Confluent learning in developing change management capabilities

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Abstract

Change management is a multi- and trans-disciplinary field that draws from a wide range of disciplines, but none more important than organisational behaviour. The field of organisational behaviour informs change management of the role of people-based factors that substantially augments the complexity of many change phenomena. The aim of this paper is to explore and highlight the role of confluent learning in supporting the development of change management capabilities. To support the validity of the curriculum design a qualitative approach based on reflective inquiry was adopted. A confluent learning approach helped to stimulate affective states (e.g. appreciation and empathy) in complementing cognitive gains (e.g. critical thinking).

Keywords: confluent learning, change management, instructional design, cognitive ability, affective capacity

Introduction

In an ever increasingly dynamic environment, organisations constantly find themselves having to adapt and change (Todnem By, 2005). Indeed, a premium is placed on managers that possess effective change management capabilities. However, even in times when organisations have significantly invested in change management training and development programmes, most change management initiatives have failed (Beer, Eisenstat, & Spector, 1990; Kegan & Lahey, 2001). Clearly, there are many and varied factors that contribute to these failures, and at times it is just sheer complexity of change. Nonetheless, these failures show that there is a need to revisit and rethink the way change managers are educated and developed.

Change management is both a science and an art form. However, the emphasis on the rational aspect of change management at times impede change managers from fully recognising and appreciating the significant role of the human element (Armenakis & Harris, 2009; Oreg, 2003). The field of organisational behaviour plays a significant role in change management, in particular the role affect (Judge & Robbins, 2014; Senior & Swailes, 2010). Affect plays two roles; educating students, in particular undergraduate students, of the ubiquitous presence of emotions within change recipients (e.g. staff members impacted by change) (Garvin & Roberto, 2005) and enabling students' emotional development as future change managers, for example, in developing empathy (Misch & Peloquin, 2005), and the personal perseverance in dealing with ambiguity (Loon, 2016).

Most change management curriculum inevitably involves the enhancement of knowledge and skills, in informing and teaching students of the role and dynamics of emotions. However, equal importance needs to be provided to develop 'attitudes', which are essentially enhancing

students' appreciation, empathy and value of emotions in their development as change managers. A confluent learning approach was adopted in the design and development of the change management curriculum. Confluent learning helps to develop students' personal affective capacity by integrating cognitive and affective aspects of learning to take advantage of synergies between the two (Misch & Peloquin, 2005).

The aim of this paper is to explore the impact of a bespoke change management curriculum that focuses on both cognitive and affective domains in developing students' change management capabilities. In doing so, we address the following questions:

1. How does confluent learning play a role in the design and development of a change management, specifically in teaching students about the role of affect in change management and to develop students as effective change managers?

2. What are students' learning experiences on a bespoke change management curriculum underpinned by confluent learning?

By addressing the questions, this paper contributes to organisational behaviour education by demonstrating the integral role of affect in a change management curriculum using a confluent learning approach. Specifically, how affect plays a role in enhancing students' better understanding of the nature, dynamics and challenges of change. In addition, this study makes a contribution by demonstrating how affect, through confluent learning, can be applied to develop students to be effective change managers by developing their appreciation of the complexity of change, nurturing their empathy of people-based challenges and to value the impact that people can make in change.

The next section provides an overview of essentials of a typical change management curriculum and the envisaged capabilities to be developed. This section argues how organisational behaviour education, in particular the theme of affect, plays a role in the effective teaching of change management and the development of change management capabilities. The discussion involving affect leads to the justification of the adoption of a confluent learning philosophy. The section on confluent learning describes the approach in light with similar concepts specifically experiential learning and active learning. This is followed by a discussion on the design of the curriculum. A summary of the methods adopted in collecting data from students are provided, followed by a presentation of the findings. The findings are then discussed in light of literature and its implications on teaching.

Change management and organisational behaviour

Change management is both an interdisciplinary and trans-disciplinary field of study (Change Management Institute, 2013). Change management is interdisciplinary as its body of knowledge draws from across the disciplinary boundaries of for example organisational behaviour (e.g. leadership and learning), systems science and organisational development (Tress, Tress, & Fry, 2005). The interdisciplinary nature of change management suggests that there are many perspectives of change that needs to be considered in developing a robust and fit-for-purpose curriculum (Collin, 2009). Change management is also trans-disciplinary as its knowledge base draws from both practice and academia (Tress et al., 2005). The trans-disciplinary nature of organisational change accentuates the need for a curriculum that enables students to not only do well in their academic assessments but also develop genuine change management capabilities for the 'real-world'(Balsiger, 2004; Mento, Jones, & Dirndorfer, 2002).

