### SESSION PLAN

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

**ELEMENT:** Element 4 – Developing strategic leadership skills

## **LEARNING OUTCOME 4**

**Evaluate the skills required to lead strategic change (Weighting 25%)**

4.1 Critically discuss the skills required to lead strategic change within an organisation

4.2 Justify a personal development plan to support the development of leadership skills to lead strategic change

**NUMBER OF SESSIONS:** Two - approximately 14 hours in total, plus self-study

**SESSION TOPICS:** Session 1: The skills required to lead strategic change

 Session 2: Developing skills to lead strategic change

**Note to tutors: this is the recommended session plan for learning outcome 4, element 4 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 skills required to lead strategic change

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 7 hours | Introduction to session and learning outcomes | Use file: **6ULSC Presentation E4**Explain session content and links to Learning outcome 4and Assessment criteria  **AC4.1 Critically discuss the skills required to lead strategic change within an organisation** **Tutor please note much of the learning input for this session has been covered in the Session plans for Elements 1, 2 and 3, Learning outcomes 1, 2 and 3 and the Study guide chapters 1, 2 and 3. Please direct the students to this if they are unfamiliar with any of the ideas or would like a reminder.****Optional-**Carry out a learning review of Element 3, LO3, Session 4 Define the following terms, concepts and principles from session 4* Impact analysis of organisational change
* Methods for meeting stakeholder expectations
* Communication methods for the change process
* Methods for monitoring and reviewing stakeholder requirements and expectations

Ask for verbal definitions OR set as a written mini testFacilitate responses and discussion | 1-4 | Learners should revisit their notes from the sessions for Elements 1,2 and 3, and Study guide Chapters 1-3.Learners prepare answers to learning review questions |  |
| Strategic direction skills | Ask learnersWhat skills are needed for leading the strategic direction of an organisation?Facilitate their responses and discussion**Go through Strategic direction concepts (these are from Element 1 LO1 Session 1 and Chapter 1 of the study guide)**Explain the role of the leader in * The creation of an organisation’s vision, mission and values
* The communicating of the organisation’s vision, mission and values
* Embedding of the organisation’s vision, mission and values

Explain the skills required in carrying out these roles | 5-11 | As individuals, learners should define what skills are needed for leading the strategic direction of an organisation |  |
| Organisational analysis skills | Ask learnersWhat skills are required for organisational analysis? Facilitate their responses and discussion**Go through Organisational analysis tools (these are from Element 2 LO2 Session 2 and Chapter 2 of study guide)*** PESTLE analysis
* 5 Forces analysis (Porter)

Explain organisational analysis skills are helpful for leading strategic change as they focus on the external environment and drivers for change.Provide some local examples if possibleMore information on <http://www.businessballs.com/portersfiveforcesofcompetition.htm>Get them working **on 6ULSC E4 LO4 ACTIVITY 1 -** Key SkillsFacilitate their presentation and findings | 12-15 | As individuals, learners should define what data an organisation’s change plan should contain  | **6ULSC E4 LO4 ACTIVITY 1 -****-** Key skills |
| Leadership and change management skills | Ask learners What skills are required for leading and managing change? Facilitate their responses and discussion Go through Leadership and change management skills (from Element 2 Learning outcome 2 and Chapter 2 of the Study guide)Go through Leadership and change management skills (from Element 3 Learning outcome 3 and Chapter 3 of the Study guide)Explain Self-assessment tool template (from Chapter 4 of the study guide)Explain Competency frameworks and Transformational Leader Competency Model (Bennis & Nanus).More information on <https://mbsportal.bl.uk/taster/subjareas/busmanhist/mgmtthinkers/bennis.aspx>Explain Strategic leadership styles (Martin)* Aspirational visionary style
* Public relations style
* Operational tactical style
* Human resource style
* Financial engineering style
* Analytical style

