>○ commitment development.</li> </ul> </li> <li>● <b>Individual learner activity:</b> learners research different organisational structures and how they can have an impact on stakeholder engagement (<b>AS11</b>).</li> <li>● <b>Teacher-led discussion:</b> learners view a short video on stakeholder involvement and identify key success factors in gaining stakeholder commitment.</li> </ul>

Activities	Teaching notes
	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> teacher presents a case study about influencing skills, team development and awareness raising (<b>PS9</b>). Link elements of this case study to learners' own experiences of organisational change.</li> <li>• <b>Teacher-led discussion:</b> discuss types of stakeholder involvement system in learners' own organisations and the effectiveness of these systems.</li> </ul>
<p>Concluding activity (20 minutes)</p>	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points of the lesson.</li> </ul>
<p>Private study</p>	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners write up notes and evidence in their management portfolio and continue adding to the glossary of key terms.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
<b>Unit</b>	Unit 3: Strategic Change Management
<b>Lesson number</b>	6 (180 minutes)

<b>Lesson objectives</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• understand the methods to involve stakeholders in the strategic change process</li> <li>• analyse the advantages and disadvantages of different types of stakeholder involvement strategies</li> <li>• identify best practice in stakeholder engagement strategies.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Whiteboard and pens.</li> <li>• <b>PS10</b>: presentation slides and notes on the six steps stakeholder circle.</li> <li>• <b>AS12</b>: methods of involving stakeholders.</li> <li>• <b>AS13</b>: stakeholder engagement case studies.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead in:</b> teacher gives an overview of the previous lesson and uses Q and A with learners to confirm understanding.</li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher presentation:</b> teacher presents the six steps stakeholder circle (<b>PS10</b>):                         <ul style="list-style-type: none"> <li>○ identify stakeholders</li> <li>○ prioritise stakeholders</li> <li>○ map stakeholders' profiles</li> <li>○ develop an engagement strategy</li> <li>○ optimise stakeholders' support</li> <li>○ monitor changes.</li> </ul> </li> <li>● <b>Small-group activity:</b> learners discuss methods of involvement with stakeholders (<b>AS12</b>), including their features, advantages and disadvantages:                         <ul style="list-style-type: none"> <li>○ dialogue with individuals and groups</li> <li>○ meetings</li> <li>○ presentations</li> <li>○ group facilitation</li> <li>○ team building</li> <li>○ coaching</li> <li>○ delegating</li> <li>○ developing</li> <li>○ sharing a change plan.</li> </ul> </li> <li>● <b>Teacher-led discussion:</b> learners discuss the points of good practice they have identified and link them with the best practice in their own workplaces.</li> <li>● <b>Individual learner activity:</b> learners complete individual case studies by identifying good or innovative practice in stakeholder engagement in their case studies (<b>AS13</b>).</li> <li>● <b>Teacher-led discussion:</b> learners discuss the points of good practice they have identified in the case studies.</li> </ul>

Activities	Teaching notes
Concluding activity (20 minutes)	<ul style="list-style-type: none"><li>• <b>Plenary session:</b> teacher confirms the main learning points.</li></ul>
Private study	<ul style="list-style-type: none"><li>• <b>Individual learner activity:</b> learners write up notes and evidence in their management portfolio and continue adding to their glossary of key terms.</li></ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
<b>Unit</b>	Unit 3: Strategic Change Management
<b>Lesson number</b>	7 (180 minutes)

