### SESSION PLAN

**COURSE:** ABE Level 6 Leading Strategic Change

**ELEMENT:** Element 1 – Strategic Leadership Principles

## **LEARNING OUTCOME 1**

**Critically analyse leadership principles that support an organisation’s vision, values and strategic direction (Weighting 25%)**

1.1 Analyse the role of the strategic leader in the creation of the organisation’s vision, mission and values

1.2 Analyse the leader’s role in communicating the organisation’s vision, mission and values to others

1.3 Critically discuss leadership principles that help in the creation, communication and embedding of the organisation’s vision, mission and values

**NUMBER OF SESSIONS:** Three - approximately 16 hours in total, plus self-study

**SESSION TOPICS:** Session 1: The role of the strategic leader- creating the vision, mission and values

Session 2: The leader’s role in communicating the organisation’s vision, mission and values to others

Session 3: Leadership principles that help in the creation, communication and embedding of the organisation’s vision, mission and values

**Note to tutors: this is the recommended session plan for learning outcome 1 of element 1 of the ABE Level 6 Leading Strategic Change. 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.**

### SESSION 1: The role of the strategic leader- creating the vision, mission and values

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 4-5 hours | Introduction to session and learning outcomes | Use file: **6ULSC Presentation E1**  Explain session content and links to Learning outcome 1  and Assessment criteria    **AC 1.1 Analyse the role of the strategic leader in the creation of the organisation’s vision, mission and values** | 1-4 |  |  |
| Creating an organisation’s vision, mission and values statements | Ask learners What are Vision, Mission and Values statements?  Facilitate their responses and discussion  Go through definitions (from study guide)  Provide some local/relevant examples of each or review the examples also in study guide  Get them working **on 6ULSC E1 LO1 ACTIVITY 1**  Vision, mission and values statements  Facilitate their presentation of findings  Provide feedback on the findings | 5-9 | Listening and responding | **6ULSC E1 LO1 ACTIVITY 1 -**  Vision, mission and values statements |
| Creating organisational purpose, goals and objectives | Ask learners  What is an organisational purpose?  Facilitate their responses and discussion  Explain components   * A clear statement, understood by all * Linked to its Vision, Mission and Values * The reasons it exists * What its stakeholders expect   Ask learners  What are organisational goals and objectives?  Facilitate their responses and discussion  Explain the differences between organisational goals and objectives   * Goals- longer term, higher level targets * Objectives- shorter term, outcome focused * When combined with Purpose form the basis of a strategic plan   Explain the concept of Balanced scorecard (Kaplan & Norton) and it value in defining a range of organisational goals   * Financial goals * Customer goals * Internal process goals * Innovation/learning goals   More information on <http://www.businessballs.com/balanced_scorecard.htm>  Explain SMART as a framework for objectives   * Specific- What needs to be achieved? * Measurable- How will you measure success? * Achievable- Could the objective be completed? * Realistic- Will the objective be completed? * Time bound- By when should the objective be achieved?   More information on  <https://www.mindtools.com/pages/article/smart-goals.htm> | 10-16 | As individuals, learners should define organisational purpose  As individuals, learners should define organisational goals and objectives |  |
| Organisational strategic direction | Ask learners  How would you define Strategic direction?  Facilitate their responses and discussion  Go through definition (from study guide)  Explain four choices of strategic direction   * Growth * Re- positioning * Renewal * Survival | 17-20 | As individuals, learners should define Strategic direction |  |
|  | Leadership for difficult times | Ask learners  What should the leader do in difficult times?  Facilitate their responses and discussion  Explain that difficult times   * May require change * Should involve engagement with stakeholders * Should involve analysis of the business and external environment * Requires a strategic leader with a clear vision | 21-23 | As individuals, learners should define what the leader should do in difficult times? |  |
|  | Review of session and learning outcomes | Review session content and links to learning outcome and assessment criteria  **AC 1.1 Analyse the role of the strategic leader in the creation of the organisation’s vision, mission and values**  Ask learners for their key learning points from the session. Facilitate their responses and discussion. | 24 | As individuals, learners should review the session content and links to learning outcome and assessment criteria.  As individuals, learners should reflect on their key learning points from the session. |  |

