### SESSION PLAN

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

**ELEMENT:** Element 5 – Implementing successful organisational development strategies

## **LEARNING OUTCOME 5**

**Compare and contrast strategies of organisational development to achieve successful organisational performance (20%)**

5.1 Justify the implementation of strategies to improve organisational performance

5.2 Assess the impact of development strategies on the success of the organisation

**NUMBER OF SESSIONS:** Two - approximately ten hours in total (plus self-study and locally-planned revision sessions)

**SESSION TOPICS:** Session 1: The implementation of strategies to improve organisational performance

Session 2: The impact of development strategies on the success of the organisation

**Note to tutors: this is the recommended session plan for learning outcome 5, element 5 of ABE Level 6 Organisational 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 implementation of strategies to improve organisation performance**

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 5 hours | Introduction to session and learning outcomes | Use **6UODD Tutor Presentation E5.**  Explain the element and what is going to be covered.  Learning outcome 5.1 | 1-4 |  |  |
| Strategy lenses | Explain the four strategy lenses:   * Strategy as a design * Strategy as experience * Strategy as variety * Strategy as discourse   Brief Activity 1 (allow 40 minutes for this). As a class think of an organisation strategy that you want to create. This could be a strategy for your own learning group, or for a leisure group that you belong to – it does not have to be a business strategy.  Split the class into four groups and each choose one of the strategy lenses. Plan out the way that the strategy will be created using the allocated lens, and then give a presentation to each other about your thoughts.  On completion, facilitate presentations and a feedback session with the class, drawing out the key learning points. | 5 | Complete Activity 1.  As a group think of an organisation strategy that you want to create. This could be a strategy for your own learning group, or for a leisure group that you belong to – it does not have to be a business strategy.  Split the group into four, and each choose one of the strategy lenses. Plan out the way that the strategy will be created using your allocated lens, and then give a presentation to each other about your thoughts.  As a group choose the approach to developing a strategy that you think will work most effectively. | **6UODD E5 LO5 Activity 1 – Strategy lenses** |
| 14 steps of developing a strategy | Work through the 14 steps of developing a strategy, under the 3 broad headings:   * Strategic position * Strategic choices * Strategy in action   Brief Activity 2 and debrief the class afterwards – drawing out the main learning points. Allow 40 minutes for the activity and 20-40 minutes for thedebrief. | 6-8 | Complete Activity 2.  Choose a business that you are all familiar with. Identify one area of development for that business, where a strategy is needed.  Put together a strategy using the 14 steps set out by your tutor. You might find it useful to split out the work, and then come together to apply those steps and put the strategy together.  Think about what you have learnt from this process. Do you think that all 14 steps are equally important? | **6UODD E5 LO5 Activity 2 – Creating a strategy** |
| Continuous improvement | Explain the concept of continuous improvement, and how it should be a part of all organisational life.  Facilitate a **Class Discussion** on continuous improvement. Ask students what improvements they have made this week?  What improvements have they made this month?  What improvements have they made this year?  Reflect on this for a moment. Does this suggest that the students are engaging in continuous improvement or not? | 9-10 | Make notes and ask questions throughout, as required.  Participate in the **Class Discussion**. |  |
| Kaizen | Explain the nature of Kaizen and how it is used in organisations (use the case study example of Toyota which is in the Study Guide).  A film about Toyota is available at <https://www.youtube.com/watch?v=wot9DFzFRLU>  What could your organisation learn from Toyota? Is there a focus on continuous improvement in your organisation?  What could change to facilitate more continuous improvement?  Allow 25 minutes for students to discuss this thoroughly.  Brief the class on Activity 3. Facilitate the feedback session on this activity and draw out the key learning points. | 11 | Complete Activity 3 (Pairs).  To understand Kaizen more thoroughly read this article:  Macpherson, WG, Lockhart, JC, Kavan, H and Iaquinto, AL (2015) "Kaizen: a Japanese philosophy and system for business excellence", Journal of Business Strategy, Vol. 36 Iss: 5, pp.3 - 9  Then, compare the use of Kaizen with one of the OD techniques – such as Action Research. What are the main similarities and differences between the two techniques? When might it be most appropriate to use the different techniques? | **6UODD E5 LO5 Activity 3 – Understanding Kaizen** |
|  | Cycle of Improvement | Explain the cycle of improvement:   * Plan * Do * Check * Act   Discuss the way that the plan, do, check, act process could be applied in an organisation with which you are familiar.  In particular, think about the way that the circle can keep moving round and round – so that it does not end with ‘act’.  Brief the class on Activity 4. | 12 | Complete Activity 4 (Pairs).  Think about an organisation with which you are familiar. How does that organisation need to improve? How would you apply OD or CI techniques to ensure that the improvements are achieved? | **6UODD E5 LO5 Activity 4 – Improvement** |
|  | Continuous Improvement or Strategies for Change? | Lead a discussion on the balance between continuous improvement and big change strategies.  If there is constant continuous improvement is there a need for the ‘big’ strategies to make change happen?  Are there some changes which cannot be managed through continuous improvement? | 13-14 |  |  |
|  | Review of session and learning outcomes | Remind the class to read the remainder of the study guide before the next session.  They should also prepare their questions on the full unit for your planned revision sessions. | 15 |  |  |

