Leadership practice in leadership programs: An action research project

Durable record of action and research

Christopher Booth

PART B

Program development, program materials, Model of Leadership and Management Practice Development (MLMPD), feedback and measurement on the program
PART B: Durable record product – Model of GCOL development PROGRAM PLUS Deprogram plus course materials for facilitation of learning.

B1: The Model of Leadership and Management Practice Development (MLMPD) – a product of the PhD research project informing the GCOL program.

B2: Course guides and lesson plans for the learning sessions undertaken in courses GCOL program.

B3: Program development to implementation.

B4: Feedback and measurements on the program.
Introduction

This folder represents a ‘durable record’ of the PhD by Project ‘Leadership Development in Leadership Programs: An Action Research Project’. This folder presents materials that satisfy the third aim of the research project, namely to identify a model of leadership and management development, based on experience with the GCOL program, with the aim of providing insights into if, and if so how, a program, such as the GCOL, can effectively promote development of management and leadership skills for business students.

The following materials are presented in the Durable Record of the PhD by Project. Firstly, a Model of Leadership and Management Practice Development (MLMDP) which has been developed from data from the three action research cycles of the project together with data drawn from post program interviews with participants. This is the first product of the research project and a contribution to knowledge. The model represents the attributes that underpin the development of leadership practice in the GCOL program. The materials presented explain MLMDP and its constituent attributes as well as indicate the rationale for framing these attributes from the data analysis and relevant contemporary theory and practice in leadership development. Secondly, there is a series of lesson plans and supporting worksheets and assessment plans for each of the four courses in the GCOL program. Each lesson plan identifies links to the MLMDP attributes developed through the processes, content, context of learning as well as the program architecture and learning orientation of participants under adult learning principles. This set of materials represents the second and the substantive product of the research project with its format linking the learning undertaken in the GCOL program to the MLMDP. The materials presented in this
Part B Durable Record link to the Part A Exegesis of this PhD by project in that these materials were applied as the learning resources for the three intakes of the GCOL program. As such they represent physical resources, experientially framed events and outlined of processes of dialogues for learning and pr(ocesses assessment to underpin research for understanding and action for change Dick, 1993; Heron 1996)

Thirdly, the durable record presents materials relevant to the development and implementation of the GCOL program as an accredited tertiary program. Finally, the record presents hard data from the the RMIT University Student Satisfaction Survey (SSS) 2003 indicating the GCOL as a high performing program in the RMIT Business TAFE sector. For discussion of the theoretical basis and methods of the original research underpinning each of the, the associated exegesis (Booth, 2011) should be consulted.

The aim of the materials in this folder is to provide course details for informing the effective delivery of similar programs. The materials provide both teaching and administrating academics together with consultants in the field of leadership and management insights into a successful commercial program that facilitated changed practice. The contributions of the durable record are as follows. Firstly, insights into design of a leadership and management program. Both the program architecture and learning orientation aspects of design represent generic characteristics that have wide application to a range of practice based learning settings. Secondly, the durable record presents clear maps of teaching practice in the process content and context of teaching leadership and management practice through the lesson plans and associated work sheets and learning materials, These provide a road map for academics in the
same or other business or practice fields to adapt and further develop their own practice based content, processes and contexts to deliver learning. Finally, the record presents the key documents which establish the academic nature and characteristics of the GCOL program through its accreditation as well as hard data presenting critical assessment of the program in terms of the Student Satisfaction Survey (SSS) in meeting University targeted outcomes for excellence.

The State Accreditation body for TAFE programs accredited the initial GCOL program in December 2000, through a committee chaired by the Director of Business Skills Victoria (for this accreditation data see Part B3 of this durable record folder). The program was fee paying, and aimed at developing leadership and management capabilities in practising managers. The program content, with some modification, lends itself to a range of business, leadership and other programs.

In providing this document it is hoped that educators will be able to identify from it, those approaches that can assist their own unique models in support of their teaching. The MLMPD is therefore an exemplar designed specifically for the GCOL program, but it is also able to provide more general insights into teaching program development and delivery.
PART B1

THE MODEL OF LEADERSHIP AND MANAGEMENT PRACTICE DEVELOPMENT (MLMPD) – A PRODUCT OF THE PHD RESEARCH PROJECT INFORMING THE GCOL PROGRAM.

This document is part of the durable record as it provides insights for educators on the development of the MLMPD. It advises educators of the sources underpinning the model and explains the key attributes of the model. The model has been applied to the lesson plans for the program as a process of assurance that course process, content and context are fulfilling the aims of the program and supporting learning outcomes.

In providing this document it is hoped that educators would identify approaches to develop their own unique models to support programs. These models would have similar and differentiated attributes and overarching attribute clusters based upon the practice focus being pursued. The MLMPD is therefore an exemplar suited to the GCOL program but provides insights on an approach to model of program development.
Overview of the Model of Leadership and Management Practice Development (MLMPD).

The program model recognised attributes associated with contemporary theoretical aspects underpinning effective leadership and management practice. Figure B1.1 below confirms the final mapping of attribute clusters and the attributes under each of the eight clusters in the Model of Leadership and Management Practice Development (MLMPD).

The term attribute has been chosen to describe the phenomena. As this term relates to qualities or characteristics. These would relate to qualities or characteristics that lead to effective practice of leadership and management as developed through the GCOL program. In particular concepts related to self-awareness self-management, awareness of others and relationship management featured strongly in the program and practice considerations of participants. These concepts were informed by theories of EI, reflection on practice, action inquiry, co-operative inquiry and action science supporting changed behaviours. Attribute clusters were developed along these core areas of practice. The term cluster is used in models of Emotional Competence to denote a grouping of similar competences (Goleman, 2000; Golman, Boyatzis & McKee, 2001). The term cluster has been adopted for the present model to describe groupings of similar attributes.
Figure B1.1
(cont.)

<table>
<thead>
<tr>
<th>Attribute Clusters (Derived from Key Category)</th>
<th>Attribute (Derived from Key Code)</th>
<th>Explanatory Descriptor of Attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Command of Situation</td>
<td>Assuredness</td>
<td>Capacity to assess situations and act based on assessment.</td>
</tr>
<tr>
<td></td>
<td>Orientation to Ambiguity</td>
<td>Capacity to assess situations and act based on assessment.</td>
</tr>
<tr>
<td></td>
<td>Acumen</td>
<td>Dealing with Uncertainty, Preparedness to act</td>
</tr>
<tr>
<td></td>
<td>Critical Perspective</td>
<td>Conviction in Practice</td>
</tr>
<tr>
<td></td>
<td>Business Language</td>
<td>Vocabulary of Concepts, Theories, Tools, Practices</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>Self-belief</td>
<td>Confident, Comfortable with own capacities.</td>
</tr>
<tr>
<td></td>
<td>Reflective (Constructivist)</td>
<td>Internally constructed Reflection.</td>
</tr>
<tr>
<td></td>
<td>Motivation</td>
<td>Determination, Drive, Commitment based on needs.</td>
</tr>
<tr>
<td></td>
<td>Internal Motivational Drives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>External Motivational Drives</td>
<td></td>
</tr>
<tr>
<td>Self-Management</td>
<td>Focus</td>
<td>Clarity, Purposeful, Centred,</td>
</tr>
<tr>
<td></td>
<td>Positive Attitude</td>
<td>Optimistic, fully engaged,</td>
</tr>
<tr>
<td></td>
<td>Openness</td>
<td>Transparent, Authentic.</td>
</tr>
<tr>
<td>Relationship Awareness</td>
<td>Sense of Others</td>
<td>Perceptive, Connected,</td>
</tr>
<tr>
<td></td>
<td>Reflective (Constructionist)</td>
<td>Socially constructed Reflection</td>
</tr>
<tr>
<td></td>
<td>Awareness of Others’ Needs</td>
<td>Other oriented, perceptive, willingness to consider others.</td>
</tr>
</tbody>
</table>
### Attribute Clusters (Derived from Key Category)

