### SESSION PLAN

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

**ELEMENT:** Element 2 – Drivers for change

## **LEARNING OUTCOME 2**

**Critically assess the drivers for and assess the impact of change for an organisation (Weighting 25%)**

2.1 Discuss the organisation’s position in the sector and market within which it operates

2.2 Evaluate opportunities for change, which supports the organisation’s objectives

2.3 Analyse the expected impact of the change on organisational objectives

2.4 Critically review models for the leadership of change

**NUMBER OF SESSIONS:** Four - approximately twenty-four hours in total, plus self-study

**SESSION TOPICS:** Session 1: The organisation’s position in the sector and market within which it operates  
 Session 2: Opportunities for change, which support the organisation’s objectives

Session 3: The expected impact of the change on organisational objectives

Session 4: The leadership of change

**Note to tutors: this is the recommended session plan for learning outcome 2, element 2 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 organisation’s position in the sector and market within which it operates

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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 E2**  Explain session content and links to Learning outcome 2  and Assessment criteria    **AC 2.1 Discuss the organisation’s position in the sector and market within which it operates**  **Optional-** Carry out a learning review of Element 1, LO1, Session 3  Define the following terms, concepts and principles from session 3   * Authentic leadership * Transactional leadership * Transformational leadership * Emotional intelligence – 4 factors * Emotional intelligence- leadership styles * Ethical leadership * Values based leadership   Ask for verbal definitions OR set as a written mini test  Facilitate responses and discussion | 1-4 | Learners prepare answers to learning review questions |  |
| Organisational and market or sector data | Ask learners What data helps an organisation understand its position in the market and sector it operates in?  Facilitate their responses and discussion  Go through definitions (from study guide)   * Turnover or Income or Revenue * Direct costs * Indirect costs * Gross or net profit or margin   Explain market or sector data  Provide some local examples if possible  More information on  <https://www.mindtools.com/pages/article/newCDV_Words_in_Financial_Accounting.htm> | 5-11 | As individuals, learners should define what data helps an organisation understand its position in the market and sector it operates in |  |
| Organisational marketing plans | Ask learners  What data should an organisation’s marketing plan contain?  Facilitate their responses and discussion  Explain   * Marketing plan – strategic data * Marketing plan - tactical data using the 7Ps Marketing Mix as a framework * Marketing plan data and opportunities for change   More information on  <http://www.businessballs.com/market.htm#marketing-planning-process> | 12-16 | As individuals, learners should define what data an organisation’s marketing plan should contain |  |
| Environmental analysis data | Ask learners  What external environment analysis data could be helpful?  Facilitate their responses and discussion  Explain PESTLE environmental analysis framework (from study guide)   * Political * Economic * Social * Technological * Environmental   Explain these factors can also be drivers for organisational change. Provide some local examples if possible. | 17-19 | As individuals, learners should define What external environment analysis data could be helpful |  |
|  | Competitive analysis data | Ask learners  What competitive analysis data could be helpful?  Facilitate their responses and discussion  Explain Porter’s Five Forces Model as a framework to help analyse the competitive environment (from study guide)   * Competitive rivalry * Threat of new entry * Threat of substitution * Buyer power * Supplier power   These five forces act both separately and together to affect the competitive environment  Explain these forces can also be drivers for organisational change. Provide some local examples if possible.  More information on  <http://www.businessballs.com/portersfiveforcesofcompetition.htm>  Get them working **on 6ULSC E2 LO2 ACTIVITY 1 -** Discuss the organisation’s position in the sector and market within which it operates  Facilitate their presentation of their evaluation and findings  Provide feedback on the evaluation and findings | 20-22 | As individuals, learners should define what competitive analysis data could be helpful | **6ULSC E2 LO2 ACTIVITY 1 -**  Discuss the organisation’s position in the sector and market within which it operates |
|  | Review of session and learning outcomes | Review session content and links to learning outcome and assessment criteria  **AC2.1 Discuss the organisation’s position in the sector and market within which it operates**  Ask learners for their key learning points from the session. Facilitate their responses and discussion. |  | 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: Opportunities for change, which support the organisation’s objectives

