### SESSION PLAN

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

**ELEMENT:** Element 3 – Implementation and leadership of change

## **LEARNING OUTCOME 3**

**Critically analyse how to plan, and lead the change process for an organisation (Weighting 25%)**

3.1 Develop a plan to implement and monitor the change process

3.2 Critically analyse how individuals within the organisation will be supported throughout the change process

3.3 Evaluate organisational stakeholders and their expectations of an organisation’s change process

3.4 Evaluate methods of meeting stakeholder expectations or requirements

**NUMBER OF SESSIONS:** Four - approximately 19 hours in total, plus self-study

**SESSION TOPICS:** Session 1: Develop a plan to implement and monitor the change process

Session 2: Supporting individuals within the organisation throughout the change process

Session 3: Organisational stakeholders and their expectations of an organisation’s change process

Session 4: Meeting stakeholder expectations or requirements

**Note to tutors: this is the recommended session plan for learning outcome 3, element 3 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: Develop a plan to implement and monitor the change process

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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 E3**  Explain session content and links to Learning outcome 3  and Assessment criteria    **AC3.1 Develop a plan to implement and monitor the change process**  **Optional -**  Carry out a learning review of Element 2, LO2, Session 4  Define the following terms, concepts and principles from session 4   * 3 stage change process (Lewin) * Change components and equation (Beckard et al) * Change Kaleidoscope impact analysis (Balogun & Hope Hailey) * Change readiness * Change resilience * Cultural web (Johnson et al)   Ask for verbal definitions OR set as a written mini test  Facilitate responses and discussion | 1-4 | Learners prepare answers to learning review questions |  |
| The sequence of planning and implementing change | Ask learners What stages would be involved in planning and implementing organisational change?  Facilitate their responses and discussion  Go through 8 Stage process for planning and implementing change (Kotter)   * 1. Establishing a sense of urgency * 2. Creating a guiding coalition * 3. Developing a vision and strategy * 4. Communicating the change vision * 5. Empowering employees for broad based action * 6. Generating short- term wins * 7. Consolidating gains and producing more change * 8. Anchoring new approaches in the culture   Explain the 8 stage process   * Can be used to identify the activities required at each stage * Can be used at the planning phase, the leader outlining what needs to be done * Can be used during the implementation phase, used a checklist- are the activities being carried out?   Provide some local examples if possible  More information on  <http://www.businessballs.com/changemanagement.htm> | 5-8 | As individuals, learners should define What stages would be involved in planning and implementing organisational change |  |
| Organisational change plans | Ask learners  What should an organisational change plan contain?  Facilitate their responses and discussion  Show definition (from Study guide) and go explain elements  A change plan supports a change process by quantifying what need to be done, by whom, how and by when? A typical plan for a change process should complete with the following elements   * Objectives- what needs to be achieved by the change process? * Timelines- when should the change process be completed by? What are the key events or milestones along the way? * Measures- what are the critical success factors? How will we know if the change process has been successful? * Roles/responsibilities- who is involved and what responsibilities do they have within the change process? * Resources- what resources (time/money/information/equipment) is needed during the change process so that the objectives can be achieved?   Explain SMART Change plans   * **Specific** - What does the change process need to deliver? * **Measurable** - What will tell us if the change process has worked? * **Achievable** - Is the change process achievable given the people/resources/time frame? * **Resourced** - Does the change process have enough resources for it to be successful? * **Time framed** - Are there key dates by which, work needs to be completed? | 9-13 | As individuals, learners should define what data an organisation’s change plan should contain |  |
| Continuous improvement and the change plan | Explain Continuous improvement concept (from study guide)  This is based on Plan, Do, Check Act (improve) Cycle  Explain   * These 4 stages can provide a useful framework for the implementation and monitoring of the change process * For change processes and change plans, it can be useful for the leader to begin the cycle at the **Check** or **Act** stages * **Check-** is this the change process going to ‘plan? * If so - carry on. If not **Act** or **Improve** the **Plan**   Provide some local examples if possible | 14-16 |  |  |
|  | Monitoring, reviewing and evaluating the change process | Show definitions of (from study guide)   * Monitoring * Reviewing * Evaluating   Ask learners  What methods and tools are helpful for Monitoring, Reviewing and Evaluating the change process?  Facilitate their responses and discussion  Explain 3 methods (from study guide)  • Red/Amber/Green (RAG)- status reports can be helpful for reviewing progress against plan  • Actual vs planned reports- these can be helpful for all three activities  • After Action Reviews (AAR)- these can be helpful for final reviewing and evaluating of the change process.  Explain there are lots of other methods and tools that could be available. Provide some local examples if possible.  More information on  <http://www.businessballs.com/project.htm#monitor-projects>  Get them working **on 6ULSC E3 LO3 ACTIVITY 1 -** Develop a plan to implement and monitor the change process  Facilitate their presentation of their evaluation and findings  Provide feedback on the evaluation and findings | 17-22 | As individuals, learners should define what methods and tools are helpful for Monitoring, Reviewing and Evaluating the change process | **6ULSC E3 LO3 ACTIVITY 1 -**  Develop a plan to implement and monitor the change process |
|  | 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: Supporting individuals within the organisation throughout the change process