<table>
<thead>
<tr>
<th>Attribute Clusters</th>
<th>Attribute</th>
<th>Explanatory Descriptor of Attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship Management</td>
<td>Engagement with others</td>
<td>Interactions - One to One, One to Many</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
<td>Encouraging, Working together,</td>
</tr>
<tr>
<td></td>
<td>Conflict Management</td>
<td>Emotional &amp; Intellectual approaches to resolve conflict.</td>
</tr>
<tr>
<td></td>
<td>Encouraging cognitive conflict</td>
<td>Encouraging, Working together,</td>
</tr>
<tr>
<td></td>
<td>Dealing with affective conflict</td>
<td>Emotional &amp; Intellectual approaches to resolve conflict.</td>
</tr>
<tr>
<td>Practice Focus</td>
<td>Systems View</td>
<td>See and think of - the whole. Aware of a wider context</td>
</tr>
<tr>
<td></td>
<td>Risk Orientation</td>
<td>Open to challenges. Adaptiveness</td>
</tr>
<tr>
<td>Learning Orientation</td>
<td>Involved</td>
<td>Discover, Explore, Querulousness</td>
</tr>
<tr>
<td></td>
<td>Opportunity Seeking</td>
<td>Risk comfortable. Values learning as a process &amp; outcome.</td>
</tr>
<tr>
<td></td>
<td>Readiness to Learn</td>
<td>Willing to try new ways of doing thinking &amp; being.</td>
</tr>
<tr>
<td></td>
<td>Capacity to Change</td>
<td>Open to new knowledge &amp; experiences</td>
</tr>
<tr>
<td>Program Architecture</td>
<td>Program Ethos</td>
<td>Purpose, Direction</td>
</tr>
<tr>
<td></td>
<td>Program Content</td>
<td>Variety, Stimulation – discussion, insight, support change.</td>
</tr>
<tr>
<td></td>
<td>Program Processes</td>
<td>Flexible, Insightful, Learning oriented</td>
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<tr>
<td></td>
<td>Program Context</td>
<td>Adaptiveness, Style,</td>
</tr>
<tr>
<td></td>
<td>Program Impact</td>
<td>Practice Development, Personal Development</td>
</tr>
</tbody>
</table>
Figure B1.2 below presents the key theories underpinning each cluster attribute. The Command of Situation cluster is connected to the theories of Boyatzis (1982) on Managerial Competence such as the conceptualisation and diagnosis competences and Pedlar Burgoyne & Boydell (2001) regarding handling work situations. The Self-Awareness and Self Management clusters owe a great deal to research in Emotional Intelligence (Caruso & Salovey, 2004; Goleman, 1998; Goleman, Boyatzis, & McKee, 2002; Mayer & Salovey, 1997). In terms of the Relationship Awareness and Relationship Management clusters are again supported by the work in EI. Goleman’s further work on Social Intelligence (2006) and Druskat and Wolff (2001) with their research on the EI of groups was relevant. In the Practice Focus cluster the systems thinking theory writings of Senge (1990), Flood, (1999) and Schön, (1983. 1987) have been valuable. Finally for the Learning Orientation cluster and Program Architecture cluster theorists such as Knowles (1985; 1990). Knowles, et al (2005) and Kirkpatrick (1976) provided useful support.

In particular the Knowles et al. (2005, p. 4) concept of “Motivation to Learn” underpinned the attribute of Learning Orientation – Involved in the model. Similarly, the model attributes, Learning Orientation – Opportunity Seeking and Learning Orientation – Readiness to Learn, where supported by the Knowles et al. (2005, p.4 concepts “Learner’s Need to Know” and “Readiness to Learn” respectively as core adult learning principles. The attribute Learning Orientation – Capacity to Change in the model has some connection to “Self-concept of the Learner” in terms of autonomy of action and capacity for self-direction in learning (Knowles et al. 2005, p. 4).
Figure B1.2

Theoretical linkages for each Attribute Cluster in the Model of Leadership and Management Practice Development

<table>
<thead>
<tr>
<th>Command of Situation</th>
<th>Self-Awareness</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Practice Focus</th>
<th>Self-Management</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learning Oriented</th>
<th>Relationship Awareness</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Program Architecture</th>
<th>Relationship Management</th>
</tr>
</thead>
</table>

As the model was framed for leadership and management practice development, the learning attributes underpinning critical leadership and management practice attributes that built sound practice were also be considered. In effect the model was one of learning leadership and management practice. There were two attribute clusters of importance to learning and development relevant to the model. The first cluster related to participant orientation to learning. The second cluster related to the program attributes that underpinned changes in practice for participants within the program. That is the specific
program architecture attributes that led to developed practice through the program. The first cluster can be seen as the critical requirements of an adult learner to effectively engage in the leadership and management program. The second cluster can be seen as the key curriculum design and provision underpinning for an effective program engagement with participants.

The final Model of Leadership and Management Practice Development is presented at Figure B1.3. The model presents an interaction between the six active practice clusters of Self-Awareness, Self Management, Other Awareness, and Relationship Management as Emotional Intelligence practices at its core with the Command of Situation cluster connecting and driving practice in the realm of managerial and leaderly organisational work. Similarly, the Cluster Practice Focus interacts with the five other clusters to ensure that an operational perspective though a system’s based view and systemic thinking is engaged. Two key clusters operate to support the development of practice: one is interactive into the practice of the six active clusters namely Learning Orientation, the other is a support cluster namely the Program Architecture cluster. The Program Architecture cluster provides salient program material and processes to assist the development of practice. It is linked by a dotted line in the model, as the relationship is a finite engagement into practice.
Figure B1.3

A Model of Leadership and Management Practice Development (MLMPD)
The other clusters will remain active to support practice. Solid lines within the model represent the interactions between these clusters. Learning Orientation is considered the crucial continuing support practice for leadership and management development for the self directed practitioner.

It should be stated that the model is limited to the GCOL program and its practices, however there are aspects of the model that provide insights to leadership and management practice development initiatives. Key among these is a confirmation of the importance of many facets of Boyatzis (1982) Competent Manager and related to this confirmation of aspects from the Emotional Competence model from Goleman, Boyatzis and McKee (2001) to support leadership practice. I would argue that there are learnings that can be taken from the MLMPD to consider against present models of EI based leadership and management practice as well as models leadership and management practice from the wider theoretical field.
PART B2

COURSE GUIDES AND LESSON PLANS FOR THE LEARNING SESSIONS UNDERTAKEN IN COURSES GCOL PROGRAM.

These documents are the heart of the project output. They provide a mosaic of the processes and activities undertaken in each of the four courses of the GCOL program. As such they provide a template guide for educators to understand the learning processes and facilitation methods developed in a co-operative inquiry approach to developing practice.

The documents include the following:

- Course guides – to get a holistic sense of the course, its aims, and rationale in learning, specific learning outcomes and potential approaches to assessment.
- Lesson plans – to provide educators with a model of the learning approaches undertaken in each session. These plans link to learning outcomes as well as connect to the Model of Leadership and Management Practice Development that emerged as a product from the GCOL delivery.
- Sample activity sheets – to present to educators the type of learning dialogues, action based learning and reflection n practice undertaken in the program.
- Sample agendas – these documents were requested by participants to assist in focusing session activity and dialogue.

In particular the lesson plans provide facilitators with information to frame learning for leadership and management practice applying co-operative practices. Each lesson plan points out processes through which Apollonian and or Dionysian Inquiry could inform dialogues. Lessons also identify activities in keeping with extended
epistemology (Heron, 1996) both in delivery and also activities which assist learners to embrace a style of learning and expression of understanding suited to them (Knowles et al, 2005).