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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 E2**  Explain session content and links to Learning outcome 2 and Assessment criteria    **AC2.2 Evaluate opportunities for change which support the organisation’s objectives** | 23 |  |  |
|  | Organisational objectives, strategies and plans | Ask learners  How do organisational objectives, strategies and plans relate to opportunities for change?  Facilitate responses and discussion  Explain   * Any change opportunities should relate to organisational objectives, strategies and plans * These may also be a source of opportunities for change * Sometimes they may need changing/updating because of changes to external environment or the competitive environment | 24-26 | As individuals, learners should define how organisational objectives, strategies and plans relate to opportunities for change |  |
|  | External and internal drivers for change | Ask learners  What are the sources of external and internal drivers for change?  Facilitate responses and discussion  Explain the Four Links Concept (Lynch 2012)   * Government links and networks * Complementors * Informal cooperative links and networks * Formal cooperative links   By applying the Four links model organisations could consider whether these links identify opportunities for change.  More information on  <https://www.slideshare.net/GlobalStrategy/strat-man-5th-ed-ch3-slctd-slides>  Explain internal drivers for change  These could be resources   * Physical - e.g. production capacity * Human - e.g. employees’ knowledge and skills * Financial e.g. cash/capital * Intellectual e.g. brand and patents   Ask learners  What other internal sources may identify opportunities for change?  Facilitate responses and discussion  Explain Internal sources of data (from study guide)   * Market data * Customer data * Supplier data * Staff data   Explain contemporary reasons for change (from study guide)   * New leadership team * New structure for the organisation * Redesign of jobs and or business processes * Move to outsourcing instead of producing * Change of location * Installation of new technology and systems * Changes to employees’ terms and conditions * Being acquired or merged with another organisation * Redundancies   Explain Organisational ‘pain’ driven change (Connor)  Connor argues that human nature and experience figure in determining drivers for change. Humans are not just driven by the ‘hope of gain’ as a result of change, they are also driven by the ‘fear of loss’ by not changing. Connor proposed a matrix based on problems and opportunities and whether they are current or anticipated (from study guide).  More information on <https://www.slideshare.net/happysammy/managing-at-the-speed-of-change-b-i-z>  Get them working **on 6ULSC E2 LO2 ACTIVITY 2** - Reasons for change  Facilitate the presentation of their findings  Provide feedback on their findings | 27-31  32-33  34  35 | As individuals, learners should define the sources of external and internal drivers for change  As individuals, learners should define What other internal sources may identify opportunities for change | **6ULSC E2 LO2 ACTIVITY 2** - Reasons for change |
|  | Review of session and learning outcomes | Review session content and links to learning outcome and assessment criteria  **AC2.2 Evaluate opportunities for change which support the organisation’s objectives**  Ask learners for their key learning points from the session. Facilitate their responses and discussion |  | 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: The expected impact of the change on organizational objectives

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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 E2**  Explain session content and links to Learning outcome 1  and Assessment criteria    **AC 2.3 Analyse the expected impact of the change on organisational objectives** | 36 |  |  |
| Impact of change on the organisation | Ask learners  How might change impact on an organisation?  Facilitate responses and discussion  Explain change can impact   * Strategically * Tactically   (from study guide)  Explain that the impact of the change could be   * **Positive** - the overall impact of the change on the organisation will be positive in terms of outcomes * **Neutral** - the overall impact of the change on the organisation will be neutral in terms of outcomes * **Negative** - the overall impact of the change on the organisation will be negative in terms of outcome   Explain the change might impact on three fundamental aspects   * Time * Cost * Quality   (Both ideas from study guide). Provide some local examples where possible. | 37-42 | As individuals, learners should discuss how change might impact on an organisation |  |
| Impact of change on individuals and teams | Ask learners  How might change impact on individuals and teams within an organisation?  Facilitate responses and discussion  Explain change may impact on one or more of the following   * Job satisfaction * Motivation * Conflict (create or reduce)   (From Study guide). Provide some local examples where possible. | 43-45 | As individuals, learners should define how change might impact on individuals and teams within an organisation? |  |
| Change impact analysis | Explain Change kaleidoscope model (Balogun 2008)  This is a helpful change impact analysis tool based on 8 lenses   1. Time - How much time does the organisation have to achieve the change? 2. Power - How much power do leaders effectively have to make the change happen? 3. Scope - What is the nature and scope of this change? 4. Readiness- How ready is the organisation for this change, in terms of technology, work processes, skills, knowledge, attitudes and behaviours 5. Preservation - To what extent is it essential to maintain continuity in certain practices or to preserve specific assets? 6. Capacity - How much in terms of resources (money, people and time) can be diverted towards the change? 7. Diversity - Are staff and other stakeholder groups diverse or relatively homogenous in terms of values, norms and attitudes? 8. Capability - How capable or competent is the organisation at managing change?   Explain the Change Kaleidoscope decisions from the impact analysis tool   * Change path - what is best route forward? * Change start point - where and with what should be begin with? * Change style - is this top down or bottom up? * Change interventions - what do we need to do to help? * Change roles - do we need external facilitation and support?   More information on <http://www.proworkproject.com/prowork/change-kaleidoscope.html> | 46-48 |  |  |
| Organisational change-Readiness and resilience | Ask learners  How might you understand if the organisation is ready and resilient enough for change?  Facilitate responses and discussion  Explain Readiness for change using the Balogun a& Hope Hailey readiness framework   * How much support exists for the change among staff groups and other key stakeholders? * How aware are different staff groups and stakeholders of the need for change? * How willing and motivated are they to make the change? * How might different staff groups or stakeholders respond to the change? * Where might resistance emerge and why?   Explain Resilience to change using the Kelly resilience competency framework   * Positive world view * Positive self-concept * Focuses sense of purpose * Flexible thinking * Social flexibility * Organisational ambiguity * Proactive experimentation   Get them working **on 6ULSC E2 LO2 ACTIVITY 3** - Organisational readiness and resilience  Facilitate the presentation of their findings  Provide feedback on their findings | 49-52 | As individuals, learners should define how you might understand if the organisation is ready and resilient enough for change | **6ULSC E2 LO2 ACTIVITY 3 -**  - Organisational readiness and resilience |
| Impact of change on culture | Ask learners  How might change impact on the culture of the organisation?  Facilitate responses and discussion  Explain Cultural web (Johnson et al) framework. This is a helpful analysis tool for considering the impact of change on culture. It identifies six dimensions of organisational culture   1. Stories - The past events and the people who are talked about within the company 2. Rituals and routines - The daily behaviours and actions of employees that are considered to be the norm. 3. Symbols - The visual and physical manifestations and representations of the company e.g. logos, offices, dress codes, cars and lifestyles 4. Organisational structure - Not just the organisational chart structure but the unwritten rules and lines of power and influence 5. Control systems - The ways management choose to control the organisation e.g. Financial systems, quality systems and rewards 6. Power structures - The pockets of real power in the company. These people have the greatest amount of influence on decisions, operations and strategic direction | 53-55 | As individuals, learners should define how change might impact on the culture of the organisation |  |
| Review of session and learning outcomes | Review session content and links to learning outcome and assessment criteria  **AC 2.3 Analyse the expected impact of the change on organisational objectives**  Ask learners for their key learning points from the session. Facilitate their responses and discussion |  | 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. |  |

