### SESSION PLAN

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

**ELEMENT:** Element 2 – Modern management principles and practices

## **LEARNING OUTCOME 2**

**2. Evaluate the applicability of contemporary management practice in both a specific and wider organisational setting (25%)**

Assessment criteria

2.1 Analyse the concept of organisational agility and its contribution to sustainable organisational success

2.2 Analyse contemporary management practices in the context of changing organisational forms and structures.

2.3 Assess the impact of contemporary management practices techniques on organisational behaviour and management practice

**NUMBER OF SESSIONS:** Three- approximately fifteen hours in total

**SESSION TOPICS:** Session 1: Organisational agility

 Session 2: Contemporary management practices

 Session 3: The impact of management practice on organisational behaviour

**Note to tutors: this is the recommended session plan for the learning outcome for element 2 of the 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 refers to ‘’your organisation”, learners may use any they are familiar with. Learners not in employment may wish to research an organisation for use throughout the unit.**

### SESSION 1: Organisational agility

Duration: 3 hours

| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| --- | --- | --- | --- | --- | --- |
| 4-5 hours total | Introduction  | Use filename: **5UMAO Presentation E2**Using slides outline the focus and scope of the element.; detail the learning outcome and assessment criteria.Focus of this session is on assessment criterion 2.1 (Analyse the concept of organisational agility and its contribution to sustainable organisational success).Icebreaker exercise. Ask learners to reflect on the Icebreaker exercise conundrum. Take reactions linking to how each of us views a new situation differently. Some won’t feel able to for fear or not have the skills; others will welcome the opportunity etc. These reactions very much mirror feelings towards new situations and change. In element 1, the group has explored how external changes are forcing organisations to need to adapt and change. This element considers some of these responses. |  1 - 45 | Learners reflect on and share thoughts on Icebreaker exercise conundrum. |  |
|  | Flexibility in the workplace | Referring back to previous examples during element one and also linking from Icebreaker exercise use slide to show how organisations now need to be more agile and flexible in order to respond to changing circumstances.Slide introduces the different facets of flexibility and the Atkinson model of the flexible firm (1984) developed to help illustrate how organisations develop flexibility. Discussion can be extended to consider how flexibility has changed in recent times (gig economy concepts).Tutor input bringing out:* How each from contributes; practices for each
* Impact on organisation, management and the individual (this could be achieved by asking each person to imagine how they would feel and what their needs would be draw out the management implications e.g. increased need for communication, employee training and development etc).

Lead into Activity 1 Is increasing flexibility the answer? This is completed in small groups and uses the case study of a large privately owned hotel to consider how flexibility in its different forms would contribute. Allow around 20 minutes discussion – encourage consideration of all forms and of the Atkinson model (1984).Ask learners to critique these models. Are these still relevant? Do they apply in all forms of organisation? Are there any forms of flexibility missing? The last question should highlight the need for flexible mindset and attitude.  | 67 | Learners contribute to discussion and respond to questionsIn groups learners work on case study applying the various forms of flexibility.Respond to questions giving reasons for their views and providing an evaluation of the models  | **5UMAO E2 LO2 Activity 1** Is increasing flexibility the answer?Output from case study provides formative assessment of understanding and ability to apply both models. |
|  | Agility and resilience | Build from response to questions in session above to outline the concepts of agility and resilience and explain that whilst there is some overlap with aspects previously considered, these have a broader meaning. In sport, the term bouncebackable is used to describe the ability to recover from setbacks. Ask whether this would be of benefits to organisations?Using flipchart/large sheets of paper ask group to characterise the resilient and agile organisation /individual employee. (this could be done in two groups swopping over ideas after 10 minutes for the other group to add to with just 5 minutes spent adding).Using slide outline Nold and Michel’s (2016) performance triangle. (Remind learners that the full article about this is one of their resources).Taking the different features in the triangle, consider how these would help develop or maintain the characteristics outlined in earlier Activity. This is achieved via discussion (around 20 minutes) – ensure a systematic consideration is taken.Activity 2 Applying agility – this provides an opportunity to use local organisational practice as a case study. Encourage a evaluative structure is adopted e.g.:P – what was the problem or issue/need?A – what actions were taken, practices introducedR – what were the results at all levels?T – key teachings for othersWork in 3 – 4 groups and ask each group to prepare an outline which can be displayed. Allow 25 minutesAsk everyone to circulate and review the different examples – if they have questions they should discuss these with one of the originators. | 8-910 | Learners respond to questionsLearners contribute ideas and share via descriptions on flipchartLearners develop short case study examples and provide further detail to others if required. | Suggestions provide assessment of understanding of the characteristics of an agile and resilient organisation and workforce.**5UMAO E2 LO2 Activity 2** Applying agility |
|  | Review of session and learning outcomes/look ahead | Recap on session: Ask group to summarise the management implications of being flexible and agile. Link back to POLC framework considered in last session. Ask group to consider and summarise how this is both challenged by and provides a framework to remind of actions needed to be taken.Overview preparatory work for next session which includes:Consolidating learning via study guide activities: Assessment of resilience and How agile a leader are you?Developing understanding of JIT, Lean, Kaiban etc through study guide and wider reading. |  |  | Reviews and revises POLC. |

