### SESSION PLAN

**COURSE:** ABE Level 5 Managing Agile Organisations and People

**ELEMENT:** Element 1 – The changing nature of organisations

## **LEARNING OUTCOME 1**

**1. Analyse the impact of the internal context and external trends on management practices and approaches (25%)**

Assessment criteria

1.1 Assess the changing nature of organisations and assess the impact this has on management practice

1.2 Analyse the impact of vision, values, culture and structure on both the organisation and on management practice

1.3 Demonstrate how the role of a manager has evolved in light of the changing external environment in order to assess the contribution management makes.

1.4 Compare and contrast a range of management approaches in order to assess their suitability for specific contexts.

**NUMBER OF SESSIONS:** Four **-** approximately sixteen hours in total (plus self-study)

**SESSION TOPICS:** Session 1: The changing nature of organisations

 Session 2: The impact of vision, values, culture and structure

 Session 3: The evolving role of a manager

Session 4: Comparing and contrasting management approaches

**Note to tutors: this is the recommended session plan for learning outcome 1, element 1 of ABE Level 5 Managing Agile Organisations and People. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

**Where an Activity suggests reference to “your organisation” learners can draw on any organisation they are familiar with. Learners not in employment may wish to research an organisation for use throughout the unit.**

### SESSION 1: The changing nature of organisations

Pre work: In advance of session one learners should be directed to read the study guide section 1.1 in the study guide especially the section on environmental analysis tools. Note some activities are incorporated in the session plan below.

| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| --- | --- | --- | --- | --- | --- |
| 4 hours total | Introduction  | Use filename: **5UMAO Presentation E1**Using slides to outline the focus and scope of the element, detail the learning outcome and assessment criteria. Focus of this session is on assessment criterion 1.1 (assess the changing nature of organisations and assess the impact this has on management practice).Icebreaker exercise: Complete via a talking wall. In advance place 3 large sheets of paper around the room headed my world, my grandparent’s world, my grandchildren’s world. Learners reflect on the question and then add points to the relevant sheets (not repeating content already there). Allow 15 minutes for reflection and all points to be added.In plenary draw out the impact of changes using a PESTLE approach (without labelling this). Points may wish to include as relevant to your locality and context:Political changes – increasing expectations in some countries for participation and freedom to speech.Economic changes: What is happening in the wider national economy (i.e. is it strong, stable, in decline)?Social: changing expectations, increased movement of people.Technological changes: Rise of mobile technology changing lives and working patterns, shrinking worldLegal changes: In many countries increasing legislation and regulation has bought about workers and consumer rights/protection. Environmental changes: increased awareness of impact.The video shift happens (update each year) is a useful resource to show these changes.Ask learners to keep this in the background during session as we consider how these same changes are impacting on their organisations.  | 1-456 | Learners take part in talking wall activity reflecting on how the world has or will change over 5 generations.  |  |
|  | Environmental analysis tools and impact of wider environment | Use to explain that in the same way each of us has been affected by the changing wider world in our personal lives, organisations need to interface with these changes. Highlight how the organisation sits within both a national and global context. The analogy of an onion could be used here. Ask for some quick suggestions as to how each layer influences to help position.Activity 1 is completed in groups of 4, learners share ideas of how the outer layers of the environment has impacted on their organisations noting any similarities and differences. Allow 15 minutes discussion before plenary. During this time circulate to check groups are taking a structured approach and considering each layer in turn.In plenary look for reasons for similarities ( e.g. affecting all of a type of organisation, all due to national context or differences deepening on nature and type of business, extent to which technology could disrupt etc). Differences are most likely to be experienced in terms of the extent of technological and global influence. (10 minutes) Using slides provide a brief recap of the different tools to analyse the environment. Note learners should have already read about these using study guide/directed reading and therefore time here reflects a recap not a full teaching from scratch. (15 minutes)Completed in 4 groups. Allocate each group one of the tools outlined (PESTLE, SWOT). In groups apply this tools to Apple Inc. Stress that some assumptions will need to be made however the purpose is to apply the tool and consider how this provides insights. Remind group that they completed a 5 forces analysis on Apple in the study guide and may find this useful to help inform their discussions. Circulate to assist group as required. (15 minutes)Share output and provide feedback as required to ensure that the group are using the tool appropriately. Ask for views on the best uses of each tool. Remind learners that after the session and before next session they should look to apply these to their own organisations. (15 minutes)Introduce balanced scorecard as one approach in organisations to manage these – refer to study guide for further detail and an activity on this. (5 minutes) | 78 -1213 | Learners contribute ideas to discussionGroup activity comparing and contrasting the influence of context on learners’ organisations. Reasons suggested for this.Group activity applying tools – share output | **5UMAO E1 LO1 Activity 1** The influence of the external environment.Assesses knowledge of wider context and ability to assess this.**5UMAO E1 LO1 Activity 2**Apple Inc.  |
|  | Defining the organisation | Use slide 14 to introduce organisation theory before Activity: the impact of organisational theory on management approaches.Working in pairs complete Activity 3: The impact of organisational theory on management approaches. This starts with pairs comparing their responses to Activity 8 in the study guide before extending this to a discussion of how each perspective would impact on recruitment processes. Tutors may wish to take brief feedback after part one to ensure understanding of the concept before it is applied further in part 2 or focus simply on part 2.In plenary debrief look for reasons for these similarities (sector, stage of life cycle etc). Encourage groups to consider how these impact on management practice and how they would need to adapt if they changed organisations which heavily features a different style. (25 minutes)Slide can be used to introduce strategic alliances and to discuss examples with group. Why do they feel these are so popular? What advantages and disadvantages do they bring?Complete Activity 4: Developing new strategic alliances. See examples in study guide plus consider – Fiat and Mazda/ Toyota, Peugeot and Citroen?  | 1415 | Pairs work on table in Activity identifying examples and later contribute to group discussionContribute to discussion and group development of a force field analysis | **5UMAO E1 LO1 Activity 3**The impact of organisational theory on management approachesAssess understanding of organisation theory**5UMAO E1 LO1 Activity 4**Developing new strategic alliances |
|  | Responding to and managing the external environment | Introduce next session by explaining that will be considering responses to these changes including CSR, ethical decision making and stakeholder management. Each will be looked at briefly – signpost further activities in study guide. Look at Friedman vs Caroll.Ethical decision making: ask for suggestions as to how this has risen in popularity? How does this offer competitive advantage or help secure organisational position? Activity 5 An ethical dilemma – introduce scenario and ask group in pairs to consider what they would do. Discuss responses and highlight how there is no right and wrong? CSR: use slide to introduce CSR and the categories of different CSR activities. Ask for examples from the group of those they have taken part in and categories. What was the benefit to them and their organisation?Stakeholder management. Slides introduce. Activity 6 Apple Inc. Stakeholders provides an opportunity to use a stakeholder mapping tool (again some assumptions may have to be made). Complete in small groups allowing around 15 minutes. As tutor check items are being placed in the right quadrants. | 1617-19 | Contribute to group discussionPaired activity discussing how they would respond and considering impact both personally and professionally. Contribute to discussionGroup activity completing stakeholder map | **5UMAO E1 LO1 Activity 5**An ethical dilemma**5UMAO E1 LO1 Activity 6**Apple Inc. StakeholdersFormative assessment of stakeholders and how to categorise these. |
|  | Review of session and learning outcomes/look ahead | Recap on session – return to Icebreaker exercise and how world is different. Use this to highlight how the same changes have impacted on organisations and their responses. Overview preparatory work for next session which includes:Complete activities analysing own context and prepare an elevator pitch (no more than 90 seconds) outlining the top 3 findings from analysis of their organisation. This should conclude with how their management practice needs to change! |  |  |  |

