



Australian Government

Department of Education, Employment and Workplace Relations

MSS407001A Prepare for and implement change

Release: 1

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Modification History

New unit, superseding MSACMG701A Prepare for and implement change - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to establish the preconditions for the implementation of a change, such as a 'step change' or a change resulting from a problem solving exercise, such as a kaizen blitz. The unit can be applied to subsections of an organisation, such as a team, area or department, or a small or medium sized enterprise (SME).

Application of the Unit

This unit is intended for team leaders and people with a similar sphere of influence/scope of authority and responsibility. It applies to individuals who are already familiar with change leadership in a competitive systems and practices environment through either previous study or industry experience. Where this is not the case, MSS403010A Facilitate change in an organisation implementing competitive systems and practices, may be completed to supply the necessary skills.

Skills covered by this unit are applied in an organisation after a desired change has already been identified. This unit may also be applied in service organisations applying competitive systems and practices principles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

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| 1 | Define the change | 1.1 | Determine the purpose of the change |
| | | 1.2 | Identify key change project personnel |
| | | 1.3 | Record the current state that the change is addressing |
| | | 1.4 | Develop a consensus view of the intended future state, including indicators of a successful change |
| | | 1.5 | Develop an agreed statement of the solution |
| | | 1.6 | Identify the health, safety and environment (HSE) impacts of the change |
| | | 1.7 | Determine the scope of the change project, including taking into account the impact of the solution on any codes of practice, standards, contracts, commercial or industrial agreements |
| | | 1.8 | Obtain sign-off from key change project personnel |
| 2 | Identify personnel required to implement the change and their roles | 2.1 | Develop a high level change network map |
| | | 2.2 | Identify employees, suppliers or customers who may be required to implement the change |
| | | 2.3 | Identify other demands on these people during the change |
| | | 2.4 | Investigate priorities, synergies and conflicts |
| | | 2.5 | Take appropriate action to resolve conflicts |

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| 3 | Assess and manage the change-related risks | 3.1 Identify organisational capacity for the change, including available resources and ability to absorb any disruption during the change |
| | | 3.2 Clarify specific risk dimensions for this change |
| | | 3.3 Develop appropriate transition approach |
| 4 | Build high level change plans | 4.1 Develop high level involvement plan |
| | | 4.2 Develop high level communication plan to all stakeholders |
| | | 4.3 Develop high level competency development plan for all implementers |
| | | 4.4 Develop high level alignment plan |
| 5 | Implement and sustain the change | 5.1 Implement change plans |
| | | 5.2 Check change objectives have been met |
| | | 5.3 Transfer ownership of post-change operations from change agents, where relevant |
| | | 5.4 Ensure support structures are in place |
| | | 5.5 Check alignments have been obtained |
| | | 5.6 Check competencies have been developed and will be maintained |
| | | 5.7 Ensure base line is defined for continuous improvement |
| | | 5.8 Review project and capture learning from the project |
| | | 5.9 Take action to sustain improvement by standardising |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- undertaking self-directed problem solving and decision-making
- communicating across all levels in an organisation
- presenting to others the benefits of change
- initiating, planning and executing change across broad and specialised contexts
- developing strategies to counter resistance to change
- adjusting change strategies on the basis of review findings and feedback

Required knowledge

Required knowledge includes:

- competitive systems and practices principles, including:
 - value stream mapping
 - 5S
 - Just in Time (JIT)
 - mistake proofing
 - process mapping
 - establishing customer pull
 - kaizen and kaizen blitz
 - setting of key performance indicators (KPIs)/metrics
 - identification and elimination of waste (muda)
- change management
- workplace strategy and vision
- methods of determining competency gaps in team members
- project planning and management