### SESSION 2: Contemporary management practices

| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| --- | --- | --- | --- | --- | --- |
| 4-5 hours | Introduction  | Use filename: **5UMAO Presentation E2**Focus of this session is on assessment criterion 2.2 (Analyse contemporary management practices in the context of changing organisational forms and structures).Recap on previous session and providing an opportunity to feedback on homework: Around the room place 4 sheets of paper headed:Ability to respondAbility to learnAbility to anticipateAbility to monitorReflecting as an individual learners to more to their strength area. Quick question and answer including how do you know? How is that shown in your work? What does that mean for your performance and that or your team?Learners then move to the areas they feel is their weakness – questions as before.Final rotation asks learners to consider the priority development need to make this more resilient. As before take reasons and suggestions for how these points can be taken forward. | 11 | Learners respond to questions and provide a reason for their answers. |  |
|  | Contemporary management practices | Build from Icebreaker exercise to lead into some management practices as responses to this increased need to be flexible.Use the definitions on slides briefly discuss the key features of TQM, JIT, Lean and Kaizen. Provide examples of global or national organisations that use these management practices. With each ask group:* How does this contribute to flexibility and agility?
* What are the benefits of this for organisations?
* What issues need to be faced?

Activity 3 Apparel Inc allows groups to consider the different practices in relation to a case study organisation. Encourage the group to draw on their learning in previous sessions and remind of the environmental analysis tools which may help them provide justification for approaches (e.g. highlighting issues which these practises can resolve).Allow around 15 minutes preparation followed by pitches and responses to questions. During group work ensure that the group is considering questions they may be asked and the response they would give. The group should also think about questions they would ask of other groups. | 12-15 | Learners contribute to discussion, evaluating the impactIn groups consider case study and develop pitchPresent, respond to and ask questions | Responses provide formative assessment of ability to assess impact**5UMAO E2 LO2 Activity 3**Apparel Inc |
|  | Supply and value chain management | Use slide to provide a brief introduction to the concept of supply and value chain management and its increasing importance. Value stream – all activities involved in all of the companies involved in supply of a product of service to the ultimate customer.To help explain this ask one group member to select a key product and service and working together as a whole group map out all activities involved in this on flipchart. Use 20 to differentiate between activities which are value and non-value adding - work through list with group to highlight these.Identify those activities which are internal and externalDivide into small groups to discuss Activity 4:Benefits of identifying the value chainHow can this be used proactively by organisationsHow this impacts on management practice – ask group to break this into skills, knowledge and behaviours needed (allow around 20 minutes for discussion)In plenary discussion:* Make links to aspects previously covered in element 1 including outsourcing, rise of alliances, impact of globalisation and stakeholders. Highlight importance of communication and awareness of needs to help manage this.
* Consider how technology is an enabler
* Explore the tensions which arise between suppliers and customers (the more closely you become reliant on your suppliers, the more dependent you become and the more managers need to work closely with others outside of their organisation and with people over whom they have no direct responsibility. (increasing need to build trust and good interpersonal relationships).
 | 1617 | Group work together to idea shower a value stream.Small group discussion and then sharing with wider group | **5UMAO E2 LO2 Activity 4** Impact of value stream management |
|  | Review of session and learning outcomes/look ahead | Recap on session as a quiz:Give 2 possible impacts on not addressing customer requirements/issues  (answers could include: financial – increased cost of complaints handling, rework costs, closing accountsCustomer – reduced customer satisfaction, reputational damageEffectiveness – lost productivity, reduced process capacityPeople – impact on motivations and satisfaction)What is kaizen? (see slides)What is JIT and its principal benefits? (see slides)What is the value stream? (see slides)Give an example of a non value adding activity (see slides)What is the key function of effective supply chain management?Identify two possible tensions which will be experienced in supply chain management. (see slides)Overview preparatory work for next session which includes:Undertaking self – directed research into one model of change (either Kotter, Lewin or Kubler Ross) and bringing resources on this to next session. |  | Learners respond to quiz | Assessment of understanding and knowledge covered in section. |