There are a plethora of change management capabilities (Change Management Institute, 2012; Management Standards Centre, 2014), which would be not feasible to develop within a regular university semester. However, many of the capabilities from both Change Management Institute (2012) and Management Standards Centre (2014) overlap and may be grouped to reflect only the most important capabilities required throughout a change process; namely, awareness, astuteness and adaptiveness (Munduate & Bennebroek Gravenhorst, 2003). Awareness involves being cognisant of environmental changes and trends from a strategic perspective, while astuteness is the accurate interpretation of what the changes in the environment means to the organisation and to plan accordingly using a 'what-if' approach. Finally, adaptiveness is the ability to enact change (e.g. communicating, project management) within the organisation in adapting to the environmental change. Table 1 contains a broad mapping of how the skills identified by both Change Management Institute (2012) and Management Standards Centre (2014) maps to the three groupings.

Table 1: Mapping of change management capabilities

3 key capabilities	Management Standards Centre	Change Management Institute
Awareness	Leading change	Strategic thinking
Astuteness	Planning change: • Communicating • 'What-if' questioning e.g. contingency-planning, risk management, and setting objectives for different 'scenarios'	• Communication • Self-management • Thinking and judgement
Adaptiveness	Implementing change: • Working through issues that are technical and/ or people based e.g. problem-solving, and decision-making • Managing people in change teams e.g. delegating and valuing and supporting others • Managing stakeholders of change e.g. influencing, motivating, negotiating and prioritising	• Facilitating change (with change team or change stakeholders) • Learning and development • Influencing others • Coaching for change • Project management

The field of organisational behaviour plays a major role in change management as much of the challenges are due to people-related factors. Indeed, 'hard' (technical) change are usually easily addressed, however it is the 'soft' people-related change that are most complex, involving high degree of ambiguity and uncertainty (Senior & Swailes, 2010). Organisational behaviour informs change management of the role of people's attitudes, perception, power, politics and conflict that can impede or facilitate change programmes (Judge & Robbins, 2014). One could argue that above all, the field of organisational behaviour demonstrates that human behaviour in organisational life is driven by emotions, which is intensified in times of change (Ashkanasy, 2003; Harmon-Jones, Harmon-Jones, Amodio, & Gable, 2011). The ubiquity of people-related factors and the role of affect in change environments warrant a focus in change management curriculum (e.g. why people resist 'rational' change) (Beard, Humberstone, & Clayton, 2014). Also, the effective management of change by practitioners require the development of the right attitudes and emotional responses, for example perseverance and empathy, respectively, in dealing with change (Conklin, Kyle, & Robertson, 2013). A confluent learning approach helps in bringing together synergies between the cognitive and affective domains.

Confluent learning

Confluent learning is holistic, it aims to activate and engage all of the students' senses (Misch & Peloquin, 2005). It is rooted in Dewey's (1938) notion of collateral learning and, as G. I. Brown (1971) argues is a "philosophy and a process of reaching and learning in which the affective domain and the cognitive domain flow together, like two streams merging into one river" (p. 1). Confluent learning helps to shape a range of affect-based qualities such as empathy in learners (Misch & Peloquin, 2005; Stover, 2010). Whilst effective change

management skills are a requisite in today's organisational environment, this appreciation may not always be realised by students. Thus appealing to students' affect is crucial.

The use of a confluent learning approach has the potential to reveal how different aspects of learning complement and reinforce both cognitive and affective domains in creating an optimum learning experience that allows flow state to ensue (Csikszentmihalyi, 1990). The exploration and application of a confluent learning approach may facilitate the development of teaching practice in particular the recognition of the direct role of emotions in learning (Goetz, Pekrun, Hall, & Haag, 2006; Pekrun, Goetz, Titz, & Perry, 2002).

The call for a confluent learning approach in education has been present for many years (Castillo, 1974), and whilst the approach has received comment in recent times e.g. Ward and Shortt (2013), it still has not gained wide spread recognition as compared to other learning concepts specifically experiential learning and active learning. Experiential learning is arguably a normative process of learning from hands-on, personal experience punctuated by reflecting and experimenting (Kolb, 2015; Kolb, Boyatzis, & Mainemelis, 2001), while active learning, although sharing some constituents with experiential learning such as reflection, is framed as a teaching approach (Niemi, 2002; Revans, 2011) that entails a portfolio of active learning exercises. As a philosophy, confluent learning may be situated as an underlying principle of both experiential and active learning. Indeed, there are some elements in this study's curriculum design that compels students to reflect and to be active i.e. Kolb's (2015) experiential model and the use of a simulation game. However, the curriculum may not reflect the rigid structures of these concepts e.g. Kolb's model, or is entirely highly 'activity' orientated. Confluent learning provides a focused yet flexible approach such as its ability to emphasise on the role of affect and emotions, and yet accommodating to the principles of

experiential and active learning. All three concepts have similarities, its adoption and application depends on the context. In this case, confluent learning was adopted given the curriculum's priority in emphasising the role of affect and emotions as content and as a 'capability'.