### SESSION 2: The impact of vision, values, culture and structure

| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| --- | --- | --- | --- | --- | --- |
| 4 hours total | Introduction  | Use filename: **5UMAO Presentation E1**Focus of this session is on assessment criterion 1.2 (Analyse the impact of vision, values, culture, structure on both the organisation and on management practice).Recap on previous session and providing an opportunity to feedback on homework:each person to make an elevator pitch (no more than 90 seconds) outlining the top 3 findings from analysis of their organisation. This should conclude with how their management practice needs to change.Tutor input and questioning if required to ensure that there is reference to the analytical tools and also reasons given. | 2021 | Learners make elevator pitches | Provides assessment of application of tools and assessing implications |
|  | Vision, mission and values | Use slide to outline the purpose of mission, vision and values statements. Activity 7 The impact of vision, mission and values on management practice is completed in small groups considering the example case study (ABE) in the study guide and information on the Coca-Cola website. 20 minutes group work with tutor ensuring group are considering impact on management.Plenary: discuss impacts and consider how this may be a response to external drivers. Highlight importance of not just skills and knowledge as a manager but also behaviours and attitudes. Which would make most difference in bringing the various statements to life? Slide can be used to introduce the cascading impact of these on organisations.Values: ask for examples of organisational values from group. How were these developed?Activity 8: Communicating values asks small groups to identify and plan methods to re-emphasise a set of company values. Allow around 20 minutes before sharing ideas in plenary discussion. Stress importance of role modelling behaviour and leading by example. | 2223 | Learners work in groups on case study example Coca-Cola.Learners contribute to group discussionSmall group activity considering how to roll out a values framework. | **5UMAO E1 LO1 Activity 7**The impact of vision, mission and values on management practice**5UMAO E1 LO1 Activity 8**Communicating valuesActivity provides a formative assessment of ability to assess implications |
|  | Structure | Energiser: ask each learner to jot down an outline structure for their organisation or one they are familiar with. Not including names but simply boxes to show the levels in the organisation and lines to how reporting structures etc. Examples on slide. As learners draw these look out for different examples which can be used during input on different types of structure. Throughout the input consider how these impact on management freedom/approach etc.Introduce Perlmutter’s model of transnational management and explain how this also impacts on the degree of freedom and control in an organisation. (20 minutes)Activity 9: Organisational structure. Working in trios (Consider dividing up according to similar structures developed earlier with one group who are more affected by being a TNO/MNO). Group discussion followed by plenary to draw out possible impacts and to highlight how this is another factors which must be considered by managers. (25 minutes) | 24-2526 | Learners draw out outline structureLearners contribute examplesTrio discussion determining the impacts and what this means for management practice. | **5UMAO E1 LO1 Activity 9****Organisational structure.**  |
|  | Culture – organisational and national | Use slides to introduce culture. Highlight the differences between Unitary and Pluralist models of culture and consider how this may impact on responding to change in the external environment. e.g. a unitary perspective may assume that management can manage change ‘top-down’ using culture as a tool. However, a pluralist or critical perspective would argue culture cannot be easily manipulated by management, and change needs to come ‘bottom –up’.Slide Schein’s features of culture and how this is at different levels.Slide - Briefly discuss Charles Handy’s culture types making link between structure with culture.A Power culture - power is concentrated at the centre of a web, and focused on a single person i.e. founder. There are minimal hierarchy, and formal systems.A Role culture -a traditional bureaucracy, with power is communicated from top to the bottom. There are clear procedures, roles, and rules, defining authority, and actions.A Task-culture - a matrix organisation which combines vertical functional management, and horizontal teams, and merges different staff to complete projects e.g. aviation engineering.A Person-culture - this culture lacks structure, and people pursue their individual interests. Except to achieve common goals, or harness skills, is usually characterised by ‘individual stars’ e.g. legal chambers.Is there one sort of structure or culture that best supports organisational performance? Slide – Cooke’s cultural classifications.Activity 10: Organisational Culture. In small groups take it in turns to describe culture without labeling this (e.g. give a metaphor, story etc) – other group members to identify the culture type from this. (20 minutes). Tutor to support groups as needed. Slide – consider the national dimensions using Hofstede and then Activity 11 The influence of culture. Complete in same small groups as before sharing output to plenary discussion. | 272829303132 | Learners contribute ideasLearners respond to questionsSmall group activity using different classifications to discuss own organisations.Group discussion on scenarios using Hofstede. | **5UMAO E1 LO1 Activity 10** Organisational Culture**5UMAO E1 LO1 Activity 11** The influence of culture. Assesses understanding of different culture types and what they look like in practice. |
|  | Review of session and learning outcomes/look ahead | Recap on session: Q+A asking group to explain key models and frameworks used in session (ask for an outline or explanation then show relevant slide from earlier).Overview preparatory work for next session which includes:In small groups prepare a short presentation on one management theory - to cover:* Scientific management - Taylor
* Bureaucracy – Weber
* Principles of management – Fayol
* Behaviourism
* Open systems and contingency theories

Presentations should outline the theory and explain how this has influenced practice and approach. How is the influence seen today?Learners to bring copy of article by Marx (2015) to next session. | 33 |  | Assesses knowledge of models. |

