### SESSION PLAN

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

**ELEMENT:** Element 3 – Introduction to people performance

## **LEARNING OUTCOME 3**

**3. Assess the links between effective people management and organisational achievement (25%)**

Assessment criteria

3.1 Demonstrate the people performance link and the contribution this makes to an agile organisation

3.2 Evaluate the importance of, and key principles underpinning, effective human resource planning including selection, evaluation and development of employees

3.3 Assess how communication and interpersonal relations impact on organisational performance

3.4 Discuss methods of motivating others for high performance

**NUMBER OF SESSIONS:** Five - approximately 20 hours in total (plus self-study)

**SESSION TOPICS:** Session 1: The people performance link

Session 2: Effective human resource planning (1)

Session 3: Effective human resource planning (2)

Session 4: The impact of communication and interpersonal relations

Session 5: Motivating for high performance

**Note to tutors: this is the recommended session plan for the learning outcome for element 3 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 includes reference to “your organisation”, this can be answered by reference to any organisation the learner is familiar with. Learners not in employment may wish to research an organisation for use throughout the unit.**

### SESSION 1: The people performance link

| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| --- | --- | --- | --- | --- | --- |
| 3-4 hours total | Introduction | Use filename: **5UMAO Presentation E3**  Using slides outline the focus and scope of the element; detail the learning outcome and assessment criteria.  Introduce slide containing short quotes about people and performance. This provides an opportunity to identify issues and examples which can be contributed throughout the session.  Allow 15 minutes discussion Record key points on flipchart/board to refer to during session.  As these are shared encourage reflection on why? (probable causes) and the outcomes. Note at this stage this is initial discussion – these prompt questions are designed to help develop skill of evaluating impact.  To extend ask for suggestions as to how performance management might change in the future? Look at Kayak.com and Booking.com for example.  Remaining questions are considered later in session. | 1 - 4  5 | Paired discussion in response to prompt questions on slide  Contribute ideas to group discussion for plenary session and reflect on impact and reasons for the issues. |  |
|  | The people performance link | Use slide to introduce the notion of a link between people and performance. Explain that these summarise both claims and output from research made over recent 10 years. Link back to examples raised in previous Activity to highlight how the group has been voicing many of these impacts and giving examples which support.  Introduce link between people and performance. Use quotes on slides to stimulate discussion on the link and claims for this. Ask for views and for these to be supported.  Lead from this to outline 2 specific contributions of Pfeffer and Purcell et al  Activity 1– unlocking the black box of performance. This can be run in small groups sharing different practices or by dividing into 3 groups and asking each group to take one of the letters (A, M or O). Allow groups time to discuss and ask each group to present back a summary of:   * The activities undertaken * How and why practice varies   During Activity ensure group is staying on track and encourage group to reflect on what this may mean for their own practice – what else could they introduce and why? | 6  7 - 8  9-11 | Learners respond to claims made by two theorists on the nature and benefits of a link between people and performance. Learners support views with organisational evidence.  Learners give view on 2 quotes and support reasons  In groups identify practices and consider impact  Present back to group  Reflect on learning and identify at least one practice could adopt and benefit to own organisation/management practice. | **5UMAO E3 LO3 Activity 1** Unlocking the black box of performance |
|  | Engagement as a driver of performance | Note to tutor – engagement is explored in more detail in session 4. This section provides a short overview to set the scene.  Ask group to define engagement. This could be approached by asking how learners feel and act when engaged (what would others see, hear, what would they be doing?)  Use slides to discuss engagement – use this to lead into why learners feel so many organisations are seeking to engage with their staff.  Introduce the 3 facets of engagement – tutor to refer back to the examples given in earlier discussion  introduce the 4 drivers of engagement found through research sponsored by the UK government and leading to establishment of a website [www.engageforsuccess.com](http://www.engageforsuccess.com) which shares practices.  Activity 2 – The business benefits of engagement. Using either i-level the case study found in the study guide or via learners using their own organisations or ones they are familiar with consider:  What are the benefits of engagement and what practices would foster this?  During group discussion encourage groups to consider how organisational context may impact on this; which aspects of leadership structure, styles and behaviours or culture contribute most to engagement.  Learners share conclusions. Use slide to summarise the benefits/business case. Link back in discussion to Icebreaker exercise and ask how this helps resolve issues which were discussed. | 12  13  14 | Learners contribute to group discussion and share their own feelings and observations  Learners give reasoned views in response  Learners work in small groups to consider a case study of an engaged organisation in order to draw out benefits and impact on management practice | **5UMAO E3 LO3 Activity 2** The business benefits of engagement. |
|  | The resource based view | Ask learners to reflect on what makes their organisations unique?  Lead from answers to provide an overview of the RBV  Use slide to introduce the four components.  Lead class discussion on implications of this for management – how does it impact on how we treat and deal with staff? Does this make some activities more valuable than others? | 15 | Learners reflect on how their own organisations can be described as unique.  Learners contribute to group discussion. | Making links between this and other models considered during the session provides an assessment of understanding of how people impact on performance. |
|  | Review of session and learning outcomes/look ahead | Recap on session using slides.  Highlight that the three areas outlined on slide will be taken forward over the next 3 sessions. A short poll could be taken to ascertain views on which of these has the biggest contribution/which do the group feel is the most difficult to control as a manager?  Overview preparatory work for next session which includes:  Reading and working through activities on Human  Resource Planning and Employee resourcing in study guide.  Consolidating work on RBV through reading of Andersen 2010. | 16-17 | Learners contribute ideas which can be used to highlight how the study guide can be used to develop their own skills and knowledge. |  |