### SESSION 2: The leader’s role in communicating the organisation’s vision, mission and values to others

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 4-5 hours | Introduction to session and learning outcomes | Use file: **6ULSC Presentation E1**  Explain session content and links to Learning outcome 1 and Assessment criteria    **AC 1.2 Analyse the leader’s role in communicating the organisation’s vision, mission and values to others** | 25 |  |  |
|  | Changing minds | Ask learners  How can a leader gain buy in & commitment to the vision and values?  Facilitate responses and discussion  Explain the concept of 7Rs of changing minds based on the work of Gardner (2009)  Reason- Making logical arguments  Research- Presenting factual data  Resonance- Connecting with an individual or groups emotional or spiritual core  Representational re-descriptions- Presenting the same idea in multiple formats  Resources and rewards-Offering positive or negative reinforcement  Real word events- Leveraging happenings that are out of your control  Resistances- Identifying and countering longstanding, contrary beliefs  More information on  <https://hbr.org/2008/02/tactics-for-changing-minds-1.html> | 26-28 | As individuals, learners should define How can a leader gain buy in & commitment to the vision and values |  |
|  | Building trust | Ask learners  How can a leader build trust when communicating the vision and values?  Facilitate responses and discussion  Explain the concept of 13 Behaviours for building and maintaining trust as a leader (Covey 2009)  1. Talking straight  2. Show respect  3. Create transparency  4. Right wrongs  5. Show loyalty  6. Deliver results  7. Get better  8. Confront reality  9. Clarify expectation  10. Practice accountability  11. Listen first  12. Keep commitments  13. Extend trust first | 29-32 | As individuals, learners should define How can a leader gain buy in & commitment to the vision and values |  |
|  | Leadership messages | Ask learners  How can a leader ensure message quality when communicating the vision and values?  Facilitate responses and discussion  Explain Leadership communication quality traits (Baldoni 2003)   * Significance * Values * Consistency * Cadence (frequency)   More information on  [http://www.inficron.com/content/global-knowledge-communicate.pdf#](http://www.inficron.com/content/global-knowledge-communicate.pdf) | 33 | As individuals, learners should define How can a leader ensure message quality when communicating the vision and values |  |
|  | Communicating vision & values | Ask learners  How can a leader ensure the communication is effective?  Facilitate responses and discussion  Explain the concept of Effective leadership communication based on the work of (Kotter 1996)   * Simplicity - no jargon * Metaphor, analogy and example- a verbal picture * Multiple forums- large and small meetings, memos, leaflets, newsletters * Repetition- keep repeating the message to sustain the vision * Leadership by example- are the top people’s actions inconsistent with the message? * Explanation of seeming inconsistencies-explain as necessary * Give and take- Make sure your communication is two way. Do people understand your vision? Can they input into it?   Get them working **on 6ULSC E1 LO1 ACTIVITY 2 -**  Communicating vision, mission and values  Facilitate their presentation of their evaluation and findings  Provide feedback on the evaluation and findings | 34-36 | As individuals, learners should define How can a leader ensure the communication is effective | **6ULSC E1 LO1 ACTIVITY 2 -**  Communicating vision, mission and values |
|  | Review of session and learning outcomes | Review session content and links to learning outcome and assessment criteria  **AC 1.2 Analyse the leader’s role in communicating the organisation’s vision, mission and values to others**  Ask learners for their key learning points from the session. Facilitate their responses and discussion | 37 | As individuals, learners should review the session content and links to learning outcome and assessment criteria.  As individuals, learners should reflect on their key learning points from the session. |  |

### SESSION 3: Leadership principles that help in the creation, communication and embedding of the organisation’s vision, mission and values

