



Australian Government

Department of Education, Employment and Workplace Relations

SIRXMGT507 Manage staff through change

Release: 1

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Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMGT007A Manage staff through change.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to build a resilient organisational culture and implement processes that support and develop staff to flourish in an environment of change.

This requires the analysis of the environment, consideration of risks and opportunities, the development of a structured process to respond to the changed environment, and leadership of staff through the change.

Application of the Unit

This unit may apply to supervisors and managers with responsibility for a team and oversight of change implementation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
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.
1. Analyse change requirements.	1.1. Review the organisation's strategic and business plans to identify organisational directions that will require change to work practices. 1.2. Assess options to drive required changes in line with delegated authority and standard organisational policies and procedures. 1.3. Identify and analyse potential risks associated with implementing the change. 1.4. Identify and prioritise changes for further action.
2. Introduce change.	2.1. Evaluate the organisational culture and identify barriers to change. 2.2. Develop strategies to overcome barriers to change and promote a culture of innovation. 2.3. Plan for the implementation of the change, ensuring risks are mitigated and processes and timelines are achievable. 2.4. Negotiate and secure access to the resources required to introduce the change. 2.5. Communicate the purpose and benefits of the change to staff. 2.6. Provide clear instructions to staff regarding their work responsibilities and roles to facilitate a smooth implementation.
3. Foster commitment to change.	3.1. Provide and promote opportunities for staff input to the change implementation and seek feedback to refine processes. 3.2. Share and discuss models and methods for innovation and changed work practices with staff. 3.3. Provide clear and actionable feedback to staff on the progress they are making in implementing change. 3.4. Mentor and coach staff to build and reinforce the skills, knowledge and attitude required for successful implementation of change. 3.5. Reward and recognise positive contributions made by staff to the implementation of change.
4. Evaluate outcomes of change.	4.1. Report outcomes to staff of the changes and benefits achieved. 4.2. Promote opportunities for staff to reflect on the change and

- identify opportunities for further improvements and change.
- 4.3. Seek staff input to the development of recommendations for future organisational change and improvement in line with organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- analytical and problem-solving skills to:
 - identify barriers to change
 - assess alternative change implementation strategies
- communication and interpersonal skills to:
 - coach and mentor staff
 - make verbal reports
 - motivate staff and manage teams
 - negotiate and support staff to overcome barriers to change
 - provide clear work instructions to staff
- planning and organising skills to:
 - put in place mechanisms to:
 - mitigate risks associated with change
 - recognise and reward staff contributions to change processes
 - secure resources to support the change process
- literacy skills to produce written and verbal reports

Required knowledge

- concepts and models of:
 - change and change management
 - leadership and management
 - organisational culture
- concepts of risk management planning and processes
- impact of organisation's culture on acceptance of change
- organisational mission, vision, values and goals

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 evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies the drivers and barriers to change
- uses techniques to introduce and support the implementation of change, including:
 - communicating with and supporting staff to overcome barriers to change
 - providing clear work instructions to staff
 - putting in place mechanisms to mitigate risks associated with change
 - putting in place mechanisms to recognise and reward staff contributions to change processes
 - securing resources to support the change process
- promotes and communicates the outcomes of change processes to staff
- evaluates change outcomes.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - manufacturer instructions and operation manuals
 - store policy and procedures manuals
- a range of retail equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- role play
- answers to questions about specific skills and knowledge
- customer feedback
- observation of performance in the workplace
- review of portfolios of evidence and third-party workplace reports of on-the-job performance
- third-party reports from a supervisor.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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.

- Changes*** may include:
- changed decision-making and delegation processes
 - changed organisational structure
 - changed role responsibilities of staff
 - identification of new markets
 - identification of new products and services
 - reviewed or new planning processes
 - reviewed or new work processes.
- Risks*** may include:
- change to government policy and programs
 - changing client requirements
 - cost over-runs
 - cyclical changes within the industry or region
 - difficulty in accessing funds
 - emergence of new technologies
 - inability to access necessary skills within the workforce
 - legal proceedings
 - potential for disruption to existing services and products
 - staff dissatisfaction
 - strength of existing or new competitors
 - tightened economic environment
 - time delays due to the planning and decision making process.
- Barriers to change*** may include:
- aiming for total consensus before progressing
 - fear of individual loss of power or influence
 - ineffective teams
 - inertia driven by desire to maintain personal comfort
 - lack of cooperation across team members
 - lack of leadership
 - lack of resources and time
 - not prioritising actions
 - over-analysis of the problem without acting.

Unit Sector(s)

Cross-Sector

Competency Field

Management and Leadership