### SESSION 2: Effective human resource planning (1)

| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| --- | --- | --- | --- | --- | --- |
| 3-4 hours total | Introduction | Use filename: **5UMAO Presentation E3**  Outline focus of session – around assessment criterion 3.2 (Evaluate the importance of, and key principles of effective human resource planning including selection, evaluation and development of employees)  Note: coverage of this Assessment Criterion is split over sessions 2 and 3 of this plan.  Icebreaker exercise: Working in groups ask learners to suggest activities or practices they associate with Performance Management. They should look to suggest one for each letter of these words with large groups could ask half to take each of the words).  Share and comment on the range of activities and use this to link to slide which highlights how performance management covers a range of activities. Explain that in this session will focus on the role of human resource planning and resourcing and next session will look at the performance management and employee development aspects.  Debrief on homework: take any questions on the Andersen Activity. | 18  19  20 | Working in groups contribute suggested activities to brainstorm | This Activity allows for informal assessment of understanding around the scope of performance management in organisations. Insights could be used to help adjust timings and input focus as required. |
|  | Human Resource Planning | Use slides to introduce the concept of human resource planning (HRP) and to highlight why a structured and planned response is of value to organisations.  From slide ask learners to suggest the tools which can be used to inform this (including SWOT and PESTLE) – these are covered in element 1 and this discussion provides a look back and to highlight another use of these.  Working in small groups complete Activity 3 Future forecasting. Encourage groups to refer back to conclusions they drew in element one about the challenges on their organisations and not to consider for either their teams or the wider organisation the impact these changes will have on staffing levels and skills needed etc. Ask groups to challenge each other to ensure that points being made are supported. During Activity circulate and look for examples which can be used during the plenary discussion. (Activity and discussion timing around 45 minutes)  Key points to highlight in discussion:   * HRP allows for a focused and structured approach to recruit, retain and develop employees * In an increasingly competitive world and one which is changing the pool of ready talent is increasingly * Process involves carrying out a skills analysis of the existing workforce; forecasting; and taking action to ensure that supply meets demand. Responses may be internal or external.   In closing discussion on HRP ask for benefits of a structured approach. | 21-22  23 | Learners suggest tools and how they can be used  Learners work in groups on the impact of one change for their organisation or an organisation known to them  Learners express a view on benefits. | Questioning here links back to element one  **5UMAO E3 LO3 Activity 3** Future forecasting |
|  | Employee resourcing | Use slide to define the term employee resourcing and introduce the 3 components parts. Ask for experiences of each activity – if no one has any experience discuss who takes responsibility (and who should in their organisation.  Building on work in study guide divide into trios to complete Activity 4: The impact of legislation and organisational policy. Trios discuss how this impacts and helps or hinders their abilities. What reasons can be suggested for this and how can issues be overcome? (10 minutes trio discussion).  In plenary highlight need for fairness and objectivity throughout and focus on recruitment phase.  Moving on the selection – ask for examples of how fairness and objectivity is ensured. What can’t be done in an interview (types of questions etc).  Introduce Activity 5 – Selection Day. The Activity can be run as a whole group discussion or by asking different groups to each work on one aspect. (20 minutes)  The final areas to consider is induction or onboarding. Ask group to contribute their experiences (good and bad). What do they feel the key purposes were (socialisation or information giving, administrative, legal?) Activity 6: Divide into small groups and ask to develop an outline induction plan for a new manager. As group work on this ensure that they are considering longer than just the first day or two and to consider how this fits with job specific training etc.  Groups present their plans for peer review (25 minutes). | 24  25  26-28 | Learners contribute ideas  In trios complete Activity sharing ideas and suggestions  Learners contribute ideas and share experiences of how this has been dealt with and consequences of not resolving the issue.  In groups develop an induction plan – discuss how this can be made effective and what might be barriers. | **5UMAO E3 LO3 Activity 4** The impact of legislation and organisational policy  **5UMAO E3 LO3 Activity 5** Selection Day  **5UMAO E3 LO3 Activity 6 Developing an effective induction plan** |
|  | Review of session and learning outcomes/look ahead | Recap key learning points. Develop with group a top tips list for new managers to ensure these activities re effective. (15 minutes)  Preparation for session 3/consolidation (homework):  Activity 7 A reflection on organisational approaches will help consolidate learning – encourage learners to bring their ideas to next session.  Ask group to read both Agarwwal (2014) and Sahoo and Mishra (2012) and to bring these to the next session. |  | Learners contribute to group discussion | This Activity provides an opportunity to assess if group have understood the importance of and key activities involved in practices considered in this session.  **5UMAO E3 LO3 Activity 7** A reflection on organisational approaches |