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 4-6 hours | Introduction to session and learning outcomes | Use file: **6ULSC Presentation E1**  Explain session content and links to Learning outcome 1  and Assessment criteria    **AC1.3 Critically discuss leadership principles that help in the creation, communication and embedding of the organisation’s vision, mission and values** | 38 |  |  |
| Authentic leadership | Ask learners  How would you define an authentic leader?  Facilitate responses and discussion  Explain concept of Authentic leadership (Goffee & Jones 2003)   * Get to know yourself and your origins better * Get to know others better * Connect to the organisational context better   Get to know yourself and your origins better by:   * Exploring your autobiography * Returning to your roots: * Avoiding comfort zones * Getting honest feedback   Get to know others better by:   * Building a rich picture of your environment * Removing barriers between yourself and others * Empathising passionately with your people * Letting others know what’s unique (and authentic) about them   Connect to the organisational context better by:   * Getting the distance right (creating good first impressions) * Sharpening your social antennae * Honouring deeply held values and social beliefs * Developing your resilience   More information on  <https://hbr.org/2005/12/managing-authenticity-the-paradox-of-great-leadership>  Ask for examples of local/relevant or world leaders that the learners would define as authentic leaders | 39-41 | As individuals, learners should discuss how they would define an authentic leader |  |
| Inspiring followers | Ask learners  What types of leadership inspires followers?  Facilitate responses and discussion  Explain Transactional and Transformational leadership (Burns 1982)  Transactional leadership   * ‘Transactional’ type approach – motivating followers to change * If you do this for me, I will do this for you ! * Followers are motivated by promises and rewards- if **they do** something right ! * Followers are also motivated by threats or punishment- if **they don’t** do something right!   Transformational leadership   * ‘Transformational’ type approach –inspiring followers to transform/change * Focus on engagement with followers * Followers are motivated by leader’s vision, dynamism and charisma   More Information on  <https://www.boundless.com/management/textbooks/boundless-management-textbook/leadership-9/types-of-leaders-72/transactional-versus-transformational-leaders-355-3466/>  Get them working on **6ULSC E1 LO1 ACTIVITY 3 -**  Inspiring followers  Facilitate a discussion on their experiences with the summary overviews. What went well? Could be better? Ask for some examples. | 42-45 | As individuals, learners should define What types of leadership inspires followers | **6ULSC E1 LO1 ACTIVITY 3 -**  Inspiring followers |
| Successful leadership styles | Ask learners  Who are successful leaders?  What is a successful leadership style?  Facilitate responses and discussion  Explain principles of Emotional Intelligence (Goleman 2000)  Goleman saw links between successful leadership style and personality. He defined the concept of emotional intelligence as way of describing those links.  He identified four distinct capabilities of emotional intelligence they were   * Self-awareness * Self-management * Social awareness * Social skill   And then defined 6 leadership styles  Coercive- Demands immediate compliance  Authoritative- Mobilises people towards a vision  Affiliative- Creates harmony and builds emotional bonds  Democratic- Forges consensus through cooperation  Pacesetting- Sets high standards of performance  Coaching- Develops people for the future  More information on <https://www.mindtools.com/pages/article/newCDV_59.htm> | 46-49 | As individuals, learners should define examples of successful leaders. They should then define  what is a successful leadership style |  |
| Ethical and values based leadership | Ask learners  What is ethical leadership?  Facilitate responses and discussion  Go through definition (from study guide)  Explain Four contexts of ethical leadership  The legal context   * Employment rights * Equal opportunities * Fair pay * Discrimination legislation   The regulatory context- bodies enforcing rules, guidelines and regulations such as   * Health and safety * Data protection * Financial reporting   The organisational context   * Culture * Codes of conduct * Social responsibility * Governance   The ethical context- organisational specific ethical codes and statements such as   * The way people are treated * Ways of doing business * Dealing with competitors * Relationship with suppliers * Values and behaviour statements   Ask learners  What is values based leadership?  Facilitate responses and discussion  Go through definition (from study guide)  Explain the Seven levels of leadership consciousness model (Barrett)   1. Crisis manager 2. Relationship manager 3. Manager/organiser 4. Facilitator/influencer 5. Integrator/inspirer 6. Mentor/partner 7. Wisdom/visionary   More information on <https://www.valuescentre.com/mapping-values/barrett-model/leadership-consciousness>  Get them working on **6ULSC E1 LO1 ACTIVITY 4 -** Authentic and values based leadership  Learners can complete this activity in the session or start the activity in the session and present their findings back at the start of the next session. | 50-57 | As individuals, learners should define What is ethical leadership  As individuals, learners should define What is values based leadership | **6ULSC E1 LO1 ACTIVITY 4 -** Authentic and values based leadership |
| Review of session and learning outcomes | Review session content and links to learning outcome and assessment criteria  **AC1.3 Critically discuss leadership principles that help in the creation, communication and embedding of the organisation’s vision, mission and values**  Ask learners for their key learning points from the session. Facilitate their responses and discussion | 58 |  |  |

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