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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 E3**  Explain session content and links to Learning outcome 3 and Assessment criteria    **AC3.2 Critically analyse how individuals within the organisation will be supported throughout the change process** | 23 |  |  |
|  | The politics of a change process | Ask learners  How will people in the organisation respond to the change process?  Facilitate responses and discussion  Explain Politics of change matrix (Strebel) and the four types   * **Change agents** - these were people who saw the change process as an opportunity and were positive overall about the change * **Resistors** -these were people who perceived the change in a negative way. They would be actively trying to resist the change * **Bystanders** - these were people who saw the change as positive overall but would not want to be actively involved or participate in the change process * **Traditionalists** - these were people who would be negative about the change but would not be actively resisting the change   More information on  <https://hbr.org/1996/05/why-do-employees-resist-change> | 24-27 | As individuals, learners should define how people in an organisation will respond to the change process |  |
|  | Recognising and dealing with resistance to change | Ask learners  Why might people resist organisational change?  Facilitate responses and discussion  Explain   * Resistance to change * Reactions to change   Discuss what these may look like in practice. Provide some local examples if possible  Ask learners  How should the leader deal with resistance to change?  Facilitate responses and discussion  Explain the Transformation curve for +Ve change (Conner)  Explain the 5 stages   * Uninformed optimism * Informed pessimism * Hopeful realism * Informed optimism * Completion   Discuss how this could be helpful for the leader in dealing with the resistance to change in providing a route through the change process and recognising what needs to be done at each stage.  More information on  <https://www.mindtools.com/pages/article/kelley-conner-cycle.htm> | 28-38 | As individuals, learners should define why might people resist organisational change  As individuals, learners should define how the leader should deal with resistance to change |  |
|  | Organisational support | Ask learners  How can an organisation support individuals through organisational change?  Facilitate responses and discussion  Show definitions (from Study guide) of   * Training * Coaching * Mentoring * Performance management * Counselling * Redeployment   Discuss the definitions. Provide some local examples if possible.  Get them working **on 6ULSC E3 LO3 ACTIVITY 2** - Recognising and dealing with resistance to change  Facilitate the presentation of their findings. Provide feedback on their findings. | 39-46 | As individuals, learners should define how an organisation could support individuals through organisational change | **6ULSC E3 LO3 ACTIVITY 2 -** Recognising and dealing with resistance to change |
|  | Review of session and learning outcomes | Review session content and links to learning outcome and assessment criteria  **AC3.2 Critically analyse how individuals within the organisation will be supported throughout the change process**  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: Organisational stakeholders and their expectations of an organisation’s change process

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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 E3**  Explain session content and links to Learning outcome 3  and Assessment criteria    **AC 3.3 Identify organisational stakeholders and their expectations of an organisation’s change process** | 47 |  |  |
| Organisational stakeholders | Ask learners  Who are the organisation’s stakeholders?  Facilitate responses and discussion  Show definitions of   * Stakeholders * Primary stakeholders * Secondary stakeholders   (from study guide)  Show examples of both primary and secondary stakeholders (Both ideas from study guide). Provide some local examples where possible.  Explain how organisational stakeholders can be further categorised based on the relationship they have with the organisation. | 48-55 | As individuals, learners should discuss who are the organisation’s stakeholders |  |
| Stakeholder analysis | Ask learners  How can we analyse and prioritise organisational stakeholders?  Facilitate responses and discussion  Show definitions of   * Stakeholder power * Stakeholder interest   Explain Stakeholder analysis matrix   * High power, high interest * High power, low interest * Low power, high interest * Low power, low interest   More information on  <https://www.mindtools.com/pages/article/newPPM_07.htm> | 56-60 | As individuals, learners should define how an organisation could analyse and prioritise organisational stakeholder |  |
| Identifying stakeholder requirements | Ask learners  How can we understand stakeholder requirements and expectations?  Facilitate responses and discussion  Explain Stakeholder management plan  Explain Communication channels   * Meetings- They would work best with type A stakeholders as they are a helpful way of engaging and influencing * Surveys- They would work best with type C stakeholders as it would form part of the keeping informed process * Social media- They would work best with type D stakeholders and would be a good example of monitoring stakeholder requirements about the change process. * Feedback- These channels work best with type B stakeholders and would be a good example of keeping them satisfied throughout the change process. * Complaints- These channels work best with all stakeholder types. Obviously if complaints are received from type A stakeholders, these should be the priority.   (Both ideas from study guide). Provide some local examples where possible. | 61-64 | As individuals, learners should define how an organisation could understand stakeholder requirements and expectations |  |
| Understanding stakeholder expectations | Ask learners  What information would stakeholders expect and require about the change process?  Facilitate responses and discussion  Explain **primary stakeholder** examples  **Customers** would require information about how the change process may affect their relationship with the organisation. Their expectations would be that there would be no detrimental impact and that the organisation would engage with them if there were.  **Owners/shareholders** should be aware of the change process, if not the detailed plans. They would require information about the change process at appropriate points and would expect to feel satisfied that they change process was working/beneficial and delivered increased value and potentially financial reward.  Explain secondary stakeholder examples  **Government/Regulatory bodies** - This depends on the nature of the change process. If it impacted on tax/legal/financial results or reporting they would require to be kept informed and satisfied of the outcomes. Their expectations would be that the change process maintained compliance or reduced risks.  If the organisation’s products/services are provided to consumers, it may be that the **consumer groups** would need to be kept informed. This may be because the change process would impact on product/service cost or quality or customer satisfaction. They would want accurate information on the impact. Their expectations would be that the change process would deliver improved service/quality/performance  Get them working **on 6ULSC E3 LO3 ACTIVITY 3** - Organisational stakeholders  Facilitate the presentation of their findings  Provide feedback on their findings | 65-68 | As individuals, learners should define what information would stakeholders expect and require about the change process? | **6ULSC E3 LO3 ACTIVITY 3 -**  - Organisational stakeholders |
| Review of session and learning outcomes | Review session content and links to learning outcome and assessment criteria  **AC 3.3 Identify organisational stakeholders and their expectations of an organisation’s change process**  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: Meeting stakeholder expectations or requirements