Operationalising confluent learning

The operationalisation of confluent learning involved identifying, selecting and integrating a set of learning tools and mechanisms (LTMs). A summary of the change management capabilities, confluent learning domains and the LTMs is in Table 2.

At the 'awareness' stage, multiple cause diagrams and rich pictures (Checkland, 1981; Ramage & Shipp, 2012) were used to complement the use of the academic models such as the Political, Economic, Social, Technology, Legal and Environmental (PESTLE) framework e.g. Aguilar (1967), McKinsey's 7s (Waterman Jr, Peters, & Phillips, 1980) and the cultural web (Johnson, Whittington, & Scholes, 2011). Cognitive skills are developed as students 'think through the issues' (i.e. comprehending and analysing) and seeing the 'bigger picture' (i.e. synthesising). The affective domain is elicited by appreciating (i.e. valuing) the complexity of organisational problems/ opportunities that are better represented as a 'chain of events' rather than isolated events. It solicits the psychomotor through active learning in perceiving and, quite literally, 'act' in mapping the issues and exploring how they interlink.

Table 2: Confluent learning in a change management curriculum

Change management capabilities	Learning tools and mechanisms (LTMs)	Confluent learning domains (in order of priority) (Anderson, Krathwohl, & Bloom, 2001)

Awareness	• Multiple cause diagrams (Checkland, 1981; Ramage & Shipp, 2012). Building upon:
	  ○ PESTLE e.g. Aguilar (1967)
	  ○ McKinsey's 7s (Waterman Jr et al., 1980)
	  ○ Culture web (Johnson et al., 2011)
		1. Cognitive (i.e. thinking through the issues)
		2. Affect (i.e. appreciating the complexity and links between the external and internal environments, stimulation due to the novelty of the learning tool)
		3. Psychomotor (i.e. drawing the diagram)

Astuteness	• Socratic questioning (in seminars one-to-one with students or in small groups) (Elder & Paul, 1998; Yang, Newby, & Bill, 2005)for: ○ Multiple perspective taking and framing of problems e.g. Decisions and the Psychology of Choice by Tversky and Kahneman (1986)	1. Cognitive (e.g. multiple perspective taking) 2. Affect (i.e. empathise with how different frames may stimulate different types of actions and feelings)
	• Critical thinking activity and assessment using the Cornell CT test, followed by bespoke CT learning and practice workbook designed and created by the authors (Ennis, Millman, & Tomko, 2005). Using: ○ Situation-complication-question method (Minto, 2009)	1. Cognitive (e.g. identifying root cause of problems/ opportunities) 2. Affect (i.e. value how a problem is formulated determines how a problem is solved)

Adaptiveness	• Simulation game titled 'Change Management: Power and Influence V2' (Harvard Business Publishing, 2013). Identification and application of change levers. To develop:
	  ○ How the solution can be implemented (generic models):
	    ▪ Forcefield analysis (Lewin, 1951)
	    ▪ Kotter's 8 step for change (Kotter, 1995)
		1. Affect (e.g. appreciate that change management is mostly subjective feelings and emotions, stimulate interest due to novelty of the use of the simulation game)
		2. Cognitive (e.g. identifying change management tactics and pattern that works)
		3. Psychomotor (in engaging with the simulation game)

All three	• Poster presentation (Billington, 1997; Moneyham, Ura, Ellwood, & Bruno, 1996)	1. Cognitive (i.e. development of poster) 2. Affect (e.g. complexity of change and the advanced competencies that change management requires) 3. Psychomotor (i.e. presentation and articulation of poster)

The 'astuteness' stage utilised Tversky and Kahneman's (1986) decisions and the psychology of choice theory. Effective thinking is driven by appropriate questions (Elder & Paul, 1998) and Socratic questioning was used one-to-one with students or in small groups (Yang et al., 2005) to help students identify the 'common denominator' that may link the symptoms of a problem using multiple perspectives and continuous reframing. Students' cognitive skills were developed by considering the notion that how a 'problem' is formulated determines how a problem is solved, Minto's (2009) situation-complication-question framework was used as a reference and learners were supported in this step by the use of a critical thinking activity and assessment using the Cornell critical thinking activity and assessment, followed by the use of a bespoke learning and practice workbook (Appendix 1), (Ennis et al., 2005).

The 'adaptiveness' stage involved what the solution is and how it may be implemented i.e. what change would be enacted to respond to the 'problem'. The teaching of this stage used of a number of general models such as Lewin's (1951) Forcefield analysis in addressing resistance and Kotter's (1995) 8-step change. However, the effectiveness of static models in developing change management capabilities is limited. To provide a more authentic experience of how change is enacted in organisations, a simulation game, developed by a leading business school from the US, was played by students in groups of four. The simulation game created the opportunity to build and influence an organisational change initiative in four scenarios allowing appreciation that managing change mostly involves subjective feelings and emotions.

