### SESSION PLAN

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

**ELEMENT:** Element 4 - Defining successful performance of the organisation and managing change

## **LEARNING OUTCOME 4**

**Critically assess the success of an organisation by defining acceptable and excellent performance**

* 1. Critically discuss the concept of success in an organisation
  2. Critically review models of change and their application in the organisation
  3. Analyse the link between management of change and successful performance of an organisation

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

**SESSION TOPICS:** Session 1: The concept of success in an organisation

Session 2: Models of change and their application in the organisation

Session 3: The link between the management of change and successful performance of an organisation

**Note to tutors: this is the recommended session plan for learning outcome 4, element 4 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 concept of success in an organisation**

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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 E4.**  Explain the element and what is going to be covered. | 1-4 |  |  |
| Success | Debrief the Homework Activity from Element 3 Activity 11 if the survey results are available. If not, postpone this to session 2 or session 3.  Start the session by setting Activity 1.  Debrief it by facilitating a discussion about the nature of success in an organisation.  To understand the concept of success in the process of organisation development read the following article:  Set learners Activity 2: to read Arnold, P (2015) "Evidence and leading indicators of change success", Strategic Direction, Vol. 31 Iss: 10, pp.1 – 5. (This article will be available in their online student resources.)  They should spend 20-30 minutes reading and making their own notes. | 5 | Feedback on Activity 11, element 3.  Activity 1  What is a successful organisation?  Name an organisation that you would define as being successful.  Why is that organisation seen as being successful?  Organisations that are often deemed to be successful are those such as Apple, Google, Microsoft, etc. Why? Is financial success all that matters? | **6UODD E4 LO4 Activity 1 – Defining success**  **6UODD E4 LO4 Activity 2 – Article review** |
| Boston Consulting Group Matrix | Explain the Boston Consulting Group Matrix.  Use this film applying the model to Coca-Cola to help: <https://www.youtube.com/watch?v=Awc-Ivk2U84>  Brief Activity 3: choose an organisation that all the group know which has a number of different products and services. Apply this matrix to that organisation.  Allow 30 minutes for this and then facilitate feedback. | 6-7 | Complete Activity 3.  The organisation wants to be successful. How would you advise them if you were looking at the results of this matrix?  Answer these questions:  If you were advising the organisation what would you tell them? Would you suggest that some of the products or services should be stopped? If so, what? Should the organisation consider some new innovations? | **6UODD E4 LO4 Activity 3 – Boston Consulting Group Matrix** |
| Key Performance Indicators | Lead a discussion about KPIs.  How do we define KPIs?  What should they be for an organisation?  Are some KPIs difficult to measure? If so, how should we approach those?  Should we still include them, or are objective measures the only ones that matter?  **Class discussion** - ask the students:  In the last activity you decided on whether different products or services in an organisation should continue. How did you decide this? Did you use any KPIs?  If someone disagreed with your decision what KPIs could you use to justify what you suggested? | 8-9 | Make notes.  Contribute to the **Class discussion**. |  |
| Balanced Scorecard | Explain the balanced scorecard and how it is used in organisations.  A useful film is: <https://www.youtube.com/watch?v=M_IlOlywryw>  Brief the class to complete Activity 4 (45 minutes) and facilitate feedback afterwards. | 10 | Activity 4  Apply the balanced scorecard to an organisation of your choice. Think about how it performs under each of the headings. Create this as a group and make sure that everyone has the opportunity to contribute.  When you have completed the balanced scorecard take a moment to think about what it tells you. What does the organisation need to change to become more successful? | **6UODD E4 LO4 Activity 4 – Balanced scorecard** |
|  | Target setting | Explain the SMART acronym, and explain to students how it can be difficult to apply.  Specific  Measureable  Achievable  Realistic  Time-bound  Class discussion: SMART objectives.  Think of the teaching that you are doing and with the group create some SMART objectives that all of you could agree to try to achieve.  Go back to the organisation that students were thinking about when applying the balanced scorecard.  Write three objectives for this organisation, ensuring that they meet the SMART acronym.  Brief the class on Activity 5 to be completed in pairs. | 11 | Contribute to the **Class discussion.**  **Complete Activity 5**: With reference to any organisation with which you are familiar list out the factors which suggest success, and the factors which suggest failure. | **6UODD E4 LO4 Activity 5 – Success or failure?** |
|  | Review of session and learning outcomes | Summarise.  Tell the class to read the remainder of chapter 4 before the next session | 12 |  |  |