<b>Lesson objectives</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• understand the needs and interests of different stakeholder groups</li> <li>• analyse different stakeholder groups' responses to strategic change</li> <li>• analyse the impact of resistance to change on organisational objectives</li> <li>• evaluate the response of different organisations to resistance to change.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Whiteboard and pens.</li> <li>• <b>PS11</b>: presentation slides and notes on stakeholder power and influence.</li> <li>• <b>PS12</b>: presentation slides and notes on strategies to deal with resistance to change.</li> <li>• <b>AS14</b>: resistance to change in own organisation.</li> <li>• <b>AS15</b>: case study of resistance to change.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead in:</b> teacher gives an overview of the previous lesson and uses Q and A with learners to confirm understanding.</li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>● <b>Paired activity:</b> learners discuss examples of how strategic change is subject to resistance in their own organisations (<b>AS14</b>).</li> <li>● <b>Teacher presentation:</b> teacher presents stakeholder power and influence using the Mendelow Matrix and resistance to change (<b>PS11</b>). (<b>Note:</b> some learners may already be familiar with the Mendelow Matrix, but the power/influence matrix is a good way of bringing out the common interests and potential conflicts between different stakeholder groups.)</li> <li>● <b>Paired activity:</b> learners examine case study of resistance to change (<b>AS15</b>) and: <ul style="list-style-type: none"> <li>○ identify stakeholder groups resisting change</li> <li>○ identify types of resistance (for example individual versus collective, passive versus active, direct versus indirect, behavioural versus verbal or attitudinal, minor versus major, resistance to the content of change or resistance to the process of change)</li> <li>○ identify the effectiveness of the resistance to change within different stakeholder groups</li> <li>○ evaluate the arguments presented by different stakeholder groups</li> <li>○ identify the potential impact of this resistance on the strategic objectives of the organisation.</li> </ul> </li> <li>● <b>Teacher-led discussion:</b> learners share their findings from the paired activity.</li> </ul>

Activities	Teaching notes
	<ul style="list-style-type: none"> <li>● <b>Teacher presentation:</b> teacher presents strategies to deal with resistance to change (<b>PS12</b>), including:                             <ul style="list-style-type: none"> <li>○ open communications</li> <li>○ education</li> <li>○ involvement</li> <li>○ forums</li> <li>○ listening and responding to stakeholder feedback</li> <li>○ addressing needs</li> <li>○ ownership of the change</li> <li>○ change champions</li> <li>○ communicating the vision</li> <li>○ getting the support of all key power players</li> <li>○ focusing on the positives</li> <li>○ delivering training programmes.</li> </ul> </li> <li>● <b>Paired activity:</b> learners return to the case study they examined earlier in the lesson (<b>AS15</b>) and identify how the organisation responded to the resistance to change.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary session:</b> teacher confirms the main learning points of the lesson.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> learners evaluate an organisation's response to resistance to organisational change, referring to the case study completed in the lesson (<b>AS15</b>).</li> <li>● <b>Individual learner activity:</b> learners write up notes and evidence in their management portfolio and continue adding to their glossary of key terms.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
<b>Unit</b>	Unit 3: Strategic Change Management
<b>Lesson number</b>	8 (180 minutes)

<b>Lesson objectives</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• understand the requirements of the assignment brief</li> <li>• understand the context and purpose of the guest speaker session in the next lesson.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>○ Unit specification.</li> <li>• Computers with internet access.</li> <li>○ Whiteboard and pens.</li> <li>○ <b>PS13</b>: presentation slides and notes on the assignment brief.</li> <li>○ <b>PS14</b>: presentation slides and notes on change models.</li> <li>○ <b>PS15</b>: presentation slides and notes on Lesson 9.</li> <li>• <b>AS16</b>: assignment.</li> <li>• <b>AS17</b>: research and preparation for guest speaker.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> teacher gives an overview of the previous lesson and uses Q and A with learners to confirm understanding.</li> <li>• <b>Teacher presentation:</b> teacher walks through the assignment brief (<b>PS13</b>), including:                             <ul style="list-style-type: none"> <li>○ addressing any issues raised by learners</li> <li>○ explaining the assessment criteria and required evidence</li> <li>○ confirming the submission date for the assignment.</li> </ul> </li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> teacher recaps change models (<b>PS14</b>), including:                             <ul style="list-style-type: none"> <li>○ their application</li> <li>○ stakeholder involvement</li> <li>○ resistance to change</li> <li>○ strategies to address resistance to change.</li> </ul> </li> <li>• <b>Individual learner activity:</b> learners start work on the assignment (<b>AS16</b>).</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> teacher briefs learners on Lesson 9 (<b>PS15</b>):                             <ul style="list-style-type: none"> <li>○ format – guest speaker masterclass</li> <li>○ purpose – learn about practical applications of strategic change management</li> <li>○ role of learners – to ask questions</li> <li>○ preparatory work required – research the guest speaker’s organisation.</li> </ul> </li> <li>• <b>Teacher-led discussion:</b> teacher divides potential questions for guest speaker into specific themes covered in the unit and assigns each theme to different learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners research and prepare questions for the guest speaker in Lesson 9 (<b>AS17</b>).</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
<b>Unit</b>	Unit 3: Strategic Change Management
<b>Lesson number</b>	9 (180 minutes)