In the final integrated activity, students developed and presented a poster to tutors and peers. This activity targeted all three domains challenging learners cognitively when creating posters and kinesthetically and affectively in presenting to their tutors and peers (Billington,

1997; Moneyham et al., 1996). Through the process of preparing for the presentation, the learners had the opportunity to appreciate the complexity of change and the advanced competencies that change management requires. However, it is acknowledged that the same argument could also be applied other in-class activity[1] although this may illustrate the potentially unrecognised value of such an activity.

Validation of Confluent Learning Approach

We used a reflective inquiry approach to validate the confluent learning approach. This not only illustrates the degree of effectiveness of the approach but also captures students and practitioner perspectives. Cunliffe (2004) states that knowledge comes from surfacing "tacit practical consciousness" (p. 410). Reflective inquiry helps practitioners to be reflective and reflexive in terms of their thoughts, emotions and behaviours (Donnelly & Fitzmaurice, 2011; Leshem & Trafford, 2006) and is consistent with the practitioners' implicit aims to develop their own learning (Van Manen, 1995).

The validation used two data sources, specifically semi-structured interviews supported by reflective journals. Fifty-five semi-structured interviews were held with 9 female and 7 male students (these are the total students who participated but the actual number of students interviewed each session varied as some did not attend class on that day), in 5 'session' over an eight-week period. Each interview session corresponded with a stage of the change management capabilities i.e. awareness, astuteness and adaptiveness. The questions asked were: what was your learning experience at each stage involving the use of the LMTMs? What did you learn? How did you feel? Each of the interviews lasted about 15 minutes on average and was conducted in class. The feedback from the learners was captured,

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[1] I thank you for the reviewer for highlighting this

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thematically analysed and reflected upon alongside the reflective journals (Coffey & Atkinson, 1996). A summary of the interviews conducted is in Table 3.

Table 3: Summary of interviews at each stage

Stage	Interviews
Awareness	6 female participants, 6 male participants
Astuteness 1	7 female participants, 5 male participants
Astuteness 2	6 female participants, 4 male participants
Adaptiveness	7 female participants, 5 male participants
All three	4 female participants, 5 male participants
Total	55 participants

Findings

This section shows the findings from the interviews at each stage. Themes have been identified for both cognitive and affective domains. Table 4 summarises the main themes supported by selected quotes.

Awareness

Many of the students found it relatively easy to associate issues related to a change event. From a cognitive ability perspective, students indicated divergent thinking as they started to notice that the effects and consequences of change not only cut across various fields such as technology and economics but also across organisational functions. Divergent thinking is important in promoting mindfulness (Guilford, Christensen, Merrifield, & Wilson, 1978) in recognising the links and the chain of events (across time and space) that are usually present in organisational change.

Students also the indicated the development of some affective capacity in recognising the challenges of the external environment is volatile, uncertain, complex ambiguous (VUCA) (Bennett & Lemoine, 2014). For example, as some of the diagrams became increasingly convoluted, students started to doubt their ability in identifying root causes and symptoms. A small number of learners noted that in some cases there could be a subtle difference between a problem and an opportunity, as some 'problems' can also be considered as an opportunity. Students also showed appreciation of organisations' susceptibility to the external environment, and the links between the external and internal environments. A student who has using the National Health Service noted that the organisation was vulnerable to political, economic, technology and socio-cultural domains.

Many students did not initially appear to find it difficult to generate ideas about potential organisational or problems/ opportunities (see Appendix 2) however as they worked through the exercises, students found that the identifying the root cause was not as easy as they had thought it would be. Some learners acknowledged that whilst it was difficult and took time, it was helpful in facilitating them to map the 'chain of events' especially when the situation they were examining is complex. The multiple cause diagrams allowed some learners to link changes in the external environments to internal events. Those that did made a genuine effort in drawing the multiple cause diagrams appeared to gain an appreciation for the complexity of real organisational issues.

Astuteness

Although this step was a challenge for a number of learners, some of them indicated a degree of astuteness by exhibiting convergent thinking (e.g. insight) (Dow & Mayer, 2004) in identifying the common denominator for some of the issues identified in their selected

organisation. Framing is a helpful tool for students to identify convergence (Dow & Mayer, 2004), and although framing appears to be an easy concept to understand students have found it much more difficult to apply. Some students realised that they had started to 'really' understand how framing could be helpful though they still had difficulty expressing it. A plausible reason for the difficulty may be due to the inexperience of the learners as work experience inevitably exposes students to different perspectives. Students who had been on placement (e.g. internship) appreciated the practical purpose of framing as it helps to make change initiatives more 'do-able', and keeps the change initiative focussed.