**SESSION 2: Models of change and their application in the organisation**

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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 E4.**  Learning outcome 4.2 | 13 |  |  | |
|  | Types of change | Explain the different types of change, and why there might be different types:   * Smooth incremental * Bumpy incremental * Discontinuous   **Class discussion**: ask each student to think of a change that they have been involved in (ideally this will be a business related change, but if students struggle to think of an example they could use a non-business related example).  How many of the changes that are suggested by the students fit into each of these three categories? | 14 | Contribute to the **Class discussion**. |  | |
|  | Lewin’s Model of Change | Explain the three stages of Lewin’s Model of Change   * Unfreezing * Change * Freezing   Brief the class on Activity 6 and debrief answers afterwards. | 15 | Activity 6  Think of a change that has happened, or you thing is going to happen. Each member of the group should think of a separate example.  For each of the examples apply Lewin’s model. Does it work? Does it give you an insight into the way that change should be managed?  Allow 30 minutes for this | **6UODD E4 LO4 Activity 6 – Balanced scorecard** | |
|  | Kotter’s 8 stage model | Talk through the 8 stages of Kotter’s model.  Use this film to assist with the explanation: <https://www.youtube.com/watch?v=YJ3EGdZ3_pU>  Discuss the PepsiCo case study (details in the notes) to explore the model in more detail.  **Class discussion**: ask the students to think about what PepsiCo did and to apply that to the organisation example that they have given of change. Would taking those steps mean that the change was managed more effectively? | 16-17 | Make notes and ask questions.  Contribute to the **Class discussion**. |  | |
|  | Successful management of change | Take an example of a change – it could be one of the examples that the students gave, or it could be a change that you know of.  For that change:  Was their dissatisfaction with the current situation?  How desirable was the change?  Did the people believe that the change was practical?  What was the cost of changing?  **Class discussion**: ask each student to go back to the example of change that they gave earlier. Ask them to apply the questions asked here.  When everyone has applied it ask the students to compare their findings. How often do we find that the cost of changing is the greater amount in the equation?  Allow 30 minutes for this | 18 | Make notes and ask questions.  Contribute to the **Class discussion**. |  |
|  | Bridges and Mitchell | Explain the process set out by Bridges and Mitchell for managing change   * Saying goodbye * Shifting into neutral * Moving forward   This is very similar to the Lewin model that you started this session with. Ask the students to compare the two models, and to identify the similarities and differences. | 19-20 | Make notes and contribute to the discussions. |  | |
|  | Resistance to change | Explain the Kubler-Ross transition curve:   * Denial * Anger * Depression * Acceptance * Testing * Hope   Brief students on Activity 7 and debrief afterwards – bringing out key points. | 21 | Activity 7  Why do people resist change? As a group discuss this, and gather ideas about the reasons that you have noticed. Gather these ideas together.  Using your analysis, write a briefing for management on how to manage change. In this briefing focus on the way that they can reduce the negative aspects of change and hence can manage change with the minimal negative impact on the organisation. | **6UODD E4 LO4 Activity 7– Resistance to change** | |
|  | Review of session and learning outcomes | Summarise.  Brief the class to complete Activity 8 as homework. They should also read the remainder of chapter 4 before the next session | 22 | Activity 8: Choose any model of change and apply it to a change that you have seen taking place in an organisation. Given the insight that you have from this model, what you would suggest is done differently in managing change in the organisation in future? | **6UODD E4 LO4 Activity 8 – Models of change** | |