### SESSION 3: Effective human resource planning (2)

| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| --- | --- | --- | --- | --- | --- |
| 3-4 hours total | Introduction | Use filename: **5UMAO Presentation E3**  Outline focus of session – this continues focus on assessment criterion 3.2 – evaluate the importance of, and key principles underpinning, effective human resource planning including selection, evaluation and development of employees  Recap on previous session by asking learners to summarise their learning from study guide  What do they feel needs to change and why? (10 minutes)  Icebreaker exercise– barriers and enablers to people performance. In small groups idea shower as many barriers and enablers as possible – list on one page. Allow 3 minutes then swop sheets with another group. 5 minutes to make suggestions to overcome barriers.  Pass sheets back and ask originating group to feedback on one barrier and the suggestion made by another group on how this can be overcome. (20 minutes in total) | 29-31 | Learners reflect on previous learning and share thoughts  Group work suggesting ideas and solutions | Degree of justification will indicate extent to which previous points have been understood. |
|  | Performance management | Use slides introduce performance management. Ask group which definition they prefer and why?  In discussion draw out the key features of effective performance management and what this is about including:  Alignment (reference can be made back to element one of this module)  The circular nature of performance management  Benefits note this builds from Activity Benefits of performance appraisal in study guide therefore learners could contribute via brainstorm  Differentiate between performance management and performance review (appraisal) as one element of this highlighting the difference between the continual nature vs a more one off and the focus (future orientated vs retrospective review).  Activity 8: Identify those who have experience of conducting appraisal; partner experienced with no/less experienced and ask the less experienced to interview the experienced to ascertain the dos and don’ts of appraisal. Allow 10 minutes then a few minutes to agree a top three. Mix pairs up to compare the top threes. Take feedback from group regarding the similarities in thoughts etc.  Use slides 37 and 38 to help debrief Activity.  Introduce the concept of a performance gap. Discuss this before splitting into 2 groups to complete Activity 9 on managing a poor performer/protecting a high performer. Depending on time groups could tackle one or both of these before feedback and discussion as a whole group. (around 30 minutes) | 32-33  34  35  36-38  39-40 | Learners respond to questioning  In pairs interview/respond to questioning on appraisal experiences  Group work on managing performance | **5UMAO E3 LO3 Activity 9** Managing Performance |
|  | Employee development | Link from performance appraisal to discuss how a common output is the setting of personal goals and identifying development actions. The next session is designed to provide an overview of how learning and development can support his process.  Use slides to introduce: the importance of employee development  Outline the systematic learning cycle  Introduce the 70:20:10 model indicating different means of meeting development needs and the role of experience and opportunities to put into practice the learning. Quick brainstorm to list out different ideas for each of the 3 categories.  In small groups, complete Activity 10 Meeting development needs using the 70:20:10 model. | 41-43  44  45 | Learners contribute ideas  Learners contribute to brainstorm  In groups share ideas and views | **5UMAO E3 LO3 Activity 10** Meeting development needs |
|  | Review of session and learning outcomes/look ahead | Recap – using a traffic light system ask learners to suggest:  Red – activities they will stop doing  Amber – activities they will tweak their approach to  Green – activities they will start to do  Preparation for session 4/consolidation (homework):  Ask learners to keep a note of communication channels they use or experience between now and next session, the barriers they encounter and how trust and respect play a part in easing communication. |  | Learners reflect and contribute ideas. | Provides feedback on learning through reasons given for these. |