From an affective capacity perspective, students began to further realise and appreciate that that some organisational issues may be more multifaceted than it initially appears. The students' experience in this second stage mirrored that of the first, specifically in terms of understanding the identifying the root cause of the change/ problem. Students recognised that for some organisational issues, there is quite a lot of variability in the perspectives that one could adopt, and that the subsequent factors that are analysed and the corresponding 'solution' may also differ depending on how a problem is framed. The discussions through Socratic questioning resulted in learners revising their diagrams from stage one, as they attempted to identify the common denominator in the diagrams, in exemplifying some degree of convergent thinking.

Students also demonstrated development of affective capacity by internalising the ideals of multiple perspectives taking and that each perspective may educe different reactions and solutions (Armenakis & Harris, 2009). Students began to appreciate the value that framing is crucial for effective change management in identifying the root cause and that is usually related to people's behaviour and mental models (Senge, 1992). Some students had also

started to detect a pattern specifically in terms of the role of people's attitudes and assumptions in playing a significant role in the problems identified or as part of the solution in addressing opportunities.

Adaptiveness

From a cognitive ability perspective, some students indicated further development of evaluation skill and critical thinking (Ennis, 2001; Facione, 2006) in identifying 'the problem' (Patton, 2002), what the solution could be and how the solution may be implemented. The simulation game appeared to be popular with learners. It was cited as 'fun' or 'engaging', though this may have been due to the novelty of it. Nonetheless, the 'success' in the use of the simulation game involved some learners 'figuring out' the pattern in the application of the change levers. Students who were successful in this may be said to possess reasonable critical thinking skills. The simulation game, that had a balance of 'hard' and 'soft' levers, and in emphasising the human element of change, appeared to make an impression on a few learners as they further appreciated how change "starts and ends with people", as one student put it.

Some students, in playing the role of the change agent, commented that those in this role had to know how to 'get around' effectively, which meant having effective interpersonal skills and being savvy. Furthermore, some of students also mentioned that this lesson was evident in the debates that they had with their teammates in deciding the next steps. While academic change models provided some scaffolding for students, some students expressed concerns about whether their solution would go 'far enough', demonstrating some levels of critical thinking as they evaluated the sufficiency of the solution (Natale & Ricci, 2006).

From an affective capacity perspective, students further appreciated that perception about and for change are subjective, in terms of the change targets and the change agents themselves. This was experienced while playing the simulation game and also through working in teams. For example, the simulation game required students to 'interview' employees impacted by change and were surprised by the number of perspectives and reactions. As the students played the game one of them noted that 'friends' in the game i.e. informal networks, have an effect on another. Students started to place more value on the conceptual and interpersonal skills that change management requires (Mohrman, Tenkasi, & Mohrman, 2003). Students also realised that the role of the individual persons and their perceptions played a major role in the change event, to the extent of the change strategy.

All three capabilities

The final step was an integrated activity in the form of a poster presentation, to help students amalgamate all three stages together as a coherent 'story'. Some of the students found this to be a challenge as, while they understood that adopting a holistic view is important, they nonetheless had trouble in presenting it in such a manner. The level of difficulty of this task is perhaps based upon how well the learners had completed the individual prior steps.

From a cognitive perspective, some students demonstrated *critico-creative thinking* in using creativity in structuring arguments in light of available evidence (Fisher, 2001). From an affective perspective, the presence of felt Gestal, which involves a taking a holistic view for effective change to take place, was indicated (Cameron & Green, 2012; Freeman, 1999). The posters also helped to capture the key issues that allowed students to 'picture' how things work.

Students also started to appreciate that a key competency in change management is the ability to articulate a coherent 'story' (e.g. what is included), including delimitating (e.g. what is excluded) a change management initiative. Some students found the exercise helpful as one who presented her poster said that change can be 'messy' and sometimes knowing what to leave out is just as important as knowing what to focus on (see Appendix 3).

Discussion

The summary of the findings in Table 4 only illustrates the gains made by the students and does not suggest that there was a complete mastery of these skills nor all the students shared these experiences. But there is evidence to suggest that a confluent learning design does support some students in developing change management competencies.

As argued as part of the design of the curriculum and as illustrated by some students, the field of organisational behaviour, in particular the role of affect and emotions, plays a significant role in change management curriculum in developing change management capabilities. Students have appreciated that people's different perceptions change events, and that 'right' and 'wrong' is not always clear-cut. Emotions also play role in terms of the students themselves, as future change managers. By developing their affective capacity such as their empathy, these students may be more readily to recognise, appreciate and value the diversity of views and take these views into account in managing change.