**SESSION 3: The link between the management of change and successful performance of an organisation**

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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 E4.**  Learning outcomes 4.3 | 23 |  |  |
| Diversity | Explain the research which sets out the impact of diversity on the management of change.  Refer to:  The U shaped model of the impact of diversity  Psychological safety  The benefits and problems associated with diversity  **Class discussion**: Discuss what you have learnt about diversity and change. Do you think that diversity has had an impact on the management of change that you have been involved with? Was that a positive or negative impact?  20 minutes  Brief Activity 9: Think about a group that you have been involved with, where change has occurred. Identify the different elements of diversity in that group:  Age  Race  Religion  Gender  Any other factors  Do you think that the level of success achieved in that change process was linked to the diversity of the group in any way? What impacts did you observe?  Do you think that the group would have been more successful if there had been less diversity?  Allow 30-45 minutes for this Activity. | 24 | Make notes and ask questions.  Contribute to the **Class discussion**.  Complete Activity 9. | **6UODD E4 LO4 Activity 9 – Diversity** |
| Action Learning | Explain the steps of action learning:   1. Research – finding out more about the issue 2. Learning – exploring what is unknown 3. Action – to resolve the problem   Use this film to help the explanation: <https://www.youtube.com/watch?v=2bJ9RXkYPSU>  Brief Activity 10: Imagine that Coca-Cola have recruited you to decide on launching a new product. How could you use action learning to help decide whether this product should be launched?  Debrief the Activity with the key learning points. | 25 | Complete Activity 10. | **6UODD E4 LO4 Activity 10 – Action learning** |
| Why does change fail? | Ask everyone in the group to think about a change that has failed. Then, ask them why.  Write up the reasons given on a flip chart, and then discuss the reasons given in the study guide.  Talk in particular about groupthink, as that is a very interesting concept.  How could all of these reasons for change failing be addressed so that the occurrence of failure is reduced?  Watch this short video: <https://www.youtube.com/watch?v=64yKO0V-_mg> and discuss why groupthink might happen.  Allow 20 minutes for this.  Brief Activity 11 and on completion debrief your learners’ answers with the class. | 26-27 | Complete Activity 11  Change is not always managed well. This could be for a variety of reasons, some of which are out of the control of the organisation. However, there is also the lack of clear planning and management of change which causes problems.  Read the following two articles and consider what we should learn about the management of change.  Jorgensen, HH, Owen, L and Neus, A(2009) "Stop improvising change management!", Strategy & Leadership, Vol. 37 Iss: 2, pp.38 – 44  Buckingham, M and Seng, J (2009) "Making change work: closing the change gap", Human Resource Management International Digest, Vol. 17 Iss: 3, pp.11 – 15  Having read the articles discuss five rules that you would put in place to ensure that change is managed effectively.  Complete Activity 12: Research the launch of Dasani, a bottled water, by Coca-Cola in 2004. Why did this change fail? This article summarises the issues: <http://news.bbc.co.uk/1/hi/business/3809539.stm> | **6UODD E4 LO4 Activity 11 – Managing change**  **6UODD E4 LO4 Activity 12 – Failed change** |
| Ethics | Ask the students what they would define as an ethical business. Can they give an example of an ethical business?  Explain the concept of ethics. Start by defining ethics:   * Ethics are duties * Ethics are consequences * Ethics are virtues   Then discuss the Pyramid of Social Responsibility.  How much do businesses need to think about ethics?  **Class discussion.** How much do you think that ethics impacts the change process? As a group choose one major change that an organisation has engaged in, and discuss the ethical issues that they had to address.  Allow 30 minutes for this. | 28-29 | Make notes and contribute to the **Class discussion**. |  |
| Summary | Summarise the process of change and what needs to be in place for the process to be successful.  Activity 13: ask students to split into groups and put together a 10 minute presentation explaining what they see as the most important messages about the management of change in a business. | 30 | Complete Activity 13. | **6UODD E4 LO4 Activity 13 – Managing change presentation** |
| Review of session and learning outcomes | Ask learners to prepare for the next session by reviewing study guide chapter 5, section 5.1. |  |  |  |

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