### SESSION 3: The impact of changing management practice on organisational behaviour

Note: this session focusses on leading and supporting change. Managing the agile workforce including empowerment is covered in element 3; competing values framework is covered via Activity in study guide

| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| --- | --- | --- | --- | --- | --- |
| 4-5 hours | Introduction  | Use filename: **5UMAO Presentation E2**Outline scope and focus of session around assessment criterion 2.3 (Assess the impact of contemporary management practices techniques on organisational behaviour and management practice).Explain homework Activity will be used later in session.Icebreaker exercise – each person to reflect on a significant personal change and to draw an outline of how they felt at different stages of this. Draw example of board showing normal feelings as a straight line and then showing how at different times felt up or down and why. These are kept to one side for use later – as group draws these out you should be seeing mini change curves being drawn. | 18 | Reflect and consider how change impacts |  |
|  | The nature and scope of change | Using slide outline the nature and scope of change. Ask for examples in each category. Topical examples include BA had to go through a period of retrenchment after 9/11 and is changing again in terms of food for flights under 5 hours. Volvo has just announced shortly they will produce electric cars only. Discussion can be extended to link back to factors affecting change covered in Element 1.Discuss with group what makes them resist change. Link to their workplaces by asking what they see and hear people doing when resisting change. How can they use this knowledge to support and lead the change process?  | 1920 | Contribute to group discussion.  |  |
|  | Change models | Link from above into DREC model (based on Kubler Ross) and ask groups to consider how this may have applied to their own experiences of change they drew in Icebreaker exercise.Using slides provide an overview of Kotter, and Lewin. Activity 5: Divide into 3 groups and ask each group to develop a poster providing detail on one of the models using the resources they located in homework. This should:* Outline the model
* Give examples of when and how to use this
* Provide top tips for management

In reviewing the output use slide which highlights the key features embedded within all models. | 21-2223-2425 | Group work developing poster of a change model. | **5UMAO E2 LO2 Activity 5** Models of change |
|  | Applying change management | Brief on Activity 6 to be completed in groups of 5 – 6. Allow 30 minutes group work ( during which offer support and encourage use of the various change models and to think though implications) prior to group presentations and critique of each other’s plans. (20 minutes) |  | Group work identifying a plan for a change situationLearners to challenge each other constructively during feedback to ensure plans have been thought through. | **5UMAO E2 LO2 Activity 6** Change at Food and Co.Provides formative assessment of understanding of change process and also applying this to a given scenario. |
|  | Review of session and learning outcomes/look ahead | Recap on session using question on slide. Allow each person several minutes to consider their view and to develop reasoned arguments in favour of this. Encourage groups to draw across their learning in element 1 and 2 in their responses.Lead this as a whole group discussion. Overview preparatory work for next session. | 26-27 | Learners give reasons views in support of a question and contribute to discussion | Provides assessment of both elements, considering ability to use concepts in support of an argument |