Table 4: The development of cognitive abilities and affective capacity through confluent learning methods

Change management capabilities	Cognitive abilities		Affective capacity	
	Themes	**Selected quotes**	**Themes**	**Selected quotes**
Awareness	Divergent thinking	• "this appears relatively easy as you can look in any part of an organisation e.g. Strategy, Marketing, Finance and HR" • "it looks easy enough but is this 'problem', a real problem? How do I justify it?"	Recognise the challenges of a VUCA environment	• "What if things change between now and the time I hand in the assignment?" • "I am not sure if this problem can be used in the assignment. [it is too difficult to explain]"
			Appreciate organisations' susceptibility to the external environment	• "Almost anything can affect the organisation, which ones are the most important?" • "The NHS is in a difficult position as government change, budget cuts, change in demographics and new drugs all have a bearing on what they do"
Astuteness	Convergent thinking	• I can see why…how this works….the issue of the retrenchment, losing clients, different strategy are all interlinked…[tries to explain but stops]…so what the problem is depends…everything is a possibility…so how do I know my frame [or perspective] is correct" • "it's seeing where is the source of most of the, isn't it?"	Realisation that organisational issues are multifaceted	• I get the concept but I am not sure if I am doing it right…so many people, [legitimate] views • "This is like 80/20 isn't it, sounds easy enough…[but realising it is not]"
			Internalising the merits of multiple perspectives taking	• "the discussions [with the tutors] are helpful and its easier when you have someone to talk to….like a devil's advocate to help us see another viewpoint and other effects"
			Value that framing is crucial for effective change management in identifying the root cause	• When you first mentioned this part in class, I thought it was going to be easy but it's not really…there's more to it [in reference to reflecting the key findings in step one and two]".
Adaptiveness	Evaluation and critical thinking	• "I think this is the most straightforward part of the assignment.. in some sense it's starting with the pros and cons right?"	Appreciate that perception about and for change are subjective	• "[character name] is happy to go along cos he's friend s with [character 2], while [character 3] wants nothing to do with as it appears they got burnt on some past change experience…everyone has a different view" • "My change is going faster as [character 6's] friends are going along with the change just because she is"
			Value the conceptual and interpersonal skills for change management	• "If the change agent is the CEO, things happen a lot quicker at least initially. If the change agent is on a lower rung, things don't happen as quickly. You have rethink things depending on how things are" • "I noticed that the use of the 'private interview' is quite effective, must be a person-to-person thing"

All three competencies	Critico-creative thinking	• "there is flexibility isn't there, I mean you can discuss two things, but the minute to switch one to become the context from the subject, the whole story changes".	Felt Gestalt	• "I thought it helpful to see everything in one picture, I can see how it all fits in…in some ways, I feel more assured now that everything is in one place". • I think I would find easier to write assignment with this [the poster] up on my wall".
			Appreciate a key competency in change management is the ability to articulate a coherent 'story'	• "It's about what is most important isn't it? I mean everything has a role to play but I can see how if I wanted to sell this to my boss, I would need to keep it punchy" • "talking through this really helped to clarify things in my head"

In addressing the first question, confluent learning was adopted as a philosophy, especially given its equal emphasis on cognitive and affective domains. The design of the curriculum 'operationalised' confluent learning through the use of a variety LTMs focussed on both cognitive and affective domains in developing each change management capability. The curriculum design also attempted to ensure that each LTM supported and/ or reinforced development of each domain in light of one another (Gagné, 1985). The instructional design and LTMs should however meet the needs of learners at particular points of development e.g. those with more substantial work experiences e.g. some postgraduate students vs undergraduates.

In terms of the second question, the interviews with the students also suggest that there were synergies between cognitive and affective development. It is acknowledged that the interplay between cognition and affect is a natural phenomenon, however, the adoption a confluent learning approach helps to ensure that such synergies are not purely incidental. For example, the mapping exercise that students undertook not only developed their divergent thinking skills but also their recognition and appreciation of the complexity of change. Enhancing students' affective capacity ensures that they are not intimidated by complexities of the real world, which then helps to further develop self-efficacy. Affect and emotions play an equally important role in parallel with cognition as R. B. Brown (2000) argues that learning is inherently emotional e.g. curiosity and 'interest' is essential to learning (Mazer, 2013).

Furthermore, whilst the discrete enhancement of both cognition and affect is important, the coalescence between the two is crucial as it helps to change learners' attitudes and potentially their dispositions (over the long term). Ackerman (2003) argued that the singular view of ability based on intellect does not show the 'real picture' of human behaviour. He argued that

developing peoples' capacity and willingness to do something is as important as developing their capability. Developing capacity and capability results in the improvement of people's typical performance (Chamorro-Premuzic, Furnham, & Ackerman, 2006).