### SESSION 3: The evolving role of a manager

| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| --- | --- | --- | --- | --- | --- |
| 4 hours total | Introduction  | Use filename: **5UMAO Presentation E1**Outline scope and focus of session around assessment criterion 1.3 (demonstrate how the role of a line manager has evolved in light of the changing external environment in order to assess the contribution management makes).Icebreaker exercise – ask each person to draw a pie chart showing the percentages of time spent on different management activities over last few weeks. Use the POLC framework as the basis of this.Learners outline their approximations - ask for examples of practices included under different headings and note to flipchart. Discuss any obvious differences (e.g. sector, organisational structures, position i.e. level of management etc). | 3435 |  |  |
|  | Changing views on management practice | Lead from Icebreaker exercise to consider the POLC framework which represent the historic view of management. Ask to what extent the activities identified have changed over their working careers. Can these be linked to any specific changes internally or externally?Using slide, give short input on the changing nature of management linked to different theorists.Activity 12: A theory of management. Group presentations on different management theories. Encourage questions and debate.Conclude with discussion as to whether these are relevant and contribute today? | 3637 | Leaners respond to questionsGroup presentations sharing findings.Contributions to discussion | **5UMAO E1 LO1 Activity 12** A theory of managementAssessment of knowledge re management practice |
|  | Managing strategically | Use slide to introduce the characteristics of a strategic manager. Discuss with group the attributes and activities which help focus on these.What barriers are faced and how can these be resolved?Activity 13 Strategic leadership asks group to consider the article by Marx and views expressed in this. Working in small groups on this groups write a short postcard to others to summarise the key features, advantages, activities (different groups could each focus on one aspect).Group discussion on impact on strategy and structure on leadership drawing out examples. | 38 | Learners contribute to discussionsGroup review of article and discuss application to their workplace | **5UMAO E1 LO1 Activity 13** Strategic leadershipProvides assessment of ability to reason arguments and form a view |
|  | Entrepreneurial management | Use slide to highlight key characteristics of an entrepreneurial manager.Ask group to compare and contrast with other forms of management covered in session. How does this help organisations face external pressures? | 39 | *Classroom discussion:* Group discussion comparing and contrasting with other forms of management covered in the session. |  |
|  | Review of session and learning outcomes/look ahead | Recap on session highlighting group contributions and suggestions.Overview preparatory work for next session which includes:Reading section in workbook on different management and leadership styles. |  |  |  |

### SESSION 4: Comparing and contrasting management approaches

| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| --- | --- | --- | --- | --- | --- |
| 4 hours total  | Introduction  | Use filename: **5UMAO Presentation E1**Focus of this session is on assessment criterion 1.4 (compare and contrast a range of management approaches in order to assess their suitability for specific contexts).Icebreaker exercise – working in small groups answer questions on slide – take answers briefly and use to lead in to next session. Question 1 and 2 refer to next section, question 3 is of use in session Traditional and emerging styles of leadership. | 4041 | Work in small groups to consider the Icebreaker exercise questions. |  |
|  | Differences between leadership and management | Use quote on slide to introduce difference between leadership and management – ask for examples of activities which differentiate. Slide to be used to summarise the differences. Management comes from the head, leadership comes from the heart. Divide into two groups to prepare to debate the case for strong leadership or management (Activity 14 leadership or management). Allow 20 minutes preparation followed by a debate of around 15 minutes.  | 4243 | Learners contribute examples.Learners work in groups to prepare and participate in debate. | **5UMAO E1 LO1 Activity 14** Leadership or management Debate provides assessment of understanding |
|  | Traditional and emerging leadership styles | Introduce Lewin’s leadership styles as one model.Divide into small groups and ask groups to work on Activity 15 Lewin’s leadership styles. This can be achieved either via each group looking at each style or by allocating styles across a number of groups to review and then feedback in plenary discussion. Tutor to support during Activity.Slide introduces some of the newer models of leadership – link from Icebreaker exercise to these and use the various leaders as examples to highlight and introduce these styles. | 4445 |  | **5UMAO E1 LO1 Activity 15** Lewin’s leadership styles |
|  | Hersey and Blanchard (1969) life cycle model of leadership | Slides provide an opportunity to introduce and outline Hersey and Blanchard’s situation life cycle model of leadership.Working in pairs complete Activity 16 Using Situational Leadership. Tutor to listen for different views to ensure that in plenary feedback a range of ideas can be explored. Reference could be made to Tannenbaum and Schmidt continuum in the study guide. | 46-47 | Learners work in pairs considering a number of scenarios. | **5UMAO E1 LO1 Activity 16** Using Situational Leadership |
|  | Review of session and learning outcomes/look ahead | Recap on session - reflection – what type of leader would you like to be and why? How would this make you more effective? What does this mean for your own personal development?Overview preparatory work for next session which includes:Gathering examples of flexible and agile working practices. |  |  |  |