<b>Lesson objectives</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• compare and contrast the approaches to strategic change in different organisations</li> <li>• analyse management best practice in strategic change in organisations</li> <li>• evaluate the outcomes of the strategic change process in different organisations.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Whiteboard and pens.</li> <li>• Guest speaker.</li> <li>• Guest speaker presentation.</li> <li>• <b>AS18</b>: comparative case study.</li> <li>• <b>AS19</b>: presentations activity checklist.</li> <li>• <b>AS20</b>: lessons drawn from the guest speaker.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead in:</b> teacher gives an overview of the previous lesson and uses Q and A with learners to confirm understanding, then introduces the guest speaker.</li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>● <b>Guest speaker presentation:</b> guest speaker presents a case study in preparing and implementing change in their organisation.</li> <li>● <b>Teacher-led discussion:</b> learners ask pre-prepared questions on the guest speaker's presentation.</li> <li>● <b>Paired activity:</b> learners complete a comparative case study (<b>AS18</b>), comparing the experience of another organisation with that of the guest speaker. Learners:                         <ul style="list-style-type: none"> <li>○ identify common features, characteristics, issues, challenges and responses to change</li> <li>○ analyse and evaluate the outcomes.</li> </ul> </li> <li>● <b>Learner presentations:</b> learners present their findings from the paired activity (<b>AS19</b>).</li> <li>● <b>Teacher-led discussion:</b> teacher helps learners to review one another's presentations and identify the main lessons drawn from the comparative case learner analysis.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary session:</b> teacher confirms the main learning points, focusing on the main areas covered by the guest speaker:                         <ul style="list-style-type: none"> <li>○ reasons for change</li> <li>○ challenges</li> <li>○ strategies adopted to implement change</li> <li>○ theoretical models.</li> </ul> </li> </ul>
Private study	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> learners write up notes and evidence in their management portfolio, add terms to their glossary of key terms and complete an activity sheet on the lessons drawn from the guest speaker (<b>AS20</b>).</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
<b>Unit</b>	Unit 3: Strategic Change Management
<b>Lesson no.</b>	10 (180 minutes)