The Learning Environment for each lesson was normally a training room with tables and chairs that were arranged in a U shape with the facilitator at the centre. This arrangement allowed for interaction as everyone could see and hear each other clearly. In the early stages the facilitator at the central point would act as a focus and guide. In later stages of the program as participants became more comfortable in collaboration they became co-facilitators and co-researchers under co-operative inquiry into leadership and management practice. Figure A represents the format of seating in the first course. Figure B indicates the format of seating change occurring in the later part of the second or third courses of the program as participants began taking greater coordination of the course interactions and issues dialogues. This continued into the fourth course in which content, processes and context of learning were being determined largely by the groups.

Figure A
Learning environment during facilitator directed learning

<table>
<thead>
<tr>
<th>Environment</th>
<th>U - Shaped seating with facilitator facing the U seated participants</th>
<th>Yellow = Novice participant</th>
<th>Green = Facilitator</th>
</tr>
</thead>
</table>

Connection to LMDPM

Program Context
Opportunity Seeking
Co-operative Inquiry was the action research approach applied to develop learning and understanding of practice towards action and change in practice. As detailed more fully in the PhD by Project exegesis, “a co-operative inquiry group consists of a group of people who share a common concern for developing understanding and practice in a specific personal, professional or social arena.” The group cycles between action and reflection. During the action phase group members experiment with new forms of personal or professional practice; in the reflection phase they critically reflect on their experiences to learn from the achievements or difficulties, and develop theoretical perspectives which will then inform activity in the next action phase. “Co-operative inquiry groups thus cycle between and integrate four forms of knowing—experiential, presentational, propositional and practical” (Reason & McArdle, 2004, P 6).

This extended epistemology of four forms of knowing was a key element of both lessons and assessments in the GCOL. Participants were free to explore learning through many forms of expression, from role plays, video, imagery, games, and story under experiential and presentational forms of knowing. They then integrated these with new theory under propositional knowing in the content of lessons and own
research and practical knowing in links to present practice as well as trial and adoption of new practices built from research (reflection and understanding) to action (change) (Heron & Reason, 2006).

With each lesson participants were involved in both discussion (breaking down or taking apart an entity) for understanding and dialogues (building a path to shared meaning making) (Senge, 1990). Lesson plan worksheets for participant activities outline the nature of inquiry to consider framing dialogues to develop forms of knowing. The two approaches to dialogues were the Apollonian and Dionysian approach to inquiry as outlined under co-operative inquiry method (Heron, 1996). Apollonian Inquiry applies a more rational, systematic, controlling, explicit, and linear approach to cycling between reflection and action. The Dionysian Inquiry approach to reflection and action relies on more imaginal, expressive, diffuse, tacit and lateral qualities. Either can be used based on the need. For example Apollonian Inquiry to review the progress of change in practice, or for an experiential exercise requiring participant imagination and creativity the Dionysian Inquiry approach may be more suited. Both can be also used in concert Dionysian for an experiential activity, Apollonian for connection and insights to key insights from readings. (Heron, 1996; Heron & Reason, 2006). The inquiry approaches suited the key processes of the program to develop practice through inquiry, self-reflection and peer interaction.
1. **Module details**

- **Module name**: Personal Knowledge & Leadership Practice
- **Nominal duration**: 50 hours (includes on and off-the-job delivery & assessment)
- **Module code**: NONE6461
- **Discipline code**: 09041

2. **Module purpose**

   The purpose of this module is to provide participants with the skills and knowledge to improve leadership practice, through personal awareness of self, in relation to competencies, attributes and leadership behaviour.

3. **Pre-requisites**

   There are no pre-requisites for this module.

4. **Relationship to competency standards**

   There are no endorsed competency standards that relate to this module. Refer to Part B: Course Information.

5. **Content summary**

   While much of the content will emerge from workplace problems and issues participants bring to the different learning environments, module content includes:

   1. Analyse personal profile to deepen awareness of 'self' in both the work and personal contexts.
   2. Evaluate models of leadership and assess own performance in the leadership role.
   3. Implement and assess the effectiveness of a personal intervention, to improve performance in the leadership role.
   4. Implement strategies to achieve work/life balance.

6. **Assessment strategy**

   **Assessment Method**

   Training providers are encouraged to adopt a holistic approach to assessment, where learning outcomes may be grouped together and assessed concurrently. The following assessment methods are suggested as being suitable for measuring achievement of the learning outcomes in this module:
Individual learning contract that addresses the integration of personal developmental needs and a negotiated learning plan.

Workplace project. The selection of a personal change intervention focusing on:
Analysis of critical incidents around the leadership problem or issue, and the specific outcomes of the interventions made, and integration of management theory to inform the learning and future practice.

- Reflective paper. Reflective journal maintained at regular intervals, that records learning cycles around personal development and leadership issues.

### Conditions of Assessment

To ensure the integration of learning, assessment should be enterprise-based (where practicable) and be centred around the participant's practice in the workplace. Assessment of this module should be supported by the following set of conditions:

- An environment appropriate to the requirements of the learning outcomes and suggested assessment method.
- Provision of all relevant resources and equipment including mentor support and specific enterprise materials.
- Distribution of reading lists and handouts relevant to the module content.

### 7. Learning outcome details

**Learning outcome 1**

*Analyse personal profile to deepen awareness of 'self' in both the work and personal contexts.*

**Assessment criteria**

- Collect data about 'self' from a variety of sources.
- Analyse factors that impact upon personal behaviour, values and attitudes in the work and personal contexts.
- Analyse and assess effectiveness of personal working style.
- Compare self and other assessments for perceptual variance and use data to inform leadership development.

**Content**

Content may include:

**Skills**

- seeking and receiving feedback (formal & informal)
- capacity to reflect openly and honestly

**Knowledge**
sources of personal data should include:
  Individual reflection
  Personality / attitudinal / behavioural tests & inventories
  Peers, colleagues, program participants and managers
  Friends & family
Self data should include:
  Strengths & weaknesses
  personality type
  emotive side of self
  self image, confidence & esteem
  leadership style & personal preferences
Intra-personal dynamics as factors that impact upon behaviour:
  authentic self (open and hidden aspects)
  defensive mechanisms, eg, projection, introjection, collusion and blame
  'role' and 'role relations'

Learning outcome 2
Evaluate models of leadership and assess own performance in the leadership role.

Assessment criteria
   Analyse models of leadership and evaluate requirements for effective performance.
   Examine factors that operate as blockers and enablers of effective leadership.
   Develop leadership criteria against which personal performance can be assessed.
   Assess personal performance against leadership criteria to identify strengths and weaknesses.
   Compare self assessment for perceptual variances and establish developmental needs.

