

Instructor's Manual

Managing Change

Seventh edition

Bernard Burnes

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Introduction

Contents

This Instructor's Manual has been prepared to assist you and your colleagues in designing and delivering courses. It provides the following information:

Summary: These give an overview of each chapter, stating its objectives and how it relates to the rest of the book.

Essay questions: At the end of each chapter overview, a brief commentary on the essay questions for that chapter is provided. The intention is not to provide full answers to each question but to draw attention to key points which students should address or raise.

There is no concomitant commentary on the short answer questions as, by and large, these are there to allow students to show they have understood particular issues and topics discussed in the text.

Case study questions: As with the essay questions, the intention is not to provide full answers to each question but to draw attention to key points which students should address or raise. In most instances, the case studies may best be used as part of whole-class learning whereby groups are asked to prepare presentations to the class based on one of the questions. However, they can also be used as coursework or exam questions.

When the case study questions are used as the basis of comparative group work, each group should be asked to address one or more of the case study questions. Each group's remit is to prepare a presentation for the class which addresses the question(s) they have been given.

After all the presentations have been completed, the class should discuss the similarities and differences in their findings.

Website: www.pearsoned.co.uk/burnes

As well as a downloadable copy of this Manual, the website also contains PowerPoint slides that can be downloaded. These are in text form, which can be amended or embellished with illustrations as the user thinks fit.

References

All references used in this Manual can be found in the Bibliography section of *Managing Change*.

Suggestions

I would welcome any observations or suggestions about either the book or the Instructor's Manual. I am particularly keen to hear what you like or dislike about the book and what you would like to see more or less of. Please send your comments to me at:

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PART 1

Introduction to change management: fundamental questions for organisations

Introduction to change management

Fundamental questions for organisations

Summary

The received wisdom in much of the business world for the last 30 years has been that change has to be fast, large-scale and transformational if organisations are to survive. However, this does not always have to be the case; sometimes incremental change which does not disturb the essence of a successful business is what is required. As Etzold and Mueller (2012: 12) state, 'successful businesses need to carefully balance and align different elements such as strategy, formal organisation, critical tasks, people and culture'. In order to create the conditions for successful change, organisations have to address five fundamental sets of questions:

- 1. Why do we want to change?** In addressing this question, this chapter shows that, in the face of internal and external opportunities and threats, organisations change in order to become more effective at achieving their goals, and that effectiveness is derived from factors such as processes, people and organisational culture.
- 2. Should we focus on individual, group or system change?** Organisations are social and technical systems which require individuals and groups to work together effectively if the system is to achieve its goals. When problems, opportunities and challenges arise, the key task for those responsible for maintaining the system is to decide where the focus of the response lies. Depending on the situation, the main focus of the response will be at the individual, group or system level, though these levels cannot be seen in isolation from each other.
- 3. Will there be resistance and, if so, where from? How can we gain employee commitment? Are we ready for change?** These are three interrelated questions and, in some ways, can be best answered last first. If an organisation is ready for change, employees will already be prepared to change, commitment will come readily and resistance – if any – will be minimal. Alternatively, if it is not ready for change, gaining commitment may be difficult and resistance can be expected. Resistance will not result from employees' innate aversion to change per se but from the nature of the change and the way the organisation manages it, which may give rise to incompatible forces within the system.
- 4. Who will manage the change process? Do they have the appropriate skills?** The answer to the first question rather depends on the type of change. Just as some illnesses are best dealt with by general practitioners and some by specialists, so it tends to be the same with change initiatives. Incremental changes which are wholly within one area might best be dealt with by the manager/supervisor in that area. Meanwhile, initiatives which span more than one area and are of a more complex nature might require a specialist change agent. In both cases, though, it depends on the skills of the person leading the change process. Some managers may be experienced at managing change, while some change agents may be limited in the range of change situations they can manage.

- 5. What are the frequency and magnitude of the changes required in order for us to survive?** For some organisations, incremental and infrequent adjustments to their activities will be sufficient for them to remain in business. For others, anything but frequent and large-scale change will result in their being overtaken by competitors and put out of business. However, this is not just a case of organisations scanning their environment, recognising the forces for change and acting accordingly. Organisations can exercise choice in terms of markets, products and other key pressures. These choices can minimise the need for change or they can initiate a process of continuing and radical change. Organisations and those who manage them are not always at the mercy of market forces: sometimes they are the ones who create and control those forces.