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### SESSION 4: The leadership of change

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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 E2**  Explain session content and links to Learning outcome 1  and Assessment criteria    **AC2.4 Critically review models for the leadership of change** | 56 |  |  |
| The key stages of a change process | Ask learners  What are the key stages of a change process?  Facilitate responses and discussion  Explain concept of Unfreeze, Transition, Refreeze (Lewin)   * Unfreeze - the present state * Transition - provide structure, guidance, confidence and trust while encouraging movement * Refreeze - embed the future state   More information on <https://www.mindtools.com/pages/article/newPPM_94.htm> | 57-59 | As individuals, learners should discuss what are the key stages of a change process |  |
| Understanding the components of a change process | Explain Force Field Analysis (Lewin). For every change process, there are one or more Driving forces for change (e.g. Customer demand) and one or more Resisting forces for change (e.g. How staff want to work). For a successful change process. The Drivers have to be greater than and overcome any Resistors to change.  Explain Components of a change process (Beckhard et al)  They proposed a change process that consisted of five components. These were  • Dissatisfaction  • Vision  • Steps  • Belief  • Resistance  This was then developed into a framework called the Change equation model  Explain how D x V x S x B >> R (from above)  Basically, the sum of the components on the left- hand side of the equation has to be greater than any resistance to the change on the right- hand side of the equation if change is to happen.  Provide some local examples where possible. | 60-63 |  |  |
| Planning and communicating the change process | Ask learners  What needs to be considered when planning and communicating the change process?  Facilitate responses and discussion  Explain principles of Planning and communicating a change process   * Understand the key stages and components of the change process * What needs to be done? * Who needs to be involved at each stage? * Ensure the components are greater than any potential resistance to the change   Explain the value of change communication plans   * Should detail how the change is going to be communicated * Should consider what ‘messages’ via what ‘communication channels’ * Should consider what internal stakeholders will need to be communicated with * Should consider what external stakeholders will need to be communicated with   Get them working **on 6ULSC E2 LO2 ACTIVITY 4** - Planning and communicating change  Facilitate the presentation of their findings  Provide feedback on their findings  **6ULSC E2 LO2 ACTIVITY 5 -**- The drivers for and impact of change  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 | 64-67 | As individuals, learners should define what needs to be considered when planning and communicating the change process | **6ULSC E2 LO2 ACTIVITY 4** - Planning and communicating change  **6ULSC E2 LO2 ACTIVITY 5** - The drivers for and impact of change |
| Review of session and learning outcomes | Review session content and links to learning outcome and assessment criteria  **AC2.4 Critically review models for the leadership of change**  Ask learners for their key learning points from the session. Facilitate their responses and discussion |  | 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. |  |