### SESSION PLAN

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

**ELEMENT:** Element 3 – Organisational Development

## **LEARNING OUTCOME 3**

**Critically evaluate the theoretical and practical basis of organisational development to allow development of appropriate strategies (20%)**

* 1. Evaluate the theoretical basis of organisational development
  2. Analyse the process of organisational development
  3. Appraise the role of the employee in effective organisational development

**NUMBER OF SESSIONS:** Three - approximately twelve to fifteen hours in total (plus self-study)

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

Session 2: The process of organisational development

Session 3: The role of the employee in effective organisational development

**Note to tutors: this is the recommended session plan for learning outcome 3, element 3 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 development**

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 4-5 hours | Introduction to session and learning outcomes | Use **6UODD Tutor Presentation E3**  Explain the element and what is going to be covered. | 1-4 |  |  |
| Organisation Development | Activity 1 Ask the learners what they think organisation development is. Ask them to each give a one sentence definition explaining their thoughts.  Ask the students to explain the organisation development they have observed in organisations.  Allow 20 minutes for this  Explain the definitions of organisation development.  Organisation development is about change  Organisation development is about being competitive  Come back to the definition of an organisation being a group of people. So, developing the organisation is about developing the people.  Play this video: <https://www.youtube.com/watch?v=RdDg3udzK2E> | 5 | Complete Activity 1  Say what you think organisation development is. Give a one sentence definition explaining your thoughts.  Explain the organisation development you have observed in organisations.  Share your thoughts with the class.  Make notes throughout. | **6UODD E3 LO3 Activity 1 – Organisational development** |
| Founders of OD | Work through the initial background to OD. Explain the work of key theorists such as Lewin and Tannenbaum.  Explain the concept of action research.  Explain the use of T groups  Discuss with the students how these early approaches relate to today’s approach to OD.  Brief Activity 2 and debrief the responses in class. | 6-7 | Activity 2  Watch the short film about action research at <https://www.youtube.com/watch?v=ZHiZdh85R3w>.  As a group discuss how this approach would work in the organisations with which you are familiar. Identify the strengths and weaknesses of the approach. | **6UODD E3 LO3 Activity 2 – Action research** |
| Hawthorne Studies | Explain the Hawthorne Studies. Cover what was done, and what conclusions were drawn from this.  Watch the short film about the Hawthorne studies at <https://www.youtube.com/watch?v=rLVp-CrBnPo>.  **Class discussion**: As a group discuss what was learnt from this. What can we learn about the way that we should approach organisation development today?  Allow 20-40 minutes for this.  Brief Activity 3 and help learners to complete their summaries if requested. | 8-9 | Contribute to the **Class discussion**.  Activity 3: Summarise the key theories relating to the foundations of OD. | **6UODD E3 LO3 Activity 3 – Key theories: summary** |
| Human Relations Approach | Conclude the findings from the Hawthorne Studies by explaining the Human Relations Approach to OD.  The social side of work, and investing people in, is as important as (if not more important than) the physical design of work. | 10 | Make notes and ask questions as required. |  |
| Humanistic and Democratic Principles of OD | Explain the humanistic and democratic principles of OD  Humanistic principles:   1. Providing opportunities for people to function as human beings rather than as resources in the productive process. 2. Providing opportunities for each organisation member, as well as for the organisation itself, to develop to their full potential. 3. Seeking to increase the effectiveness of the organisation in terms of all of its goals. 4. Attempting to create an environment in which it is possible to find exciting and challenging work. 5. Providing opportunities for people in organisations to influence the way in which they relate to work, the organisation, and the environment. 6. Treating each human being as a person with a complex set of needs, all of which are important to their work and their life.   Democratic principles:   * Authoritarian and autocratic approaches – will they stop organisational growth occurring? * Arbitrary management practices – if there is no reason for management practices why will they help the organisation to perform and then to develop? * Dysfunctions of bureaucracies – what is the purpose of the rules in the organisation? Do they enhance the activities or do they put in place restrictions that are not really necessary?   Facilitate a **Class Discussion** on how these might be applied in practice.  Brief Activity 4. Ask students to use the principles as a form of checklist. Apply this checklist to their organisation and determine whether or not the humanistic and democratic principles are applied in their organisation.  Allow 30 minutes for this. | 11-13 | Make notes and ask questions as required.  Take part in the **Class Discussion**.  Complete Activity 4 in groups. | **6UODD E3 LO3 Activity 4 – Humanist and democratic principles** |
|  | Behavioural Science | Explain the basis for behavioural science  Brief Activity 5. Allow 20 minutes for this and debrief students’ answers.  **Class discussion**: ask students think about a situation in which their employer has rewarded them or punished them.  What was the reward/punishment?  Did it change their behaviour? If so, what was the change? | 14-16 | Complete Activity 5.  One of the leading researchers in the area of behavioural science was Ivan Pavlov. Watch the short video at <https://www.youtube.com/watch?v=hhqumfpxuzI> and then discuss what it tells us about the world of work and how we can motivate employees.  Contribute to the **Class discussion** by sharing your experiences. | **6UODD E3 LO3 Activity 5 – Humanist and democratic principles** |
|  | Social Learning Theory | Explain social learning theory. Here you could show the students the Bandura experiments – using a clip from <https://www.youtube.com/watch?v=UbruJh0MODI>  **Class discussion**: ask for input from students who have been in employment. Do they think that they have copied people in the organisation to learn what to do? Think back to when they first joined the organisation. In the induction process where they thinking about how to copy people? Have they copied bad habits as well as good habits? | 17-18 | Contribute to the **Class discussion** by sharing your experiences. |  |
|  | Review of session and learning outcomes | Summary.  For homework, ask students to review the stakeholder mapping model before the next session. Review study guide (section 3.2) for general session preparation. | 19 | Complete homework. |  |