Content
   Content may include:
   Skills
      critical analysis
      research & evaluation
      seeking and receiving feedback (formal & informal)
      capacity to reflect openly and honestly
   Knowledge
      leadership models & concepts: autocratic, democratic, transformational, results-based
      leadership and other popular theories
      leadership criteria should be based upon: effective models and theories of leadership, personal goals, values & styles, organisational model, situational factors and changes to the organisational context
      personal blockers & enablers: behaviours, values and attitudes, role clarity & uptake of personal authority
      organisational blockers & enablers: cultural & social context
<table>
<thead>
<tr>
<th>Learning outcome 3</th>
<th>Implement and assess the effectiveness of a personal intervention, to improve performance in the leadership role.</th>
</tr>
</thead>
</table>
| Assessment criteria | Design a personal development plan in consultation with organisational manager/mentor.  
Devise a personal change intervention to address a specific leadership development need(s).  
Implement change intervention in the leadership role, to bring about improved performance (personal, team and/or organisational).  
Monitor and evaluate the outcomes and results of the intervention(s).  
Collect feedback from others to compare self-assessment for perceptual variances.  
Identify and take up support from others, including own workplace mentor to improve performance.  
Integrate reflective practice skills as a central component of the leadership role and improved performance. |
| Content | Content may include:  
**Skills**  
ability to take up personal responsibility for action  
engage with risk taking  
seeking and receiving feedback (formal & informal)  
capacity to reflect openly and honestly  
enlist support from others.  
**Knowledge**  
personal goals & learning needs  
level and nature of support needed, eg, personal and organisational  
criteria for improved performance  
methods to measure performance outcomes and business results (short and long term)  
appropriate personal intervention strategies. |
<table>
<thead>
<tr>
<th>Learning outcome 4</th>
<th>Implement strategies to achieve work/life balance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment criteria</td>
<td>Diagnose factors that impact upon personal and work life and the outline consequences of each factor. Explore and identify inhibitors to effective personal time management. Apply motivational theory to explain work/life choices. Develop a set of work and personal goals in response to self-diagnosis. Devise and implement strategies to address personal goals, and to achieve an effective and rewarding work/life balance. Review effectiveness of improvement strategy.</td>
</tr>
<tr>
<td>Content</td>
<td>Content may include:</td>
</tr>
<tr>
<td>Skills</td>
<td>Time management Prioritising competing demands planning and organisation skills honest and open communication taking up of personal responsibility and authority in role ability to identify and enlist personal and organisational supports, eg, mentor or critical friend</td>
</tr>
<tr>
<td>Knowledge</td>
<td>career/work identity and personal goals motivational theory, eg, Maslow personality-type theory current pattern of time use/practice stressors and resulting behaviour (personal, relationship and workplace) workplace inhibitors: goal setting &amp; task allocation, environmental factors, conflict &amp; team dynamics, lack of monitoring &amp; feedback role clarity and personal identity as individual, leader, peer, team member, family member and citizen models of change and personal transition personal change strategies.</td>
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<tr>
<td>8. Delivery of the module</td>
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<tr>
<td>Delivery strategy</td>
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<tr>
<td>This module provides for flexible delivery options both on and off-the-job. Some areas of content may be common to more than one learning outcome and/or to other modules, and therefore integrated delivery is encouraged. The nominal duration is to be used as a guide only. It may vary depending on the mode of delivery, and the skills and knowledge of the participant. An integrated approach to delivery may reduce the nominal hours assigned to this module.</td>
<td></td>
</tr>
<tr>
<td>Learning and development should incorporate on-the-job support and learning facilitation, including opportunities for supervised practice and reflection. Knowledge components should be reinforced with practical application in the workplace.</td>
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</tr>
<tr>
<td>Delivery strategies should be selected to reflect the nature of the learning outcome(s) and the needs of the participant, and should recognise prior knowledge and experience.</td>
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</tr>
<tr>
<td>The following delivery strategies are suggested as being appropriate for this module, and should be underpinned by an action learning methodology:</td>
<td></td>
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<tr>
<td>Workplace projects, aligned to personal competency gaps</td>
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<tr>
<td>Facilitated group discussion during topic-specific seminars and workshops</td>
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<tr>
<td>Guest speaker presentations</td>
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<td>Reading assignments</td>
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<td>Reflective journaling</td>
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<td>Role plays and simulations</td>
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<td>Analysis of real and/or simulated case studies</td>
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<tr>
<td>Facilitated action learning sets (enterprise or cross-industry)</td>
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<tr>
<td>Tutor support (face to face, email or telephone)</td>
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<tr>
<td>Enterprise-based mentoring including workplace instruction, supervised practice and feedback</td>
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<td>Formative self assessment</td>
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<tr>
<td>Peer observation &amp; feedback</td>
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</tr>
<tr>
<td>Online delivery, eg, chat boards and discussion groups.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical resources</td>
</tr>
<tr>
<td>The training provider should have access to a suitably equipped training facility/learning environment, appropriate to the delivery and assessment requirements.</td>
</tr>
</tbody>
</table>
Where enterprise partnerships exist and a significant component of the course is delivered in the workplace, the training provider needs to ensure availability and access to resources and equipment as specified by the module.

**Learning resource materials**

These may include but are not necessarily limited to:

- Relevant industry/enterprise policies, procedures & strategic directions.
- Relevant texts, management literature and other learning resource materials (print-based and/or electronic)
- Information technology to support distance delivery, eg, computers & relevant software, and email & Internet access.

**Relevant texts:**


**Human resources**

Appropriately qualified and experienced trainers/assessors as detailed in Part B: Course Information. Trainers responsible for delivery must possess current competency in the module content.

**Occupational health & safety**

All relevant occupational health and safety procedures and regulations must be followed, to ensure own safety and safety of others.
## GCOL Lesson Plan: Session 1

### NONE 6461 Personal Knowledge & Leadership Practice

<table>
<thead>
<tr>
<th><strong>Title of Session</strong></th>
<th><strong>Critical Contemporary Leadership Models</strong> (Teaching Time 3 hours per week)</th>
<th><strong>Connection to MLMPD</strong></th>
</tr>
</thead>
</table>
| Learning Aims        | To introduce:  
1. Concepts of transactional and transformational leadership and broader characteristics of effective leadership such as those outlined by Sarros & Butchatsky (1996)  
2. A key 21st century construct of leader as leading learning as outlined by Senge (1990) with the Leaders New Work Model as Teacher, Designer and need for Adaptive and Generative styles of Learning.  
3. The connection of personal knowledge and leadership to the Open Organization Model (Mink et al, 1994) especially Individual, Group & Organisation levels and Unity, Internal Responsiveness & External Responsiveness characteristics. | Program Ethos  
KEY ATTRIBUTES:  
Reflective (Constructivist)  
Emergent Attributes:  
Engagement with Others  
Collaboration:  
Critical Perspective |
| Learning Aims Linked to Curriculum | **Learning outcome 2 of the course guide.**  
Developing a capacity to:  
Evaluate models of leadership and assess own performance in the leadership role. | Program Impact  
Capacity to Change |
| Learning Processes |  
1. Facilitator led adult learning based dialogue with group.  
2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings  
3. Individual and small group work activities in the ‘Open Organisation’ worksheet.  
4. Final large group insights from smaller groups  
5. Final facilitator and group comments tying back to learning outcome and Mink model. | Program Process  
Engagement with others  
Involved |
| Effective Learning Materials | **Key Readings**  
Power points of key themes, theories & models. White board & markers to:  
• ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
• Butchers paper for small group notation of Models & Theories in action to workplace,  
• Open Organisation Worksheet | Program Content  
Readiness to Learn  
Program Context  
Opportunity Seeking |
ACTIVITY:

STEP 1.
As Individuals work through question 2 of the 3 fundamental Open Organisation Questions:
   1. What is ‘the healthy’ state of an organisation’
      a. ‘healthy’ (Mink et al) A systematic operational description that accounts for the complexities of people and organizations.
   2. What is the current state of your organisation?

Refer to the open organisation model diagnostic framework for change below the fundamental questions as prompts for your dialogue. Consider also issues of whether the key issues towards an Open Organization lie at Individual, Group or Organization levels.

Time: 5 minutes taking notes.

STEP 2.
In Pairs share your thoughts and ideas with another participant

Time: 5 minutes each plus 5 minutes to capture common themes and critical differences in views

STEP 3.
Join another Pair and continue the sharing process this time sharing your joint views with the other pair.

Time: 5 minutes each pair plus 5 minutes to capture common themes and critical differences in views.

STEP 4.
General group sharing of insights to the larger group.

Group to capture connections to the wider Open organization model regarding: Values – Congruence – Connection - Shared purpose - Quality relationships- Collaboration - Shared vision – Alignment – Contribution

Note any connection to concepts stemming from session key readings:
• “Leadership” Sarros, J.C. & Butchatsky, O.
NOTES TO ASSIST REFLECTIONS AND UNDERSTANDING

Developing the organisation and its people – provisional responses to 3 fundamental questions:

1. What is ‘the healthy’ state of an organisation’
   b. ‘healthy’ (Mink et al) A systematic operational description that accounts for the complexities of people and organizations.