A confluent learning approach also helps students' overall professional development (e.g. as accountants, human resource management professionals) as many 'standard' professional competencies involve not only effective cognitive abilities but also draw upon the affective aspect of the individual such as in valuing ethical behaviour, empathy in relating others and self-regulation. By equally focussing on students affect development, future attitudes and behaviours work can be changed and developed as part of students' learning and re-learning throughout their professional life.

Conclusion

Confluent learning brings together a range of pedagogic methods to meet the various needs of learners (Castillo, 1974; Ward & Shortt, 2013). This study has found that there is some evidence to suggest that confluent learning support students in developing change management competencies by enhancing their cognitive ability and affective capacity. The role of affect should not be underestimated as R. B. Brown (2000), in a study of MBA students, found that emotions impacted learners' memory, reflection and evaluation. Also, Pekrun et al. (2002) assert that students' overall university performance is largely dependent upon their ability to self-regulate and self-motivate.

Adopting a confluent learning design approach may help educators in organisational behaviour to explicitly create a framework of 'think outside the box' activities and methods to target each area of development. It is hoped that this paper provides some basis for

organisational behaviour educators to consider the merits of a confluent learning design. A confluent learning approach may be explored with respect to other theories such as action learning and research (Argyris, 1995), experiential learning (Kolb, 1984), and communities of practice (Lave & Wenger, 1991). A longitudinal perspective may be adopted as the impact of affect may require more time for it to be embedded.

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Appendices

Appendix 1: Critical thinking workbook created for students

Appendix 2: Example of rich picture developed by a student
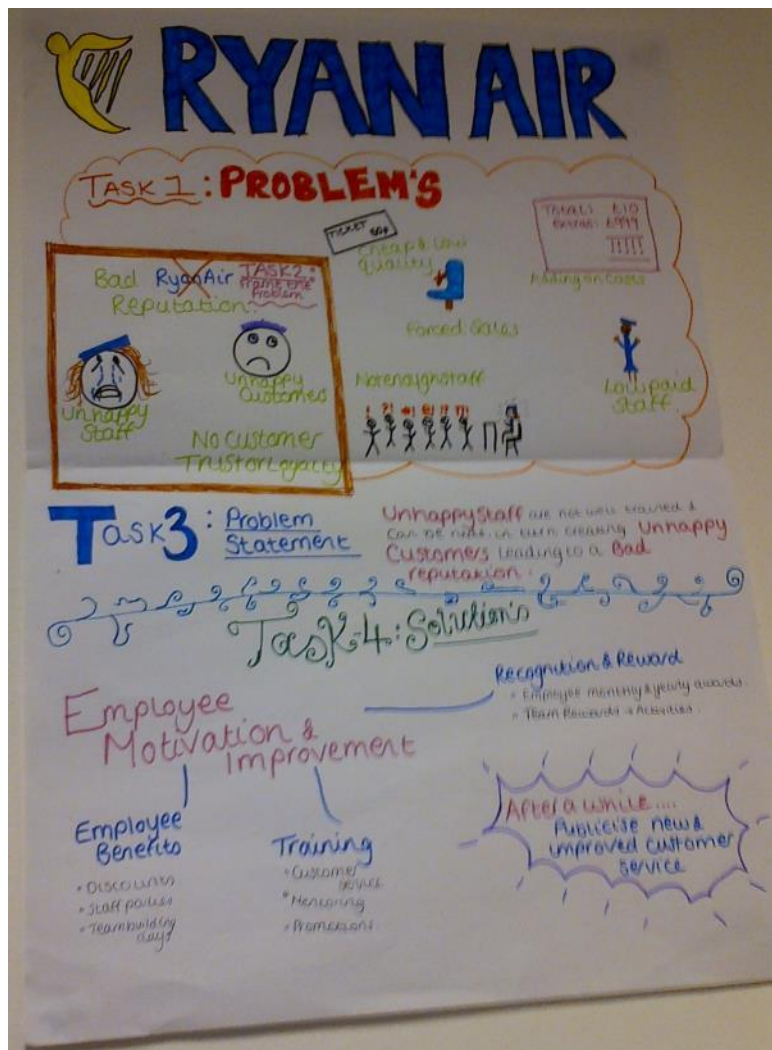
Appendix 3: Example of a poster created by a student

Insufficient Communication between Departments When Work On Consultation to Manage the Risk of Changing Legislation

Introduction

ABC Ltd., is the UK operations of the wider division of XyD GmbH. They operate in the domestic and commercial heating sector, (ibid), of which they are a key player in the market, (Eljidi, No Date).

A functional organisational structure, whereby they focus on the task across all product ranges. The advantage of this is that workers are able to specialise and build efficiency in the job they are doing rather than complete a wide range of jobs and develop a skillset to match, (Hughes, 2006).