### SESSION 4: Communication and interpersonal relationships

| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| --- | --- | --- | --- | --- | --- |
| 3-4 hours total | Introduction | Use filename: **5UMAO Presentation E3**  Outline focus of session – around assessment criterion 3.3 (assess how communication and interpersonal relations impact on organisational performance.  Use Activity 11 Developing a performance culture to recap and extend thinking from previous sessions covering this element. This Activity should be undertaken in groups. Encourage links to be made between the what and the why and impact of this.  (25 minutes discussion) | 46 | Learners contribute to group discussion | **5UMAO E3 LO3 Activity 11** Developing a performance culture |
|  | Organisational communication | Remind learners that for homework they were asked to gather examples of workplace communication. Ask them to have this to hand to use during discussion.  Using slide overview purposes of organisational communication – ask for examples of each  Provides an overview of communication formats – group to contribute examples and suggest impact of each of these. This could build from previous section and examples. (Tip: try and follow the same examples throughout this input session and discussion – encourage others to reflect on and add to these).  Outline principles of communication using Shannon and Weaver model. Ask group to suggest how they this may account for issues they saw with workplace communications, or how it helped with those which were successful.  Barriers to communication (may find it useful to suggest examples of bad communication) Link back to Shannon and Weaver to show how these can be minimised, encourage other suggestions.  Brief Activity 12 Communication channels. Divide into three groups and ask groups to develop a presentation of no more than 5 minutes based on The Health Board case study in the study guide.  Debrief using Quirke’s communication escalator | 47-48  49  50  51 | Learners contribute ideas based on their pre work.  Group Activity developing suggested methods and reasons for these. | **5UMAO E3 LO3 Activity 12** Communication channels |
|  | Trust and respect | Ask group the question “why is trust and respect necessary in the work place”. In discussion encourage stories of when these were absent and the impact it had as well as gathering examples of how this was fostered.  Use slide to outline Jackson’s respect model.  Lead group discussion on the difficulties of maintaining trust in a competitive environment when events are moving fast and some aspects need to be kept confidential. How can a balance be achieved? | 52 | Learners contribute to group discussion |  |
|  | Power and its impact | Input on sources of power (based on Raven and French). In discussion develop flipchart showing for each source what would be seen, heard and being done. Encourage group to voice likely impact of this.  Divide into pairs to compare thoughts on study guide Activity: sources of power. Allow 20 minutes and share key insights. Encourage groups to reflect on their own source of power and what the impact of this may be. | 53 | Learners contribute to group discussion  Trios complete case study Activity on a leader and their power |  |
|  | Review of session and learning outcomes/look ahead | Recap on key learning through session. Revisit each flipchart/output from activities asking different group members to summarise and highlight key points from each.  Preparation for session 5/consolidation (homework):  Divide into small groups and ask each group to prepare a short (5 minute) presentation on one theory of motivation. |  | Learners summarise teaching from session | Provides formative assessment of understanding and application |

### SESSION 5: Motivating for high performance

| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| --- | --- | --- | --- | --- | --- |
| 3-4 hours total | Introduction | Use filename: **5UMAO Presentation E3**  Outline focus of session – around assessment criterion 3.4 (discuss methods of motivating others for high performance).  Icebreaker exercise: In pairs consider questions on slide and share output for group discussion. Focus in discussion on the impact of should we not define leadership first? | 54  55 | Respond in pairs to questions and share insights with group | Note: this Activity draws on session one for this element however context from sessions 2, 3 and 4 is likely to be raised |
|  | Motivation | Use slides to outline the history of motivation, engagement, commitment etc as concepts.  Provide a definition of motivation and a quick refresh of the different categories of theory.  Groups present motivational theories (as set for homework) and respond to questioning on these. | 56-61 | Small groups present their research |  |
|  | Empowerment | Introduce concept of empowerment and the role this plays in motivation.  Hackman and Oldman’s job characteristics model can be used as a framework to consider when developing empowerment. Take group response on this highlighting it was developed in 1976 – is it still relevant today? Would the group add to any of the three boxes? | 62-63 | Learner response to questions |  |
|  | Engagement, commitment and involvement | Using slides outline the definitions of each term. Consider with group the principles set out by Whittington and Galpin (2009) outlined in study guide. Tutor led discussion ensuring reasons are given for answers. Consider impact of context, organisation type etc as possible factors to explain differences.  In groups review the case study and Activity 13 Mining for Success. Groups to present their ideas. | 64-67 | Learners contribute to group discussion  Group discussion and presentation of ideas | **5UMAO E3 LO3 Activity 13** Mining for Success |
|  | Review of session and learning outcomes/look ahead | Short recap by giving feedback on group response to Mining for Success. Highlight how the different concepts were included.  Preparation for element 4 session one. Ask group to review the first section of the study guide for element 4. |  |  |  |