2. What is the current state of your organisation?

3. How can your organisation reach the ‘healthy’ state?

The open organisation model: A diagnostic framework for change:

- Evaluate the current status of the organisation
- Pin points area for growth with the methods for releasing the potential
- Offsets the tendency to promote narrow gain through short term treatments or specialized techniques
- Propel us toward a synergic relationship between individual and organisation potential
- Distinguishes between types of problems and their magnitude at various levels within the organisation
- Considers all components of a system and the interplay between them
- Explores the interconnectedness of the relationships psychologically, sociologically and culturally
- An open systems view that provides a way to understand and develop the organisation, so that management processes and individual development work for each other not against

The Open Organization Model (Mink, O. et al. 1994)

<table>
<thead>
<tr>
<th>Unity</th>
<th>Internal Responsiveness</th>
<th>External Responsiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Level</td>
<td>Values</td>
<td>Congruence</td>
</tr>
<tr>
<td>Group Level</td>
<td>Shared Purpose</td>
<td>Quality Relationships</td>
</tr>
<tr>
<td>Organisation Level</td>
<td>Shared Vision</td>
<td>Alignment</td>
</tr>
</tbody>
</table>
The three basic levels within an organisation.

- Individual
- Group
- Organisation

The three observable characteristics of openness.

- Unity
- Internal responsiveness
- External responsiveness

Organisational boundaries.

- Two way flow: interdependence and interchange among, Individual & Group; Individual & Organisation; Groups & Groups; Groups & Organisation.

- Permeable boundaries: Org & Environment, Org & Internal components

1. **The qualities of an open organisation (represented by 9 key words)**

   1. Values
   2. Congruence
   3. Connection

   4. Shared purpose
   5. Quality relationships
   6. Collaboration

   7. Shared vision
   8. Alignment
   9. Contribution

Opening the organisation boundaries:

> Involving the whole system using:
  - Action Science
  - Action Learning

**Main points to consider about the open organisation:**

> The 3 characteristics of openness i.e. unity, internal / external responsiveness can be observed at the 3 basic levels within the organisation i.e. Ind, Grp, Org.

> The windows in the model symbolise permeable boundaries.
The openness is a pre requisite to the organisations ability to provide quick, relevant response and to adapt to a rapidly changing business environment.

Unity = integrated wholeness, centeredness, coherence. Unity in an org is maintained by defining and achieving purpose and goals rather than power issues.

Internal responsiveness: is developed and maintained in an organisation by collaboration i.e. when given the opportunity, people have the capacity for creativity, responsibility and self organising growth experience.

External responsiveness: the org is not afraid of new data, data flows in and out, so that the org can adapt readily to change. Continuous interchange of activities, i.e. data etc, requires permeable system boundaries.

9 windows symbolises departments within an org that have boundaries that are permeable or open, OR closed, to receiving input or giving output to the other areas of the org.

The model views the org as an energy exchange system, with other systems in the environment. (i.e. the two-way arrows show interdependence and inter change).
## GCOL Lesson Plan: Session 2
NONE 6461 Personal Knowledge & Leadership Practice

| Title of Session | Contemporary Management & Leadership Concepts  
(Teaching Time 3 hours per week) |
|------------------|------------------------------------------------------------------------------------------|
| Learning Aims    | To develop awareness of:  
• The difference/symbiosis between leadership and management.  
• Leadership and management through, differing roles, range of skills, degrees of ambiguity, need for communication flow from followers to leaders and leaders to followers.  
• The value of linking leadership with intelligence (Mant, 1997) where the flow of ideals and purpose from the top and the flow of practical ingenuity from the bottom flow both ways, making connections. Coexistence of binary leadership (competitiveness) and ternary leadership (collaboration).  
• Harvard Business Review overview of Leadership Practice (2001) “All in a Day’s Work” **Release energy from others**, vision communicated = happy employees and customers, offer people intrinsic rewards,  
• Kotter (2001) proposition that **management and leadership are different and yet complementary**, but not mutually exclusive. Managers promote stability, and leaders press for change. Organisations need to embrace both management and leadership. |

<table>
<thead>
<tr>
<th>Connection to MLMPD</th>
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</thead>
<tbody>
<tr>
<td>Program Ethos</td>
</tr>
<tr>
<td>KEY ATTRIBUTES</td>
</tr>
<tr>
<td>Acumen</td>
</tr>
<tr>
<td>Orientation to Ambiguity</td>
</tr>
<tr>
<td>Emergent Attributes</td>
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<tr>
<td>Reflective (Constructivist)</td>
</tr>
<tr>
<td>Business Language</td>
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<tr>
<td>Assuredness</td>
</tr>
</tbody>
</table>

| Learning Aims Linked to Curriculum | Learning Outcome 2 of the course guide.  
Develop a capacity to:  
Evaluate models of leadership and assess own performance in the leadership role. |
|------------------------------------|------------------------------------------------------------------------------------------|

| Learning Processes | Facilitator led adult learning based dialogue with group.  
Small group discussion based on key concepts and emergent issues work life situated linkage to readings  
Final large group insights from smaller groups  
Activity ‘Follow the Leader’ Worksheet questions’  
Final facilitator and group comments tying back to learning aims and leadership and management concepts |
|-------------------|------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Program Impact</th>
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</thead>
<tbody>
<tr>
<td>Capacity to Change</td>
</tr>
</tbody>
</table>

| Effective Learning Materials | Key Readings:  
• Mant, A. 1997 **Intelligent Leadership**, Allen and Unwin, St Leonards, NSW.  
Power points of key themes |
|-------------------|------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Program Content</th>
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</thead>
<tbody>
<tr>
<td>Readiness to Learn</td>
</tr>
<tr>
<td>Program Context</td>
</tr>
<tr>
<td>Learning Tools</td>
</tr>
<tr>
<td>---------------</td>
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</table>

Opportunity Seeking
Follow the Leader

The Exercise
Organise the Learning group into pairs and trios to do a blindfolded follow the leader exercise.

Requirements
Materials: Blindfolds
Access to non-busy area. Do take the challenge of getting participants to exit room to other areas of a building or outside so long as it is safe, not annoying others etc. Experience indicates participants can manage stairs blindfolded or lifts. With stairs suggest participants go UP stairs NOT DOWN.

Organising Exercise Roles
Organise along the following lines or any other arrangements that would appear fruitful re exploring leadership, followership, communication, team building etc.

- Pairs can be same gender:
  - Male (blindfolded) follower and Male (Instructor) leader
  - Female (blindfolded) follower and Female (Instructor) leader

- Mixed gender:
  - Male (blindfolded) follower and Female (Instructor) leader
  - Female (blindfolded) follower and Male (Instructor) leader

- And possibilities such as:
  - 1 (blindfolded) follower and 2 x (Instructor) leaders
    [Explore structure – re reporting to two managers difficulties with matrix structures or crossed boundaries in organization]
  - OR
  - 1 (blindfolded) follower and 2 x (Instructor) leaders
    [Explore structure – re leaders having set responsibilities eg. 1 leader in charge of instructions about moving forward the other about making turns or going up steps etc. Leaders need to sort out authority and responsibility boundaries. – They may forget to include the follower in these instructions.

After five to ten minutes can reverse roles follower becomes leader – Offers opportunity for follower to put into practice understanding of needs of follower as a leader. (Can provide value in debrief – eg literally “walking in the followers shoes”).