More information on <https://www.mindtools.com/pages/article/newLDR_84.htm>Get them working **on 6ULSC E4 LO4 ACTIVITY 2**Evaluate the skills required to lead strategic changeFacilitate their presentation and findings | 16-23 | As individuals, learners should define what skills are required for leading and managing change | **6ULSC E4 LO4 ACTIVITY 2 -** Evaluate the skills required to lead strategic change |
|  | Organisational performance outcomes | Ask learners How can outcomes from organisational performance help with evaluating skills?Facilitate their responses and discussionExplain Organisational performance outcomes * Outcomes from performance reviews or appraisals conducted by the organisation
* Results of any assessment centres they have attended
* Results of any internal/external recruitment and selection processes (where the leader has applied for/interviewed/received or not received a job offer)
* Results of 360-degree feedback exercises
* Results of and feedback from Psychometric assessments (ability, personality or behavioural preferences)
* Feedback from internal stakeholders (informal from colleagues, peers, team members)
* Feedback from external stakeholders (formal/informal from customers/suppliers/Network contacts)
* Involvement in/outcomes of any recent/previous organisational change projects. These could be operational or strategic level
 | 24-26 | As individuals, learners should define how outcomes from organisational performance help with evaluating skills |  |
|  | Longer term development | Ask learners What can help identify longer term development goals?Facilitate their responses and discussionShow definition of Career anchors concept (from study guide)Explain the Career anchors (Torrington, Hall and Taylor (2002) Explain that any development opportunities should take into account longer term factors such as Career anchors otherwise development may be challenging or not completed.More on <https://www.mindtools.com/pages/article/newCDV_99.htm>Get them working **on 6ULSC E4 LO4 ACTIVITY 3**Discuss the skills required to lead strategic change within an organisationFacilitate their presentation and findings | 27-30 | As individuals, learners should define what can help identify longer term development goals | **6ULSC E4 LO4 ACTIVITY 3 -** Discuss the skills required to lead strategic change within an organisation |
|  | Review of session and learning outcomes | Review session content and links to learning outcome and assessment criteria**AC4.1 Critically discuss the skills required to lead strategic change within an organisation** 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: Developing skills to lead strategic change

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 7 hours | Introduction to session and learning outcomes | Use file: **6ULSC Presentation E4**Explain session content and links to Learning outcome 4 and Assessment criteria  **AC4.2 Justify a personal development plan to support the development of leadership skills to lead strategic change** | 31 |  |  |
|  | Summarising development opportunities | Ask learners How can a leader summarise opportunities for development?Facilitate responses and discussionExplain Personal SWOT framework• Potential Strengths in this area- based on the analysis of skills/feedback/outcomes• Potential Weaknesses (development areas)- based on the analysis of skills/feedback/outcomes• Potential Opportunities for development- how can the development areas be addressed?• Potential Threats (risks) to your development- what might impact on the opportunities for development?Get them working **on 6ULSC E4 LO4 ACTIVITY 4 -** Personal SWOTFacilitate their presentation and findings | 32-34 | As individuals, learners should define How a leader can summarise opportunities for development? | **6ULSC E4 LO4 ACTIVITY 4 -** Personal SWOT |
|  | Career planning | Ask learners What can help the leader identify development options?Facilitate responses and discussionExplain Career planning- Seven levels framework (Pedler)1. Managing self- Manage ourselves and our work2. Managing others- Managing other people in small teams3. Manage managers- Managing individuals and teams through their managers4. Functional managers- Manage a business function at operational level and contribute to overall business goals5. Business manager- Manage groups of functions, managing a business unit of the general management team6. Group manager- Manage a group of business units, coordinating activities7. Enterprise manager- Manages the strategic direction of the whole business concernExplain how this framework helps identify what new skills are required to move to the next level and should also help encourage thoughts on how these skills could be developed.Explain sources for developmentExplain the three basic questions that help plan development | 35-39 | As individuals, learners should define What can help the leader identify development options?As individuals, learners should define how the leader should deal with resistance to change  |  |
|  | Planning personal development | Ask learners What should a leader consider when creating a personal development plan?Facilitate responses and discussionExplain SMART development objective frameworkShow example SMART development objective (from Study guide). Discuss why is it SMART?Explain the SMART framework can be adapted to form a SMART leadership development plan. Discuss example (from Study guide).Get them working **on 6ULSC E4 LO4 ACTIVITY 5 -** Personal development planning Facilitate the presentation of their findings. Provide feedback on their findings. | 40-44 | As individuals, learners should define what a leader should consider when creating a personal development plan | **6ULSC E4 LO4 ACTIVITY 5 -** Personal development planning |
|  | Reviewing and evaluating the personal development plan | Ask learners How can a leader review the progress of the personal development plan?Facilitate responses and discussionExplain the principles of reviewing progressExplain Development log example from study guide). Discuss the value of following of this approach.Explain evaluating development outcomes concept (from study guide). Discuss the value of following this approach.Explain Evaluating development 4 - Stages (Kirkpatrick) concept. Discuss how this could help in evaluating outcomes of the development. How far along the stages should the development take the leader?Get them working **on 6ULSC E4 LO4 ACTIVITY 6 -** Personal development planning to support the development of leadership skills to lead strategic change | 45-50 | As individuals, learners should define how a leader can review the progress of the personal development plan | **6ULSC E4 LO4 ACTIVITY 6** - Personal development planning to support the development of leadership skills to lead strategic change |
|  | Review of session and learning outcomes | Review session content and links to learning outcome and assessment criteria**AC4.2 Justify a personal development plan to support the development of leadership skills to lead strategic 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. |  |