### SESSION PLAN

**COURSE:** ABE Level 6 Organisational Design, Development and Performance

**ELEMENT:** Element 1 – Organisational Design

## **LEARNING OUTCOME 1**

**Critically evaluate the concept of organisational design to evaluate the performance of the organisation (20%)**

1.1 Analyse the theoretical basis of organisational design

1.2 Compare and contrast models and tools used to manage the organisational design process

1.3 Critically evaluate the different structures used in an organisation

**NUMBER OF SESSIONS:** Three - approximately ten to twelve hours, plus self-study

**SESSION TOPICS:** Session 1: The theoretical basis of organisational design

Session 2: Models and tools used in the organisational design process

Session 3: Different organisation structures

**Note to tutors: this is the recommended session plan for learning outcome 1, element 1 of ABE Level 6 Organisation Design, Development and Performance. 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 theoretical basis of organisational design

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 4-5 hours | Introduction to session and learning outcomes | Use **5UODD Tutor Presentation E1.pptx**  Explain the unit, and what is going to be covered.  In small groups, learners should identify what they want to learn from the unit. Set out some personal learning objectives  Ask all students to describe an organisation that they are familiar with. Give them all 5 minutes to do this, and explain that you will be using these organisations as examples throughout the module. | 1-5 | Take part in the opening discussion about organisations. |  |
| Strategy | Explain the nature of strategy, vision and mission and how they inter-relate.  Look at the study guide for definition of strategy, vision and mission. Make it clear what the differences are between the three.  Choose one of the organisations that the students have just described and explain how the strategy, mission and vision of that organisation would be described. Use this to introduce the learning activity.  Now that you have used the example of an organisation the learners try to do this themselves.  Learners try to explain the strategy of an organisation that they know.  Ask learners to develop their understanding of the strategy so that they can also give a vision and a mission.  Allow them 30 minutes to discuss this in small groups, and then 30 minutes to present back to each other in one large group, | 6-8 | Make notes, ask questions and contribute to discussions. Provide feedback where asked. |  |
| Scientific Management | Explain what scientific management is.  Explain how it was used in the original factories making Ford cars. Explain that this was part of the reason that Ford used long production lines.  Place this YouTube film to explain this in more detail: <https://www.youtube.com/watch?v=8PdmNbqtDdI>  Brief students on Activity 1. | 9 | Complete Activity 1: Write an evaluation of scientific management, determining what (if anything) we could learn from applying it to organisations today. | **6UODD E1 LO1 Activity 1 – Scientific management** |
| Understanding Scientific Management | Brief students on Activity 2, for completion in small groups.  Allow students one hour to do this. |  | Activity 2  Start this task by gaining a better understanding of scientific management. To do this read the following journal article (allow the students time to read this in class)  Grachev, M and Rakitsky, B (2013) "Historic horizons of Frederick Taylor's scientific management", Journal of Management History, Vol. 19 Iss: 4, pp.512 - 527  Then, apply the theory. As a Group go and observe a task being carried out. For example, you could go to your college canteen and watch a meal being prepared, or you could go to the office and watch someone carry out one of the many tasks that are carried out each day.  Identify each step of the process, time it and break down the skills that are required. | **6UODD E1 LO1 Activity 2 – Scientific management applied** |
| Systems Theory, Chaos Theory and Complexity Theory | Compare these theories. Refer to the study guide for detail on the theories.  End the session by summarising the theory of organisation design. | 10-14 |  |  |
|  | Review of session and learning outcomes | Ask students to read the second section of the study guide prior to the next session.  Ask students to write down their understanding of the theory underpinning organisation design, and come prepared to discuss that at the start of the next session. |  | Pre-session preparation.  Homework activity 3. | **6UODD E1 LO1 Activity 3 – Theory underpinning organisation design** |