<table>
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<th>NONE 6461 Personal Knowledge &amp; Leadership Practice</th>
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  - OR
  - 1 (blindfolded) follower and 2 x (Instructor) leaders
    [Explore structure – re leaders having set responsibilities eg. 1 leader in charge of instructions about moving forward the other about making turns or going up steps etc. Leaders need to sort out authority and responsibility boundaries. – They may forget to include the follower in these instructions.

After five to ten minutes can reverse roles follower becomes leader – Offers opportunity for follower to put into practice understanding of needs of follower as a leader. (Can provide value in debrief – eg literally “walking in the followers shoes”).
Follow the Leader Debrief

- Can explore differing styles of leader follower behaviours.
- Explore the key issues in the exercise eg. Leadership Followership attributes for each, Trust, Responsibility, Task, Relationship, Authority, Responsibility, Perception, Communication, Error & Recovery, Risk, Joint endeavour, Structure, Process & Outcomes, Feedback, Motivation, Planning, Organising, Controlling etc.
- Gender differences
- Personal preference of Followers and Leaders (Debate which is more important for a leader to understand their preferences or their followers preferences or both)
- Structure issues of management boundaries, competing authority and responsibilities for managers
- How can the participants use the insights gained to better understand How to set up tasks for their staff to fulfil task and relationship needs. Leadership preferences
  Follower preferences and expectations through their wants and needs
<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Skills building Self Awareness &amp; Self Management (Teaching Time 3 hours per week)</th>
<th>Connection to MLMPD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Aims</td>
<td>To develop and apply:</td>
<td>Program Ethos</td>
</tr>
<tr>
<td></td>
<td>• Knowledge and capacity for self-awareness of personality preferences underlying own attitudes and behaviours, and identify ways to manage personality preferences.</td>
<td>KEY ATTRIBUTES</td>
</tr>
<tr>
<td></td>
<td>• Fundamental skills in management of task and time.</td>
<td>Self-belief</td>
</tr>
<tr>
<td>Learning Aims Linked to Curriculum</td>
<td>Learning Outcome 1 of course guide. Develop a capacity to:</td>
<td>Emergent Attributes</td>
</tr>
<tr>
<td></td>
<td>Analyse personal profile to deepen awareness of 'self' in both the work and personal contexts.</td>
<td>Focus</td>
</tr>
<tr>
<td></td>
<td>Learning Outcome 4 of course guide. Develop a capacity to:</td>
<td>Positive Attitude</td>
</tr>
<tr>
<td></td>
<td>Implement strategies to achieve work/life balance.</td>
<td>Systems View</td>
</tr>
<tr>
<td>Learning Processes</td>
<td>1. Facilitator led Adult learning based Dialogue with group.</td>
<td>Program Impact</td>
</tr>
<tr>
<td></td>
<td>2. Small Group discussion based on key concepts and emergent issues work life situated linkage to readings</td>
<td>Capacity to Change</td>
</tr>
<tr>
<td></td>
<td>3. Final large group insights from smaller groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Final facilitator and group comments tying back to learning aims of self-awareness and self-management aspects of work and personal contexts.</td>
<td>Engagement with others</td>
</tr>
<tr>
<td>Effective Learning Materials</td>
<td>Key Readings</td>
<td>Involved</td>
</tr>
</tbody>
</table>
| Learning Tools | Power points of key themes  
White Board & Markers to:  
• ‘Capture’ relevant issues and ‘park’ other issues to  
come back to.  
• Butchers paper for small group notation of models  
& theories in action to workplace.  
• Worksheet on ‘First Things First’ Activity | Program  
Context | Opportunity Seeking |
“First Things First”
Key concepts of managing and valuing time.

Covey Merrill and Merrill (1994) offer a model to highlight choices that we have in managing time. The model identifies in four quadrants that there are those events that are:
- Quadrant 1 - Urgent and Important such as Crises;
- Quadrant 2 - Not Urgent But Important such as Planning, Preparation and Prevention;
- Quadrant 3 - Urgent but Not Important such as Interruptions, Distractions and Calls;
- Quadrant 4 - Not Urgent and Not Important such as Trivia, Busy Work and Time Wasters.

We should spend less time in Quadrant 4 wasting time and more time in Quadrant 2 planning, preparing and preventing. This includes self-care such as health and social needs as well as business needs of focused preparation and planning to perform more effectively.

Being caught in Quadrant 1 where work and its demands and home life demands are all urgent implies an Urgency Addiction. This leaves no time for renewal.

A further useful construct of Covey et al (1994) is the difference between the Clock and the Compass. The Clock directs our attention to tasks but the Compass directs our attention towards those actions that are linked to the true direction, values and strategy of the business and our lives.

### Four Quadrant Matrix of Importance versus Urgency
Covey, Merrill & Merrill (1994)

<table>
<thead>
<tr>
<th>URGENT</th>
<th>NOT URGENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IMPORTANT</strong></td>
<td><strong>NOT IMPORTANT</strong></td>
</tr>
<tr>
<td>Crises</td>
<td>Planning</td>
</tr>
<tr>
<td>Urgent Calls</td>
<td>Preparation</td>
</tr>
<tr>
<td></td>
<td>Prevention</td>
</tr>
<tr>
<td>Interruptions</td>
<td>Trivia</td>
</tr>
<tr>
<td>Distractions</td>
<td>Busy Work</td>
</tr>
<tr>
<td>Other Calls</td>
<td>Time Wasters</td>
</tr>
</tbody>
</table>
Task:
(Small groups of three. Time 20 minutes. 15 minutes general report back to larger group).

- Individually map out the tasks that regularly occupy your work and private life in the matrix below.

- Assess whether you are spending too much or too little time in any Quadrant?

- Share your matrix with others and compare them. What ways can you and other group members come up with to address any obvious issues in the way that you are using your time?

- How can we ensure that we attend to the **compass** activities more and become less addicted to the **clock** as a pattern to our lives?

- Share your insights on addressing issues of spending more time in Quadrant 2 less in Quadrant 4 and avoiding an **Urgency Addiction** with the larger group.
### GCOL Lesson Plan: Session 4
NONE 6461 Personal Knowledge & Leadership Practice

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Skills building Self Awareness – Action Science &amp; TA (Teaching Time 3 hours per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Aims</strong></td>
<td><strong>Connection to MLMPD</strong></td>
</tr>
<tr>
<td>Develop:</td>
<td>Program Ethos</td>
</tr>
<tr>
<td>• Knowledge of key concepts of Action Science tools and Transactional Analysis techniques.</td>
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</tr>
<tr>
<td>• Increased understanding of how our minds work, awareness of how we create situations we do not intend to create, understanding of different types of learning and awareness of values and their effects on our behaviour.</td>
<td></td>
</tr>
<tr>
<td>• Skill Sets – Application of the following Action Science Tools for Management Clarity (Argyris and Schön, 1985):</td>
<td></td>
</tr>
<tr>
<td>- Ladder of Inference,</td>
<td></td>
</tr>
<tr>
<td>- Espoused theories &amp; Theories in use,</td>
<td></td>
</tr>
<tr>
<td>- Single loop (problem solving) &amp; Double loop learning (problem setting),</td>
<td></td>
</tr>
<tr>
<td>- Model 1 &amp; 2 behaviour,</td>
<td></td>
</tr>
<tr>
<td>- Force Field Analysis (unfreezing &amp; refreezing, driving &amp; restraining forces)</td>
<td></td>
</tr>
<tr>
<td>• A working understanding of transactions in our lives. Adopting roles of Parent, Child or Adult life positions in every human encounter. Parent, Child and Adult - Roles</td>
<td></td>
</tr>
<tr>
<td><strong>Karpman Triangle</strong></td>
<td>Persecutor Rescuer Target</td>
</tr>
<tr>
<td>Complimentary Transactions</td>
<td></td>
</tr>
<tr>
<td>Crossed (Blocked) Transactions</td>
<td></td>
</tr>
<tr>
<td>Adult – Child</td>
<td></td>
</tr>
<tr>
<td>Ulterior Transaction</td>
<td></td>
</tr>
<tr>
<td>Adult – Adult but unspoken Child - Child</td>
<td></td>
</tr>
<tr>
<td>OK Coral – Life Positions</td>
<td></td>
</tr>
<tr>
<td>I’m OK You’re OK I’m Not OK You’re OK</td>
<td></td>
</tr>
<tr>
<td>I’m OK You’re Not OK I’m Not OK You’re Not OK</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Aims</strong></td>
<td><strong>Linked to Curriculum</strong></td>
</tr>
<tr>
<td><strong>Linked to Curriculum</strong></td>
<td><strong>Program Impact</strong></td>
</tr>
<tr>
<td><strong>Linked to Curriculum</strong></td>
<td>Program Ethos</td>
</tr>
<tr>
<td><strong>Linked to Curriculum</strong></td>
<td>Critical Perspective</td>
</tr>
<tr>
<td><strong>Linked to Curriculum</strong></td>
<td>Openness</td>
</tr>
<tr>
<td><strong>Linked to Curriculum</strong></td>
<td>Sense of Others</td>
</tr>
<tr>
<td><strong>Linked to Curriculum</strong></td>
<td>Emergent Attributes</td>
</tr>
<tr>
<td><strong>Linked to Curriculum</strong></td>
<td>Business Language</td>
</tr>
<tr>
<td><strong>Linked to Curriculum</strong></td>
<td>Assuredness</td>
</tr>
<tr>
<td><strong>Linked to Curriculum</strong></td>
<td>Reflective (Constructivist)</td>
</tr>
<tr>
<td><strong>Linked to Curriculum</strong></td>
<td>Positive Attitude</td>
</tr>
<tr>
<td><strong>Linked to Curriculum</strong></td>
<td>Systems View</td>
</tr>
</tbody>
</table>

