



MANAGING PROGRESS AND CHANGE

INSTITUTE FOR PROFESSIONAL AND EXECUTIVE DEVELOPMENT

United Kingdom

UNIT SPECIFICATION

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Unit Title

Managing Progress and Change

Credit value

The credit value for this unit is 30

30 credits equivalent to 300 hours of teaching and learning
(10 hours is equivalent to 1 credit)

Guided learning hours (GLH) = 50 hours

GLH includes lectures, tutorials and supervised study. This may vary to suit the needs and requirements of the learner and/or the approved centre of study.

Directed learning = 50 hours: This includes advance reading and preparation, group study, and undertaking research tasks.

Self-managed learning = 200 hours: This includes completing assignments and working through the core and additional reading texts. It also includes personal research reading via other physical and/or electronic resources.

Learning outcome Learner will:	Assessment criteria Learner can:
1.0 Understand key issues relating to the management of progress in projects	1.1 Examine the different management styles that may be adopted by a project manager (e.g. management by objectives, management by seat of the pants, management by walking about, management by surprise, management by exception) 1.2 Explain the meaning of management information system 1.3 Discuss the qualities of information required for the development of a management information system 1.4 Examine the main categories of business information (i.e. strategic information , tactical information and operational information) 1.5 Evaluate the procedure for collecting progress information 1.6 Discuss the procedure for managing the progress and quality of bought-in materials and equipment 1.7 Analyse how subcontractors and agency employees can be effectively managed 1.8 Examine the considerations that must be made in the use of immediate action orders 1.9 Give an account on the organization and management of construction sites with respect to coordination and planning, facilities, construction quality and construction progress management 1.10 Explore the key factors involved in running successful project meetings
2.0 Understand the dimensions of change	2.1 Examine the types of change (i.e. structural change, cost cutting, process change, cultural change) 2.2 Evaluate the two different approaches to change (i.e. Economic approach and organizational capabilities approach)

<p>3.0 Understand how a firm can prepare for change</p>	<p>3.1 Evaluate the contribution of leaders in the change process 3.2 Give an account on the role of motivation in change-readiness 3.3 Evaluate the importance of a non-hierarchical culture in implementing change 3.4 Give an account on how an organization can become "change ready"</p>
<p>4.0 Understand the systematic approach to change management</p>	<p>4.1 Give an account on the steps to change management 4.2 Analyse the roles of leaders, managers and HR in change management 4.3 Analyse the mistakes that should be avoided during the change process</p>
<p>5.0 Understand the possible reactions to change</p>	<p>5.1 Examine the nature of change resisters and change agents 5.2 Analyse how the manager can deal with change resisters 5.3 Examine how change agents can be identified and evaluate their role in the change process</p>
<p>6.0 Understand how employees can be helped to adapt to change</p>	<p>6.1 Analyse the stages of reaction to change (i.e. shock, defensive retreat, acknowledgement, acceptance and adaptation) 6.2 Examine how managers can help employees cope with change 6.3 Evaluate how managers can deal with change resisters</p>

Recommended learning resources

Indicative reading	<p>Dr Harvey Maylor 2010. Project Management; Prentice Hall ISBN: 978-0273704324</p> <ul style="list-style-type: none">• For a full list of textbooks and publications relevant to this unit, please contact IPED - UK.
Learning Aid	<ul style="list-style-type: none">• A comprehensive IPED study material is available to aid in learning and research of this unit.• We supply IPED course materials free of charge. Our study materials, which offer quick learning start, are comprehensive, use simple English, and are easy to read and understand. The contents are so sufficient and self-explanatory; that in majority of cases readers do not require further support; although support is always available when you need it.