**SESSION PLAN**

**COURSE:** ABE Level 4 Enterprising Organisations

**ELEMENT:** Element 4: The role of organisational infrastructure

**LEARNING OUTCOME 1**

**Assess the role of organisational infrastructure, and its impact upon organisational performance (Weighting 25%)**

4.1 Identify the components of effective organisational infrastructure

4.2 Identify factors affecting organisational infrastructure and its impact upon organisational performance

4.3 Explain the concept of organisational performance

4.4 Outline the role of organisational infrastructure in ensuring high performance within a range of organisations

**NUMBER OF SESSIONS:** Four - approximately 16 hours in total. LO4 Tutor Presentation E4; Activities 1-7

**SESSION TOPICS:** Session 9: Effective organisational infrastructure

Session 10: Impacts of organisational infrastructure upon organisational performance

Session 11: Organisational performance

Session 12: High performance

### Note to tutors: These are the recommended session outlines for Learning Outcome 4 of the ABE Level 4 Enterprising Organisations. You should follow the plan, using the resources (referenced as ‘slides’) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.

### SESSION 9: Effective organisational structures (4 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Introduction to session and learning outcomes | Use file: **LO4 RESOURCE**  Assessment Criterion 4.1 | 1-4 | Listen |  | |
| Culture | **Debrief Homework Activity 6**  Discuss how globalisation is impacting the organisation Facilitate discussion on the suitability of different tough messages | 5 | Contribute to class discussion. Make notes from other people’s contributions. |  | |
| Effective organisational infrastructure - introduction | **Background**   * Organisational infrastructure is the collection of the business procedures and policies of a company * It’s how companies arrange and organise the ‘people’ part of their operation * Organisational structures provide some sense to employees as to where their role fits within the organisation and the reporting lines in which they operate * Infrastructure provides employees with the procedures and policies to enable them to enact their roles within specific guidelines * It helps to define the way in which the business of the company gets done and the extent to which the business is creative, innovative, responsive or proactive | 6 | Listen, ask questions and make notes |  | |
| **Facilitate Class Debate**  Split group into two and facilitate debate drawing out:   * It depends on your perspective * It is certainly become less important, in some roles and some professions * But it does help when it comes to benchmarking and employability | 7 | **Classroom Debate**  Split into 2 groups. Group 1 and Group 2.  Group 1: [Read Job Titles and Job Descriptions](http://www.reinventingorganizationswiki.com/Job_Titles_and_Job_Descriptions)  Group 2: [Read Why your job title means a lot more than you think.](C:\\Users\\User\\AppData\\Local\\Temp\\Temp1_4UEO.zip\\4UEO\\Read Why your job title means a lot more than you think.At: http:\\www.reinventingorganizationswiki.com\\Job_Titles_and_Job_Descriptions)  [At: http://www.reinventingorganizationswiki.com/Job\_Titles\_and\_Job\_Descriptions](C:\\Users\\User\\AppData\\Local\\Temp\\Temp1_4UEO.zip\\4UEO\\Read Why your job title means a lot more than you think.At: http:\\www.reinventingorganizationswiki.com\\Job_Titles_and_Job_Descriptions)  <https://www.fastcompany.com/3035359/why-your-job-title-means-a-lot-more-than-you-think>  You have 30 minutes to prepare.  Debate whether job titles are a necessary part of organisational infrastructure  Contribute to debate  Listen, ask questions and make notes |  | |
| Concept of organisational infrastructure   * Doing the right things * Organisational goals * Doing things right first time   Refer to Study Guide to expand | 8 | Listen, ask questions and make notes |  | |
| Brief **Small Group Activity 1**  Circulate the room and provide support where necessary.  Ask students to deliver their presentations, keeping a time check to avoid overruns, asking questions and encouraging students to ask questions  Facilitate a debrief session |  | **Activity 1:**  ‘Right first time’ was a manufacturing led initiative regarding efficiency but others would argue that in a knowledge economy it is more important to do the right thing, than get it right first time. Which perspective do you agree with and why? Deliver a 5-minute presentation with examples to support your arguments.  Listen, ask questions and make notes | E4 LO4 Activity 1: Doing the right thing |
| People and physical resources | People resources that make up organisational infrastructure   * Experience * Motivation * Skills * Knowledge   Refer to Study Guide to expand | 9 | Listen, ask questions and make notes |  |
| Physical resources that make up organisational infrastructure   * Physical resources * Plant and machinery * Premises * Finances * Products * Location * Service to their particular market   Refer to Study Guide to expand | 10 | Listen, ask questions and make notes |  |
| Brief on **Homework Activity 2**  Review and identify the people and physical resources of the college where you are studying this module |  | Listen and ask questions as necessary  Individual activity as homework | E4 LO4 Activity 2: Resources |