**Learning Outcome 1 of course guide.**
Develop a capacity to:
Analyse personal profile to deepen awareness of 'self' in both the work and personal contexts.

**Learning Outcome 4 of course guide.**
Develop a capacity to:
Implement strategies to achieve work/life balance.
| Learning Processes | 1. Facilitator led adult learning based dialogue with group.  
2. Small group discussion based on key concepts and emergent issues work life situated linkage to readings  
3. Final large group insights from smaller groups  
4. Final facilitator and group comments tying back to learning aims regarding self awareness and self management |
| Effective Learning Materials | Key Readings:  
• “Action Science Theory” Somerset Consulting Booklet 2003  
• “Transactional Analysis” Readings.  
Berne, E 1965. *I’m Ok You’re OK*, Bantam, New York  
Power points of key themes  
White Board & Markers to:  
• ‘Capture’ relevant issues and ‘park’ others to come back to.  
• Butchers paper for small group notation of models & theories in action to workplace. |
The Ladder of Inference

The Ladder of Inference can be thought of as a graphic representation of the differing levels of abstraction that various individual meanings have in relation to a given event. The ladder is a useful tool for visualising how far removed one is from the facts when examining a situation. Basically, there are four levels or rungs to the ladder. The ladder of inference may be envisioned as below.

The first rung is the directly observable data (D.O.D.). This level is what was actually said or done.

For example: *John, you have been 10 minutes late everyday this week.*

D.O.D. can be a transcript of an actual recording of a conversation, or it can be one's recollection of a conversation. It is important to point out that *feelings* are considered data as well as actual behaviour and dialogue.

The second rung is the culturally understood meaning. This level is how most people from the same cultural perspective would interpret the D.O.D.

For example:  *People who are habitually late are lazy, do not care about their jobs, or have a problem.*

The cultural meaning is the common interpretation that people from the same cultural background place on data. It is important to understand that individuals from different cultures, or even majority/minority cultures from the same geographic location, may have different interpretations. Men and women can have differing interpretations as well.
The **third rung** is the meaning imposed by us as individuals. This level is how individuals interpret the D.O.D. For example: *John is lazy and does not care about his job.*

The meanings imposed by us are the attributions, guided by the theories of rung four, that one applies to the D.O.D. in order to make sense of it and interpret it.

The **fourth rung** consists of the theories used to create the meanings on rung three. These are the theories individuals use to develop the theoretical meanings of rung three.

For example: *People who are late do not care about their jobs as evidenced by their lateness. People who are lazy do not care about their jobs. John must be lazy and does not care about his job because he has been late.*

**ACTIVITY**
- Consider a time when you made a judgement about an issue or about a person and your judgement was later proved to be incorrect.
- Using the LADDER OF INFERENCE below, identify how you moved from the Directly Observable Data (What was said or done) through each stage to the Belief you adopted.
- Highlight the ASSUMPTION that you made in climbing your ladder from the observable Data to the BELIEF that you adopted about the situation.
- Indicate HOW you could have tested that

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**ASSUMPTIONS**

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<th>How I could Test it.</th>
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**Meanings I Add**

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**Conclusions I Draw**

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**Beliefs I Adopt**

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### GCOL Lesson Plan: Session 5
NONE 6461 Personal Knowledge & Leadership Practice

| Title of Session | Skills building Self Awareness – Myers Briggs  
(Teaching Time 3 hours per week) | Connection to MLMPD |
|------------------|---------------------------------------------|---------------------|
| Learning Aims    | Introduce key concepts of Myers Briggs Type Indicator (MBTI) (Myers, I.B., 1998) of personality preference.  
Aim is to build understanding of self and others preferences. This enables a deeper level of understanding of why people behave in different ways – self and others.  
MBTI Components include:  
**Orientation of Energy** – Where an individual prefers to focus their attention and where they get their energy: either directed Outward Extroversion or directed Inward Introversion.  
**How an individual prefers to take in Information**: Using senses to deal with tangibles – Sensing or seeing the big picture and relationships within that picture – Intuition.  
**How individuals make Decisions**: Using logic – Thinking or using their values – Feeling.  
**How individuals deal with the outer world**: Living a planned, orderly way to manage their life – Judging or using a flexible, spontaneous, open ended approach – Perceiving.  
  - Extroversion versus Introversion  
  - Sensing versus Intuition  
  - Thinking versus Feeling  
  - Judging versus Perceiving  
Main point is no BEST Type. Understanding that preferences provide strengths. Being aware that a developed person will work towards using parts of the “shadow” side or opposite preferences to gain most of work and life. Preference can shift over time based on development. | Program Ethos  
Key Attributes  
- Critical Perspective  
- Self Awareness  
- Reflective (Constructivist)  
Emergent Attributes  
- Orientation to Ambiguity  
- Positive Attitude  
- Sense of Others  
- Systems View |
| Learning Aims Linked to Curriculum | Learning Outcome 1 of course guide.  
Develop a capacity to:  
Analyse personal profile to deepen awareness of 'self' in both the work and personal contexts.  
Learning Outcome 4 of course guide.  
Develop a capacity to:  
Implement strategies to achieve work/life balance. | Program Impact  
Capacity to Change |
| Learning Processes | 1. MBTI qualified facilitator led explanation of MBTI  
2. Complete the Myers Briggs Type indicator Instrument  
3. Facilitator to complete explanation of MBTI dichotomies. |
4. Participants complete self-assessment.
5. Participants score MBTI instrument and compare against self-assessment.
6. Facilitator address issues and provide information.
7. Facilitator conducts MBTI 'split' exercises based upon participant self assessments. Draw out distinguishing behaviours.
8. Small Group discussion based on key concepts and emergent issues work life situated linkage to readings
9. Final large group insights from smaller groups
10. Final facilitator and group comments tying back to learning aims and understanding of benefits of insights that MBTI type provides for understanding self and understanding others.