An organisation will need to choose an approach to change which is most appropriate in the light of the answers it gives to the above questions. For example, an organisation seeking to bring about transformational change is likely to require a different approach to change than one seeking incremental change. Similarly, an organisation which is unused to and unready for change is likely to require a different approach to one which is ready and where change is the norm. In the next three chapters, we will examine the main approaches to change and identify the situations in which they can most appropriately be used.

The answers to the above questions also provide the rationale for the contents and structure of the rest of this book. Part 2 addresses organisation theory. After all, if we do not understand the nature of organisations and the range of alternative organisational forms, how can we possibly decide whether more appropriate organisational arrangements exist and should be pursued? Part 3 examines the theory and practice of strategy and change management. Whether organisations pursue incremental, punctuated or continuous change, they will need to have some overall frame of reference for judging what to change and when to change it. Despite the many perspectives on the approach to and efficacy of strategy, for most organisations, strategy provides the basis on which to assess their current performance and future direction and priorities for change. As Part 3 also shows, there is no single, perfect approach to change that works in all circumstances. Therefore, the four chapters in Part 3 examine the main approaches to strategy and change and identify the situations in which they can most appropriately be used. Last but not least, Part 4 discusses the importance of choice and leadership in bringing about change. Choice lies at the heart of the change process – what to change, when to change and how to change. The responsibility for managing the choice process, and facilitating change, lies with an organisation's leadership, whether that be centralised or delegated, autocratic or democratic. The book ends by showing how the different elements of choice, change and leadership fit together and can be understood.

Essay questions

The following indicate some of the key points which students should bring out in their answers, and which they need to evaluate critically.

1. Critically discuss the difference between cognitive dissonance and dispositional resistance. What are their implications for employee involvement and choice?

Key points:

- This involves comparing and contrasting the two theories, both of which have been discussed in this chapter. In essence, dispositional resistance relates the level of

resistance to an individual's personality whereas cognitive dissonance relates resistance to the degree to which a change requires an individual to pursue goals that clash with their values and beliefs.

- In both cases, resistance can be avoided or minimised by the way that change is planned and implemented. If an individual is given the opportunity to understand why change is necessary and allowed some choice in the way it is planned and implemented, then actual resistance should be lower than an individual's measure of dispositional resistance and potential clashes of goals and values can be avoided/resolved.
2. To what extent and why do you agree with following statement: Whatever the apparent objective, change is always about individual behaviour.

Key points:

- Students should be able to identify and describe Caldwell's four types of change agents.
- They should then compare these with different change situations to show that the skills and abilities of one type of change agent those suitable in some situations will be unsuitable to other situations.

Case study 1.2 Managing fast and slow in a world that keeps accelerating

The main purpose of this case study is to allow students to explore the extent to which organisations and individuals can control or influence the pace at which they operate and change.

Case study questions

The following indicate some of the key points which students should bring out in their answers, and which they need to evaluate critically.

1. Discuss the merits of the following statement by Sir Martin Sorrell: 'We have no choice but to match our own pace of work to the demands of a superfast globalised business world'.

Key points:

- Students should compare and contrast the examples of slow and fast change given in the case study.
- In particular, they should discuss the extent to which the pace of change appears to be driven by an organisation's circumstances or the preferences of those who lead them.
- They should also discuss how the pace of change might be slowed down or speeded up to suit a particular organisation's needs.

2. How can you simultaneously manage fast and slow?

Key points:

- In answering this question, students should examine the argument made by Tamara Heber-Percy in the case study.
 - They might also consider the Nissan case study in Chapter 2 and the discussion of Japanese management in Chapter 5 as examples of slow planning and quick execution.
3. Tamara Heber-Percy argues that 'Slow makes fast happen'. What does this mean? Illustrate your answer with examples from the real world.

Key points:

- Students should draw on the section of the Chapter which covers 'Change: how often and how much?' They should explain the three models of change and illustrate them with real-world examples.
 - They should discuss the extent to which all three models and forms of change are situational and not universal, and whether, over a period of time, most organisations will encounter all three.
4. If 'speed control is often about managing the short term and the long term', what does this mean and how can it be achieved?

Key points:

- Students should be able to distinguish between short-term operational issues and longer-term strategic issues. In this, they might draw on the discussion of strategy in Chapter 8 and leadership and management in Chapter 14.
5. How could you establish your own 'golden time' and what benefits might you achieve?

Key point:

- In addressing this question, students should draw on Miranda Kennett's observations in the case study and reflect on how this approach might help with their university work.
- They should also discuss their time management skills and how these could be developed.