### SESSION 10: Impacts of organisational infrastructure upon organisational performance (4 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| People and Physical resources | **Debrief Homework Activity 2**  Share the people and physical resources that you identified in the college where you are studying this module  Facilitate discussion on the different performance indicators in use | 11 | Contribute to class discussion. Make notes from other people’s contributions. |  | |
| Organisational infrastructure and performance | **Facilitate Classroom Discussion**  Facilitate discussion drawing out:   * Depending on the legal formation and internal and external context, different infrastructure factors will be important * Priority should be given to those factors that will deliver the most value to the organisational performance | 12-13 | **Classroom Discussion**  Thinking about everything that you have learned on the module so far what infrastructure issues should an organisation prioritise in order to impact upon organisation performance.  Contribute to class discussion  Listen, ask questions and make notes |  | |
| Factors influencing infrastructure   * Organisational competence * Workforce skills * Location * Service to market * Impact upon organisational performance   Refer to Study Guide to expand | 14 | Listen, ask questions and make notes |  | |
| Brief **Paired Activity 3**  Circulate the room and provide support where necessary. Facilitate a debrief session |  | **Paired Activity 3:**  Review an organisation with which you are familiar analysing in what ways the factors identified have affected the organisations infrastructure  Listen, ask questions and make notes | E4 LO4 Activity 3: Factors affecting organisational infrastructure |
| Performance management | Marginal gains   * “The 1 percent margin for improvement in everything you do” * Don’t change everything at once * A systematic approach to delivering gains one step at a time * Use knowledge and attention to detail   Refer to Study Guide to expand | 15 | Listen, ask questions and make notes |  |
| The performance management cycle   * Plan * Monitor * Develop * Measure * Reward   Refer to study guide to expand | 16 | Listen, ask questions and make notes |  |
| Brief on **Homework Activity 4**  Consider your studies. Identify five areas where there are marginal gains to be made. What 1% improvements can you make to achieve better results in your studies? Develop an action plan to implement these improvements. |  | Listen and ask questions as necessary  Individual activity as homework | E4 LO4 Activity 4: Marginal gains |

### SESSION 11: Organisational performance (4 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Performance management | **Debrief Homework Activity 4**  Discuss the 1% improvements that students identified to achieve better results in their studies. After the discussion give students time to update their action plans | 17 | Contribute to class discussion. Make notes from other people’s contributions. |  |
| Organisational performance | Background – organisational performance   * Organisational performance measures vary depending on the sector, the type of business and other aspects such as industry standards or compliance. * Broadly speaking measures will fall into one of the two categories:   + Quantitative (hard) measures   + Qualitative (soft) measures | 18-19 | Listen, ask questions and make notes |  |
| **Facilitate Classroom Discussion**  Facilitate discussion drawing out:   * People have different perspectives of success measures * What may be unsuccessful in terms of quantifiable results can be successful in qualitative measures and vice versa | 20 | **Classroom Discussion**  ‘Pick an organisation of your choice and present measures which could be used to monitor its performance over time’  Identify what measures are quantitative and qualitative  Based on these measures how would you rate the organisation’s performance where (10) is excellent and (1) is poor  Contribute to class discussion  Listen, ask questions and make notes |  |
| Organisational performance with a range of organisational types | Organisational performance with a range of organisational types   * Public sector organisations may measure in terms of ‘value for money’ * Private sector organisations will be more focused on revenue generation and will be looking at profitability * Charitable organisations will consider donations and funding * A sole trader may be entirely focused on profitability and repeat business * Speed of communication * Reach of communication * Lack of control over communication   Refer to Study Guide to expand | 21 | Listen, ask questions and make notes |  |
| Balanced scorecard | Balanced score card   * Financial * Customer * Internal process * Organisational capacity   Refer to Study Guide to expand | 22 | Listen, ask questions and make notes |  |
| Brief **Small Group Activity 5**  Circulate the room and provide support where necessary. Facilitate a debrief session |  | **Small Group Activity 5:**  Develop a balance scorecard for an organisation with which you are familiar  Listen, ask questions and make notes | E4 LO4 Activity 5: Balanced scorecard |
| Quantitative and qualitative measures | Quantitative measures   * Profitability * Revenue or sales * Customer service scores * Service levels   Refer to Study Guide to expand | 23 | Listen, ask questions and make notes |  |
| Qualitative measures   * Opinion based information * Customer feedback * Staff engagement surveys * Feedback from peers and managers   Refer to study guide to expand | 24 | Listen, ask questions and make notes |  |
| Brief on **Homework Activity 6**  Investigate quantitative and qualitative measures used by one of the following organisation functions:  - HR  - Marketing  - Sales  - Customer Service |  | Listen and ask questions as necessary  Individual activity as homework | E4 LO4 Activity 6: Qualitative and quantitative measures |

### SESSION 12: High performance (4 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Organisational performance | **Debrief Homework Activity 6**  Discuss and share the quantitative and qualitative measures that the students have discovered during their investigation.  Facilitate a discussion on how and why measures differ by function | 25 | Contribute to class discussion. Make notes from other people’s contributions. |  | |
| High performance, including drivers | Background   * There are various ways in which organisations use organisational infrastructure to create high performance   + **Roles**   + **Responsibilities**   + **Authority**   + **Policies and procedures**   Refer to Study Guide to expand | 26-27 | Listen, ask questions and make notes |  | |
| Brief **Small Group Activity 7**  Ask students to present their posts and facilitate a discussion about the drivers of high performance in organisations |  | **Small Group Activity 7:**  Choose one of the ways of creating high performance organisations:   * Roles * Responsibilities * Authority * Policies and procedures   Research ways in which this element can be used to create high performance. Design a poster to present your findings back to the class  Contribute to discussion  Listen, ask questions and make notes | E4 LO4 Activity 7: High performance organisations |
| Brief on **Examination** | 28 | Listen and ask questions as necessary |  |
| Review of unit as a whole | Check understanding of session  Obtain feedback on unit as a whole |  | Listen and provide feedback on the unit. |  |