### SESSION 2: Models and tools used in the organisational design process

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative assessment** |
| 3-4 hours | Introduction to session and learning outcomes | Use Tutor presentation E1  Learning outcome 1.2  Start the session by asking students what they wrote in their thoughts about organisation design in Homework Activity 3. Recap, and ensure everyone understands the theory covered in the last session. | 15 | Present key findings from Homework Activity 3. |  |
|  | Galbraith 5 Star Model | Explain the model, working through each of the 5 stars.  Go back to the study guide for definitions of each of the stars. Build up the theory by working through the stars one by one.  Play this film: <https://www.youtube.com/watch?v=41v3PENTEXw>  Choose one of the organisations that students described in the first session and apply the model to that organisation.  Set Activity 4. Allow students 30 minutes to complete the analysis, and then 20 minutes to present back in groups. | 16-17 | Complete Activity 4 in small groups.  You have now applied the model to an organisation so tell students that they are now going to attempt the same.  As a group choose an organisation to study. This could be an organisation that is well known in your home country, it could be the organisation where one of the group works or it could be the college where you are studying.  Analyse the organisation by identifying its key characteristics under each of the five stars. | **6UODD E1 LO1 Activity 4 – Galbraith 5 Star Model** |
|  | McKinsey 7S Model | Explain the McKinsey 7S model. Use this film to assist you: <https://www.youtube.com/watch?v=yGceFEDmtIM>  Use the following questions as discussion points:   * Do the shared values express what the organisation is about? Do they fit with the structure, strategy and systems of the organisation? * Do the ‘hard’ elements support each other? Do they define what we want the organisation to be like? * Do the ‘soft’ elements support the hard elements? Do they support each other, and if not what needs to change?   Brief Activity 5 to the class. Allow students 40 minutes to apply the model, and then to answer the question. | 18-19 | Complete Activity 5 in groups.  As a group apply the McKinsey 7S model to the same organisation to which you applied the Galbraith 5S model.  Do the models tell you different things? Which is most useful? | **6UODD E1 LO1 Activity 5 – McKinsey 7S Model** |
|  | Burke-Litwin Causal Model | Explain the Burke-Litwin Casual Model. Use this film to assist you: <https://www.youtube.com/watch?v=50cxsdq3yvs>  Ask students to write a brief overview and comparison of the three models as a piece of homework (Activity 6). | 20-21 | Activity 6: write a brief overview and comparison of the three models as a piece of homework. | **6UODD E1 LO1 Activity 6 – Models comparison** |
|  | Aspects of organisation design | Discuss the physical and psychological aspects of organisation design, and lead a discussion on the impact that these factors really do have on the way that an organisation is designed.  With the students choose one of the organisations they described as a basis for this analysis, and go back to the factors in the study guide. Work through each of these, and apply them to the chosen organisation. How have these factors affected the design of the organisation?  How does health and safety affect the design of the organisation?  Do the hours of work affect the way that the organisation is designed? | 22-24 |  |  |
|  | Review of session and learning outcomes | Ask students to read the remaining part of chapter 1 of the study guide before attending the next session. |  | Read the remaining part of chapter 1 of the study guide before attending the next session. |  |

### SESSION 3: Different organisation structures

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 3-4 hours | Introduction to session and learning outcomes | Use Tutor Presentation E3  Learning outcomes 1.3  Review the homework task (Activity 6) bringing out key points. | 25 | Share homework with the class and take notes. |  |
| Organisation structures | Introduce the topic of organisation structures, but before teaching the different types of structure ask students to complete Activity 7. Get them thinking about structures before you tell them about the different approaches.  When they have done the activity ask them to present back their findings to the whole group. |  | Complete Activity 7  Draw out the organisation structures of at least three organisations to be chosen by the group. As a group discuss the advantages and disadvantages of each structure you have identified.  So, what are the different ways of structuring an organisation? | **6UODD E1 LO1 Activity 7 – Organisation structures** |
| Features of structures | Organisations can be formal or informal, and hierarchical or flat.  Explain the approach of WL Gore (see the course notes). Ask students whether they think that this could really work, and whether it would work in the organisation with which they are familiar. Play this video with the CEO of W L Gore explaining their philosophy: <https://www.youtube.com/watch?v=47yk2upT7tM&t=416s> | 26 | Take notes, contributing to discussions. |  |
| Divisional Structure | Outline the divisional structure.  Ask the learners what they see as the advantages and disadvantages of the structure. Record these on the flipchart.  All learners who have worked in a divisional structure are asked to present to their fellow learners about what they liked and disliked about the structure. | 27-28 |  |  |
| Functional Structure | Outline the functional structure.  Again, ask the learners about the advantages and disadvantages and record them on the flipchart.  Take time to look at the two lists. Is there one of the two structures that seems to work better, or do they each work better in different situations?  All learners who have worked in a functional structure are asked to present to their fellow learners about what they liked and disliked about the structure. | 29-30 | Contribute to the discussion on the functional structure sharing experiences where relevant. |  |
| Matrix structure | Explain the way that a matrix structure works, and lead a discussion on the situations in which it would work most effectively.  Then present the network and cluster structures.  Refer to the Study Guide for details on these structures.  Brief Activity 8 and debrief on completion. | 31-34 | Activity 8  As a group, choose three organisations which are structured differently. Draw out the structure of those organisations. How do they differ? Do you think that the organisation structures are fit for purpose? As you compare them, do you think that you would recommend a different structure to enable the organisation to work more effectively? Why/why not? | **6UODD E1 LO1 Activity 8 – Organisation structures** |
| Virtual organisations | Explain the growing use of virtual organisations. Go to <http://www.oocities.org/mis_b600/examples.html> for examples of virtual organisations to discuss with the students.  Ask the following questions to promote discussion:  Do you feel comfortable working in a situation where your manager is based in another country?  What do you see as the problems of this situation?  How would you address these problems?  Brief homework Activity 9. | 35-36 | Watch and take notes, contributing to the discussion.  Homework Activity 9 - read the following journal article:  Black, JA and Edwards, S (2000) "Emergence of virtual or network organizations: fad or feature", Journal of Organizational Change Management, Vol. 13 Iss: 6, pp.567 – 576  Having read it, contemplate whether virtual or network organisations are likely to become a feature of work in the country where you live and work. Come prepared to discuss this in class | **6UODD E1 LO1 Activity 9 – Virtual or network organisations** |
| Review of session and learning outcomes | Ask students to prepare for the next session by reading the first section of the next chapter in the study guide. |  |  |  |

### 