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and	A person who demonstrates competency in this unit must
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<p>evidence required to demonstrate competency in this unit</p>	<p>be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • prepare for and deliver change • communicate with all stakeholders • develop consensus among stakeholders • undertake risk analysis of proposed changes • develop and implement of change management plans that have objectives, measurable KPIS and tested solutions to anticipated contingencies.
<p>Context of and specific resources for assessment</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
<p>Method of assessment</p>	<p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and</p>

	disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree <p>Competitive systems and practices should be interpreted</p>
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	<p>so as to take into account:</p> <ul style="list-style-type: none"> the stage of implementation of competitive systems and practices the size of the enterprise the work organisation, culture, regulatory environment and the industry sector
Change project personnel	<p>Change project personnel include:</p> <ul style="list-style-type: none"> the decision makers who determine if the proposed change may proceed and the key managers and implementers of the change
Current state	<p>The current state is ideally defined by existing data. Where this is not available suitable proxies should be sought</p>
Codes of practice/standards	<p>Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used</p>
HSE	<p>All changes implemented should be at least neutral, or preferably beneficial, in their impact on HSE</p>
High level change network	<p>High level change network includes groups involved in the change and who need to be committed to the change and include:</p> <ul style="list-style-type: none"> sponsors cascading change sponsors targets agents advocates enablers impeders
<ul style="list-style-type: none"> Organisation 	<p>Organisation includes:</p> <ul style="list-style-type: none"> any part of a manufacturing or service organisation companies, government bodies or other body of people aiming to produce a product to service a customer
Key change project personnel	<p>Key change project personnel include:</p> <ul style="list-style-type: none"> project sponsors cascading sponsors relevant managers change agents

<ul style="list-style-type: none"> • Project sponsor 	<p>Project sponsors include:</p> <ul style="list-style-type: none"> • those people who proposed the project and are its main supporters
<ul style="list-style-type: none"> • Cascading sponsor 	<p>A cascading sponsor refers to: a person who reports to a sponsor and so may be contributing on their behalf</p> <p>A cascading sponsor works with delegated authority and responsibility</p>
<p>Risks</p>	<p>Risks include:</p> <ul style="list-style-type: none"> • business risks (e.g. over-spending) • market risk (e.g. loss of market share) • HSE risks • relationship risks (e.g. to shareholders, employees, suppliers, customers or the community)
<ul style="list-style-type: none"> • Organisation capacity 	<p>Organisation capacity includes:</p> <ul style="list-style-type: none"> • organisation history of implementing change • capability in change implementation • adaptability of people to change • demand for the change in the part of the organisation
<ul style="list-style-type: none"> • Risk dimensions 	<p>Specific risk dimensions include:</p> <ul style="list-style-type: none"> • impact of the solution (its potential for disruption to production, quality, delivery and budgets) • readiness of people to accept the change, including readiness to accept changes in role and responsibilities • availability of resources, including financial, plant and equipment, and dedicated personnel
<ul style="list-style-type: none"> • Transition approach 	<p>Transition approach will depend on the nature of the risks determined and will include:</p> <ul style="list-style-type: none"> • transition style (top down/pilot/process focused/delegated change) • degree of sponsorship to be cascaded • balance of engagement/involvement • internal and/or external resources • use of change to build organisation capacity
<ul style="list-style-type: none"> • High level involvement plans 	<p>High level involvement plans aim to create ownership by involving groups in specific activities within defined constraints of:</p>

	<ul style="list-style-type: none"> • objectives for involvement • decision parameters and • timing of involvement <p>The specific activities include:</p> <ul style="list-style-type: none"> • problem/opportunity identification • solution design • implementation/transition planning • solution building • solution testing • solution piloting • training design • training delivery • communication roll out • solution roll out
<ul style="list-style-type: none"> • Alignment plan 	<p>Alignment plan ensures alignment and sustainability between:</p> <ul style="list-style-type: none"> • policies, processes and procedures • incentives and rewards (KPIs and intended outcomes) • consequences and penalties for non-compliance • preventing pre-change behaviours and patterns recurring
<ul style="list-style-type: none"> • Sustaining improvement 	<p>Improvement may be sustained by including it in:</p> <ul style="list-style-type: none"> • standard procedures and work instructions • standard practice • other relevant documents and practices
<ul style="list-style-type: none"> • Team leader 	<p>Team leader may include:</p> <ul style="list-style-type: none"> • any person who may have either a permanent or an ad hoc role in facilitating the function of a team in a workplace

Unit Sector(s)

Unit sector

Competitive systems and practices

Custom Content Section

Not applicable.