**SESSION 2: The impact of development strategies on the success of the organisation**

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative assessment** |
| 5 hours | Introduction to session and learning outcomes | Use **6UODD Tutor Presentation E5.**  Learning outcome 5.2 | 16 |  |  |
|  | Communication | Explain the importance of communication in the organisation development process. Facilitate a **Class discussion** about the ways that the learners have seen change communicated.  What has been good and what has not been good?  Who has done the communication? Was that the right person to be responsible for the communication?  Were employees able to ask questions as well as receive information?  Did rumours start? How could the communication have been managed more effectively to stop the rumours? | 17-19 | Participate in the **Class discussion** and make notes throughout. |  |
|  | Centralised models of communication | Explain the centralised models of communication:   * Chain * Wheel * Y   Explain the strengths and weaknesses of each approach  Brief the class on Activity 5 (allow 40 minutes for this) and facilitate a feedback session drawing out the main points. | 20-24 | Complete Activity 5.  As we have noted in earlier chapters, organisation development involves change. Which methods of communication would you consider to be most appropriate for communicating change? Choose at least three methods and evaluate their suitability for communicating a message of change. | **6UODD E5 LO5 Activity 5 – Communicating change** |
|  | Decentralised models of communication | Explain the centralised models of communication:   * Comcon * Circle   Explain the strengths and weaknesses of each approach.  Brief the class on Activity 6 (allow 30 minutes for this) and facilitate a feedback session drawing out the main points | 25-27 | Complete Activity 6  If we want to engage stakeholders in decisions about organisation development we need to be communicating our message clearly.  Think about different approaches to communication, and identify which should be used for different groups of stakeholders. | **6UODD E5 LO5 Activity 6 – Effective communication** |
|  | The role of stakeholders | Discuss the role of stakeholders in communicating the message of change.  What should they be told, and what might they help with communicating?  Go back to the stakeholder mapping diagram to think about the different groups of stakeholders.  Facilitate the **Class discussion**.  Ask learners to go back to all the stakeholders that they have previously listed.  For each stakeholder learners should identify their role in the communication process. Do some stakeholders have no role? | 28 | Contribute to the **Class discussion**. Go back to all the stakeholders that you have previously listed.  For each stakeholder identify their role in the communication process. Do some stakeholders have no role? |  |
|  | Evaluating the strategy | Explain the importance of evaluating strategy and outline different approaches that can be used.  Here it would be useful to go back to the SMART acronym. If this has been used to set targets then they should also be evaluated against the same acronym.  **Class discussion**: right at the start of this module you identified the strategy of an organisation with which you are familiar. Go back to that strategy now and think about the way that you would evaluate it.  Ask students to do this, and allow 30 minutes.  Brief Activity 7. Debrief afterwards and answer any questions.  Brief Activity 8. Facilitate input from the class and bring out the key learning points. | 29 | Activity 7  From what you’ve learned, what advice would you give to management involved in communicating OD strategies?  Activity 8  Earlier in this module we talked about the definition of success. Think again about how you would define success in your chosen organisation, and identify ways of measuring that success. | **6UODD E5 LO5 Activity 7 – Communicating the plan**  **6UODD E5 LO5 Activity 8 – Defining success - revisited** |
|  | Review of session and learning outcomes | Summarise the session for the class. | 30 | Make notes and ask questions. |  |
|  | Revision of unit | Facilitate a question session on the content of the unit, including revisiting any activities as required.  Ensure that learners read through the assignment brief before any planned preparation sessions at your centre, to follow these core teaching sessions. | 31 | Ask questions about what you’ve learnt – request support in areas where you need it and ensure you have all the information you need to prepare for your assignment. |  |