Change management lesson suggestions & activities (Corus)

Learning outcomes

Students should...

- Know the reasons for change (AO1) giving examples in context (AO2)

- Understand the process of change (AO1)

- Analyse the reasons why there is resistance to change and recommend ways of overcoming these barriers (AO3)

Starter activities

- **Types of change activity** . students decide whether the examples of change are anticipated, unanticipated, internal or external *(resource attached)*

- **Corus word search** of the key terms

Delivery ideas

- Use the **Change Management PowerPoint** to introduce the topic and apply theory in the context of a well known organisation - Corus

- GCSE . using the **Corus case study** to get ideas, groups of student create a change management board game. This should consolidate students‟ learning of the problems of change and how to overcome these problems by having positive and negative responses at random on squares on the board. For instance

  ‰Workers think the change may put their jobs at risk. Move back 3 spaces.‰

  ‰A project group of employees is involved in the change process. Move forward 4 spaces.‰

  (Resource attached – works better if enlarged to A3)

- ‡A‟level . students carry out research to find another change that has affected an organisation recently. They should then write their own case study applying the theory they have learned about change management to their example. They should use the **Corus case study** for guidance on what should be included, using the same headings e.g. reasons for change, barriers to change etc.

- It may be easier for students to carry out this research on a local organisation or one they have good access to.

- **Change management worksheet** *(resource attached)*

Plenary activities

- Mini-plenary . **true/false**. Students are presented with a range of statements about change management (see below) and they have to decide if they are true or false. They can either do this by writing their response on a mini-whiteboard or using pre-printed TRUE/FALSE cards.

  1. Some workers will resist change

  2. Good communication with employees will help to make the change management process more effective

  3. Change occurs very rarely

  4. Improving technology can be a driver for change

  5. It is better if employees are not involved in the change process

  6. Passive leadership is important during periods of change

  7. Change is usually quick and inexpensive

  8. The whole organisational culture may be affected by change

- **Mind mapping** . students mind map the key learning points from the lesson, using colour and images to aid recall

- **Corus crossword**

Types of change

Are the following changes:

- Anticipated or unanticipated?

- Within the control of the business or outside its control?

1. The firm has relocated to Scotland

   ....

2. Demand for certain products has increased due to the ageing population

   ....

3. New machinery has been installed

   ....

4. The demand for certain products has dropped suddenly as a result of a health scare

   ....

5. New legislation has been introduced relating to employment issues

   ....

6. A major competitor has gone bust

   ....

7. Expansion is required due to a sudden increase in sales

   ....

Can you think of any other examples?

Change management board game

1 START	2	3	4	5	6	7	8
16	15	14	13	12	11	10	9
17	18	19	20	21	22	23	24
32	31	31	29	28	27	26	25
33	34	35	36	37	38	39	40 FINISH

Change management worksheet - Corus

What's in it for me?
I am learning... • the reasons and types of change • how to plan and implement change
I am developing my skills as... • a *creative thinker* by generating ideas and exploring possibilities

Task 1

Read through the **Corus case study**. Use the glossaries to help you learn the relevant terms and definitions.

Task 2

Using the **Corus case study** for ideas and guidance, create a change management programme for the scenario below.

Scenario:

Rainsgarth School first opened in 1952 and was initially intended to accommodate 600 students. Over the years it has established a good reputation and currently has 1,400 students on roll. The initial building is now surrounded by mobile classrooms. Some faculties have classrooms spread all over the school site and many of the rooms are really too small to accommodate the class sizes required. A private finance initiative means that a whole new school building can be developed on the existing playing field. Once this is ready and the school has decanted into the new build, the old buildings can be demolished (or sold in the case of the mobile classrooms). Some of the staff in the school have worked there for over 25 years, although there is quite a large contingent of younger teachers and support staff too.

- Recommend actions that can be taken to deal with change in the above scenario which includes the planning and design stage of the build as well as the decant

- You should take into consideration any likely resistance to change and how this resistance should be managed, in addition to the recommended activities required to manage the change effectively.