### SESSION 2: The process of organisational development

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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: **6UODD Tutor Presentation E3**  Learning outcome 2.2 | 20 |  |  |
|  | Stakeholders | Revise the concept of a stakeholder with the group. Revise the stakeholder mapping model.  To check that students remember this, facilitate Activity 6.   * List the stakeholders in an organisation you are familiar with. * List the four sections of the stakeholder mapping model. * Go back to the stakeholders which you previously identified. Discuss what role you think that they might have in the development of an organisation.   Allow 30-45 minutes for this Activity. Facilitate feedback in class. | 21 | Complete Activity 6. | **6UODD E3 LO3 Activity 6 – Stakeholder mapping model revisited** |
|  | Phases of organisation development | Work through the different phases of organisation development, explaining each one thoroughly.   1. Contracting 2. Diagnosing 3. Intervention 4. Evaluation   To explain the steps use the example of an organisation that you are familiar with that has undergone a lot of change. You could use an organisation like Kodak which had to move from producing film to producing digital cameras, and is now promoting film again:  Use the material at: <https://www.slideshare.net/carolinathomas/kodak-case-study-5802845>  Take at least 45 minutes to do this thoroughly.  Next brief Activity 7 for completion in pairs. Choose an organisation that all of the group know a little about. Think of a change that this organisation has faced. Work through the four steps that are set out and explain how this organisation could have addressed each of them.  Allow 30 minutes for this activity. | 22-27 | Complete Activity 7. | **6UODD E3 LO3 Activity 7 – Four steps of organisation development** |
|  |  | Brief Activity 8.  Ask students to write a briefing paper for one of their stakeholders to explain a change that the organisation would like to make.  How would they use the stakeholder mapping to help to decide how to write this briefing paper?  Allow 45 minutes to do this and then 30-45 minutes to present to each other. |  | Complete Activity 8. Write a briefing paper for one of your stakeholders (from Activity 7’s organisation) to explain a change that the organisation would like to make.  How would you use the stakeholder mapping to help to decide how to write this briefing paper? | **6UODD E3 LO3 Activity 8 – stakeholder mapping: briefing paper** |
|  | Review of session and learning outcomes | Summarise.  Brief Activity 9 as homework and ask students to prepare for the next session using the study guide (section 3.3) | 28 | Complete homework (Activity 9):  Activity 9: Focus on one of the four steps of the OD process. Write a briefing paper for a senior manager in your organisation explaining what should be done to make that step of the process successful. | **6UODD E3 LO3 Activity 9 – Four steps: briefing paper** |