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 3-4 hours | Introduction to session and learning outcomes | Use file: **6ULSC Presentation E3**  Explain session content and links to Learning outcome 3  and Assessment criteria    **3.4 Evaluate methods of meeting stakeholder expectations or requirements** | 69 |  |  |
| Impact analysis of organisational change | Ask learners  How could you analyse the impact of a change process?  Facilitate responses and discussion  Explain Change impact analysis- outcomes   * Overall positive for the stakeholders * Overall negative for the stakeholders * Overall neutral for the stakeholders   Show example outcomes matrix. Provide some local examples if possible. | 70-73 | As individuals, learners should discuss how could you analyse the impact of a change process? |  |
| Meeting stakeholder expectations | Explain three methods of meeting stakeholder expectations  **Communication plans** - This should identify   * Who the stakeholders are * When in the change process are you going to communicate with them? * How frequently are you going to communicate with them? * What is the best methodology to communicate with them?   **Briefings** - These could be conducted at various points in the change process with various stakeholders   * At the start of the change process * At the end of key events/milestones * At the start of the next key event/milestones * When unexpected issues/problems have occurred during the change process * When the change process has delivered some unexpected successes * At completion of the change process   **Training** - As with the briefings, this could be carried out at various points in the change process.   * It will be more applicable for meeting the expectations and requirements of stakeholders who are involved with implementation of the change process or will be involved once the change process is complete   Provide some local examples where possible. | 74-78 |  |  |
| Communication methods | Ask learners  What communication methods are helpful when leading a change process?  Facilitate responses and discussion  Explain four methods of communicating that are helpful when leading a change process  **Influencing -**   * Appeals to values, emotions and feelings * Help others imaging a better future * Shared identity and common interests   **Persuading -**   * Proposing * Putting forward ideas * Reasons for and against * Arguments & facts   **Directing -**   * Prescribing goals and expectations * Communicating demands and requests * Using incentives and pressures   **Gaining commitment -**   * Recognising and involving others * Testing and expressing understanding * Personal disclosure by the leader- “I don’t know”   Explain   * Each of the methods has its own strengths and limitations * The leader will need to consider what the best method or combination of methods will be for stakeholders * The methods chosen can then be used in conjunction with communication channels * At the end of a change process stakeholders will often evaluate how effectively their expectations and/or requirements were met by the communication methods they encountered at the start, during and completion of a change process. | 79-86 | As individuals, learners should define what communication methods are helpful when leading a change process |  |
| Monitoring and reviewing expectations or requirements | Explain four methods for Monitoring and reviewing expectations of stakeholders during the change process.   * Meetings * Surveys * Focus groups (External Stakeholders) * Quality circles (Internal Stakeholders)   Discuss the pros and cons of the methods. Provide some local examples where possible.  Get them working **on 6ULSC E3 LO3 ACTIVITY 4** - Impact analysis of organisational change  Facilitate the presentation of their findings  Provide feedback on their findings  **6ULSC E3 LO3 ACTIVITY 5 -** Plan and lead the change process for an organisation  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 | 87-88 |  | **6ULSC E3 LO3 ACTIVITY 4** - Impact analysis of organisational change  **6ULSC E3 LO3 ACTIVITY 5** - Plan and lead the change process for an organisation |
| Review of session and learning outcomes | Review session content and links to learning outcome and assessment criteria  **AC3.4 Evaluate methods of meeting stakeholder expectations or requirements**  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. |  |