<b>Lesson objectives</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• receive and understand the feedback from the assignment activity</li> <li>• be able to respond to critical review of their own work that they have submitted</li> <li>• provide feedback on how Unit 3 will inform professional practice in own work role.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Learners' assessed work.</li> <li>• Whiteboard and pens.</li> <li>• <b>PS16</b>: presentation slides and notes on assignment outcomes.</li> <li>• <b>AS21</b>: learner evaluation.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher presentation:</b> teacher presents a walk-through of the outcomes required by the assignment brief (<b>PS16</b>).</li> </ul>
Main activities (150 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led discussion:</b> teacher and learners discuss the strengths and weaknesses of the assignments submitted for assessment, including:                             <ul style="list-style-type: none"> <li>○ drawing out any common issues in the assignments presented</li> <li>○ identifying best practice points in assignments in general and in specific learner assignments</li> <li>○ receiving learner feedback on the assignment.</li> </ul> </li> <li>● <b>Paired activity:</b> learners discuss how their own professional practice will be influenced by the topics covered in Unit 3.</li> <li>● <b>Teacher-led discussion:</b> teacher and learners discuss key lessons drawn from the unit to inform learners' own professional development. Teacher makes the link with Unit 2: Professional Development for Strategic Managers.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary session:</b> teacher confirms the link between this unit and other units in the qualification.</li> <li>● <b>Learner evaluation:</b> learners evaluate the unit (<b>AS21</b>), specifically focusing on:                             <ul style="list-style-type: none"> <li>○ how far the unit has influenced their approach to strategic change management</li> <li>○ the changes they will make to their current management practices when they are involved in implementing strategic change in their own organisation.</li> </ul> </li> </ul>
Private study	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> learners write up notes and evidence in their management portfolio and continue adding to their glossary of key terms.</li> </ul>

## Assignment brief

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
<b>Unit</b>	Unit 3: Strategic Change Management
<b>Learning aim(s)</b>	<p>A Understand the background to organisational strategic change</p> <p>B Understand issues relating to strategic change in an organisation</p> <p>C Be able to lead stakeholders in developing a strategy for change</p> <p>D Be able to plan to implement models for ensuring ongoing change</p>
<b>Assignment title</b>	<b>A Case Study of Organisational Change</b>
<b>Assessor</b>	
<b>Issue date</b>	
<b>Hand-in deadline</b>	

<b>Vocational scenario or context</b>	<p>You are an assistant to a management consultant in a large consultancy firm. Your line manager has asked you to prepare an article for inclusion in an international business journal that is purchased by business executives working in multinational corporations. The article should take the form of a case study that considers strategic change management in an organisation that has undergone significant change. You can decide to focus on change that is driven by key challenges to an organisation or change that is implemented to exploit new opportunities.</p>
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<p><b>Task 1</b></p>	<p>Your article should include:</p> <ul style="list-style-type: none"> <li>• an evaluation of the influence of the key drivers for change in the organisation</li> <li>• an analysis of the resource implications associated with the changes</li> <li>• an assessment of how the organisation incorporated relationship management techniques with stakeholders</li> <li>• a critical analysis of the influence and application of management theory in the strategic management of change within the organisation.</li> </ul> <p>The final section of your article should include:</p> <ul style="list-style-type: none"> <li>• an evaluation of the organisation’s current position</li> <li>• an outline plan in which you recommend a set of strategic priorities and associated management actions that could both embed and drive forward future strategic change in the organisation.</li> </ul>
<p><b>Checklist of evidence required</b></p>	<p>The submission is in the form of an article for an academic business journal that focuses on a case study of an organisation that has undergone significant change.</p> <p>Your article should not exceed 4,000 words.</p>

<b>Criteria covered by this task</b>	
<b>Criterion reference</b>	<b>To achieve the criterion you must show that you are able to:</b>
A.P1	Discuss models of strategic change.
A.P2	Evaluate the relevance of models of strategic change to organisations in the current economy.
A.P3	Assess the value of using strategic intervention techniques in organisations.
B.P1	Examine the need for strategic change in an organisation.
B.P2	Assess the factors that are driving the need for strategic change in an organisation.
B.P3	Assess the resource implications of the organisation not responding to strategic change.
C.P1	Develop systems to involve stakeholders in the planning of change.
C.P2	Develop a change management strategy with stakeholders.
C.P3	Evaluate the systems used to involve stakeholders in the planning of change.
C.P4	Create a strategy for managing resistance to change.
D.P1	Develop appropriate models for change.
D.P2	Plan to implement a model for change.
D.P3	Develop appropriate measures to monitor progress.

<b>Sources of information to support you with this assignment</b>	
<b>Other assessment materials attached to this assignment brief</b>	

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