**SESSION 3: The role of the employee in effective organisation development**

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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: **6UODD Tutor Presentation E3**  Learning outcome 2.3  Debrief the homework activity (Activity 9), seeking input from the class. | 29 |  |  |
| Team types | Work through the different team types, as identified by Belbin.   * Chairperson * Company worker * Shaper * Plant * Resource investigator * Monitor/evaluator * Teamworker * Completer/finisher   Use this film to help the explanations: <https://www.youtube.com/watch?v=jleXGZdIWr8>  Having explained each of these team types ask the students to identify which of the team types best describes them.  Think of a successful team. Identify which of the team types can be linked to each member of the team.  Having completed this, do you think that this explains to you why the team was successful or unsuccessful?  Split students into small groups for Activity 9, and made sure that they are focusing on different teams. It does not have to be a business team, it could be a sports team or a music team or any other team.  Allow 45 minutes for this. | 30 | Activity 10  In the last chapter you looked at the role of transformational leadership. Does a transformational leader result in more engaged teams? Read the following articles:  Dionne, SD, Yammarino, FJ, Atwater, LE and Spangler, WD (2004) "Transformational leadership and team performance", Journal of Organisational Change Management, Vol. 17 Iss: 2, pp.177 – 193  and  Liu, J, Liu, X and Zeng, X (2011) "Does transactional leadership count for team innovativeness?: The moderating role of emotional labor and the mediating role of team efficacy", Journal of Organisational Change Management, Vol. 24 Iss: 3, pp.282 – 298  Prepare a 10 minute presentation to answer the question. | **6UODD E3 LO3 Activity 10 – Teams in action** |
| Motivation | Explain and critically analyse the following motivation theories. There is detail about them all in the study guide.   * Maslow’s Hierarchy of needs * Herzberg’s Two Factor model * Vroom’s Expectancy Theory * Adam’s Equity Theory * Latham and Locke’s Goal Theory   Brief Activity 11. Allow 40 minutes for part 1 and advise that part 2 should be completed as homework. Output of the homework should be reviewed in the first session of the next element. | 31-35 | Activity 11  What motivates the people that you work with? As a group put together a questionnaire that you could give to people you work with which would help to determine what really motivates them.  When you have put the questionnaire together give it to at least 40 people (you could use an online tool such as Survey Monkey if that works for you) and collate the results.  As a group analyse those results and see whether the motivation of your chosen sample can be explained by any of the motivation theories you are learning here.  *This second part needs to be completed as homework - for discussion in one of the sessions in element 4, when the survey results come in.*  Then, compare your findings with those reported in the following journal article: Wiley, C, (1997) What motivates employees according to over 40 years of motivation surveys, International Journal of Manpower, Vol. 18 Iss: 3, pp.263 – 280. How do your findings differ? | **6UODD E3 LO3 Activity 11 – Motivation** |
| Systems Theory | Explain the concept of an organisation as a system  A system can be closed or open, but organisations are primarily open systems that are affected by what is happening around them.  Facilitate a **Class discussion** on the role that the employee has to play in the OD process.  Ask the class: what role do you think that the employee has to play in the OD process? Have you seen this role in operation in your organisation? Why/why not? | 36-37 | Take part in the **Class discussion**. |  |
| Competencies | Identify the competencies that are required in people to ensure success in organisation development. For example:  IT skills  Finance skills  People skills  Facilitate a **Class discussion** about these competencies, and what is most important.  What competencies are most needed to make an organisation competitive?  What competencies do you have to use most often at work?  If you had a limited learning and development budget, which skills would you focus on developing? | 38-39 | Contribute to the **Class discussion** on competencies. |  |
| Summary | Summarise the process of OD and what needs to be in place for the process to be successful.  **Class discussion**: ask students to take 30 minutes to summarise the OD process on one sheet of flip chart paper. Then, they can present it to each other. | 40 | Contribute to the **Class discussion** summarising the OD process. |  |
| Review of session and learning outcomes | Students to read the first section of the next chapter of the study guide before the next session. They should also complete the homework element of Activity 11 set earlier in this session if not already done. |  | Complete homework. |  |

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