This report will be focused on the Standards department of this organisation, from which primarily research was carried out while working inside the company.

Task 1- Identification of problem situation

Annually all employees are required to complete an associates survey; to identify problem areas and to empower the employees to resolve the issues themselves. Each response to the survey was collected and analyses internal by the department. The analysis was needed so that the department could devise a strategy for improvement. This strategy started to develop in departmental meeting. These departmental meetings resulted in a strategy to focus on resolving one question which scored high as a means of resolving three other questions. The initial strategy was identifying where information and assistance could be sourced from. While dealing with Question sixteen, "I can easily access the information I need to complete my work tasks efficiently", multiple factors where identify with all par one had a course of action related to it (Appendix Two). This factor was of lack of communication between the departments when work on consultation and managing the risk on changing legislation.

PESTLE Analysis (Appendix One)

Factor	Issue
Political	o The Microgeneration Certification Scheme and Renewable Heat Incentives (MCS, 2014). Government incentives to stimulate the market for renewable and green products, (ibid). o Apprenticeship grants to encourage businesses to take on apprentices, if they have over 1000 employers already, (Apprenticeships, 2014). o European Union's policy on energy efficiency has led to the introduction of legislation for energy efficiency of products, (European Commission, 2014).
Legal	o Draft European Legislation (Gas Appliance Regulation) affecting products that the business sells, (Europa, 2014). o Energy-Related Products and labelling legislation creates a legal implication for the business to comply with, (European Commission, 2014). o UK market has devolved governments which each has their own set of building regulations which the products must comply to, (D. Fuller, 2014)
Economic	o Interest rates affecting the loans a business may have and their customers may have ,(Parkin, 2014). o Inflation affecting the price of goods and wage demands of the workers ,(ibid)
Social	o Potential for customers to demand goods which have reduced carbon footprint(Energy Savings Trust, 2014b)
Technological	o New Technological developments in micro CHP , (Energy Savings Trust, 2014)
Environmental	o A colder than normal winter can lead to an increase in sales of boilers and heating appliances due to breakages.

The PESTLE analysis highlights the risk that the business faces with changing legislation. Booth (1993) suggest that the voluntary standards [such as product standards for the organisation in question] can be used as a method a risk reduction as these standard can prove a minimum safety requirement to

Task 3- Formulating the problem statement:

A root cause of the issue has been the from a people factor; excessive workloads and lack of knowledge has caused; insufficient cross-departmental communication when work on consultation to manage the risk of changing legislation. Absence communication could result in the Standards department lobbying the wrong position. Subsequent weakening their ability to be an authoritative voice to the legislative authorities. This 'soft' problem could result in the organisation having a weaken market position, which the worst case being a complete loss of market. There is also additional cost consequential from weaken the lobbying position and loss of market of that they will need a complete new product range with increasing R&D and production costs.

Task 2- Framing/ perspectives adopted

Using the TROPICS model, the problem can be defined as a soft problem:

- Time- ill defined (s)
- Resources- Uncertain (s)
- Objective- defined but hard to measure (s)
- Consensus- none (s)
- Interest- ill defined (s)
- Control- internal (h)
- Sources- internal (h), Paton and McCalman (2000)

Fish Bone Diagram: Root Cause Analysis

- Fixing people to fix the whole problem

Task Four- Recommend and justify appropriate solutions

Restructure departments so that there is one representative from each department that is the key contact and responsible for their department to lisle with the standards department. Create a network of key contacts that have a responsibility to help the standards department. Create a project matrix structure for the organisation.

Force-field Analysis to be added

Task Four- Theories

Dunphy and Stace Change Matrix

Participative evolution

High level of employee involvement, systematic approach to HR issues,

	Theory E (or Planned)	Theory O (or Emergent)
Purpose	Maximise Economic Value	Develop Organisational Capabilities
Leadership	Top-down	Participative
Focus	Structure and systems	Culture
Planning	Programmatic	Emergent
Motivation	Incentives lead	Incentives lag
Consultants	Large / knowledge driven	Small / process-driven

Two types of Change (Beer & Nohria, 2000)

Task 2- Theories to apply

- Grundy 'smooth' incremental change, constant change
- Adaptation change, Balogun and Hope Hailey's (2004)
- Mckinsey's 7s Model – staff, structure, strategy and shared values
- Low urgency of change needed

Task Four

Create a project matrix

- Assign responsibility
- Improve lines of communication

Kotter's 8-Step Change Model

- Merged with Change levers and their disruptiveness
- Low Urgency of change

1. Create a Sense of Urgency
2. Form a Guiding Coalition
3. Create a Vision
4. Communicate the Vision
5. Empower others to Act on the Vision
6. Create Quick Wins
7. Build on the Change
8. Institutionalize the Change