### Effective Learning Materials

<table>
<thead>
<tr>
<th>Learning Tools</th>
<th>Key Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Power points of key themes</td>
</tr>
<tr>
<td></td>
<td>White Board &amp; Markers to:</td>
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<tr>
<td></td>
<td>• ‘Capture’ relevant issues and ‘park’ other issues to come back to.</td>
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<td></td>
<td>• Task small group discussions.</td>
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<td></td>
<td>• MBTI Split Group Exercises</td>
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<td></td>
<td>• Require physical movement and reflective discussion based upon participant observation of self and others</td>
</tr>
</tbody>
</table>

### Learning Tools
<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Knowledge &amp; Skills building on Emotional Intelligence (Teaching Time 3 hours per week)</th>
<th>Connection to MLMPD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Aims</strong></td>
<td>To Introduce and apply: &lt;br&gt;• Key concepts of Emotional Intelligence (EI) through short readings (Hay Group, 2003) and awareness and skills building activities, (McBride &amp; Maitland, 2002; Hay Group, 2003) &lt;br&gt;• An understanding of EI concepts (Hay Group, 2003): Define Emotional Intelligence - The capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in others and ourselves. &lt;br&gt;• Key constructs in EI: &lt;br&gt;  <strong>Self-Awareness</strong> – understand how my feelings affect me. My strengths &amp; weaknesses. Open to feedback. Have confidence based on my strengths. &lt;br&gt;  <strong>Self-Management</strong> – Manage thoughts &amp; feelings. Control Amygdala Hijacks. Be aware we get hijacked when tired, built up stressors, invested significant investment in something, have been drinking, are involved in activities closely related to values. &lt;br&gt;  <strong>Social Awareness</strong> – <strong>Empathy</strong> - Understanding others and taking an active interest in their concerns. &lt;br&gt;  <strong>Relationship Management</strong> – Finding common ground, building networks of relationships, Brining conflict into the open, persuading others effectively, motivating others toward common vision, initiating &amp; managing change. Concept of Amygdala Hijack – Primitive Brain short circuit leading to primitive aggressive or accommodative behaviours.</td>
<td>Program Ethos</td>
</tr>
<tr>
<td><strong>Learning Aims Linked to Curriculum</strong></td>
<td>Learning Outcome 1 of course guide. Develop a capacity to: Analyse personal profile to deepen awareness of 'self' in both the work and personal contexts. Learning Outcome 4 of course guide. Develop a capacity to: Implement strategies to achieve work/life balance.</td>
<td>KEY ATTRIBUTES&lt;br&gt;Critical Perspective&lt;br&gt;Self-belief&lt;br&gt;Reflective (Constructiv't)&lt;br&gt;Sense of Others&lt;br&gt;Emergent Attributes&lt;br&gt;Assuredness&lt;br&gt;Motivation&lt;br&gt;Focus&lt;br&gt;Positive Attitude&lt;br&gt;Openness&lt;br&gt;Reflective Construction't&lt;br&gt;Engagement with others&lt;br&gt;Program Impact&lt;br&gt;Capacity to Change</td>
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<tr>
<td><strong>Learning Processes</strong></td>
<td>1. EI qualified facilitator led explanation of EI &lt;br&gt;2. Facilitator to complete explanation of ECI. &lt;br&gt;3. Complete the Hay Group Emotional Competence Inventory University Edition Instrument &lt;br&gt;4. Participants study the results of the self-assessment. &lt;br&gt;5. Participants consider the individual competence results and cluster results.</td>
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6. Facilitator address issues and provide information.
7. Facilitator conducts some exercises to draw out nature of self awareness, self management, social awareness, relationship management.
8. Small Group discussion based on key concepts and emergent issues work life situated linkage to readings
9. Final large group insights from smaller groups
10. Final facilitator and group comments tying back to learning aims and understanding of benefits of insights that EI theory provides for understanding self and understanding others.

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<thead>
<tr>
<th>Effective Learning Materials</th>
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<td>• Task small group discussions</td>
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<td>• EI Exercises from McBride &amp; Maitland and Hay Group Resources or Similar materials re Self &amp; Other focus activities.</td>
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| Learning Tools |

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<th>Program Process</th>
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<tr>
<td>Engagement with others</td>
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<td>Support Others Devp’t</td>
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<th>Program Content</th>
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<td>Readiness to Learn</td>
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<td>Program Context</td>
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<td>Opportunity Seeking</td>
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### GCOL Lesson Plan: Session 7
NONE 6461 Personal Knowledge & Leadership Practice

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Knowledge &amp; Skills building on Work Life Balance (Teaching Time 3 hours per week)</th>
<th>Connection to MLMDP</th>
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</table>
| **Learning Aims** | Introduce key concepts of Work Life Balance.  
• Aim is to build understanding of an exciting commitment to work but avoiding over commitment and burnout.  
• Develop awareness of signals and strategies that **reawaken** and **rediscover** our passion for work and life; and **replenish** our energy, creativity and commitment to work and life.  
• **Reflective structures.**  
• **Defining principles for life.**  
• **Extending the horizon.**  
• **Envisioning the future.**  
• **Calling ‘time out’.**  
• **No longer work for a living; work at living.**  
• Avoid Zero sum Game in Work Life Balance. Three mutually reinforcing principles to see **work and personal life as complimentary priorities** rather than competing, thus benefiting organizations and their individual employees,  
• Work & life balance. Two sided exchange & mutual commitment to continual change – manager and employee.  
  1. Clarify what is important.  
  2. Recognise and support employees as ‘whole people’.  
  3. Continually experiment with the way work is done to enhance performance and create time & energy for employee’s personal pursuits. | Program Ethos |
| **Learning Aims Linked to Curriculum** | Learning Outcome 1 of course guide. Develop capacity to: Analyse personal profile to deepen awareness of ‘self’ in both the work and personal contexts.  
Learning Outcome 4 of course guide. Develop capacity to: Implement strategies to achieve work/life balance. | Program Impact |
| **Learning Processes** | 1. Facilitator led Adult learning based Dialogue with group.  
2. Small Group discussion based on key concepts and emergent issues work life situated linkage to readings.  
3. Final large group insights from smaller groups.  
4. Final facilitator and group comments tying back to learning aims of self-awareness and self-management aspects of work and personal contexts. | Program Process |

**KEY ATTRIBUTES**
- Critical Perspective
- Reflective (Constructiv’t)
- Motivation

*Emergent Attributes*
- Assuredness
- Openness
- Sense of Others
- Systems View

**Program Ethos**
- Involved
- Capacity to Change
- Encouraging
- Engaged
Effective Learning Materials

Key Readings:

Power points of key themes
White Board & Markers to:
• ‘Capture’ relevant issues and ‘park’ other issues to come back to.
• Task small group discussions.
Graduate Certificate In Organisation Leadership

NONE6461 - Personal Knowledge And Leadership Practice

Assessment 1 – Learning Set Group Presentation 20%

Learning Set & Individual Presentation of findings on the recommended readings, reference to materials from other books, models, theories, concepts, internet etc. Focus is on relevance and insights to practice. In particular the impact this new knowledge, skills awareness and alternative attitudes in leadership and management practice is having on your practice as a leader and manager.

Criteria for Assessments:

Presentation:
1. Capacity to demonstrate critical reflective practice and personal assessment relevant to course.
2. Capacity to apply theory constructs relevantly and usefully to consider leadership and management practice issues.
3. Capacity to demonstrate analysis of practice towards potential changes in practice.

Learning Outcomes:

1. Analyse personal profile to deepen awareness of ‘self’ in both the work and personal contexts.
2. Evaluate models of leadership and assess own performance in the leadership role
3. Implement and assess the effectiveness of a personal intervention, to improve performance in the leadership role.
4. Implement strategies to achieve work/life balance
<table>
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<tr>
<th>Learning Set</th>
<th>Outcome - 1</th>
<th>Outcome - 2</th>
<th>Outcome -3</th>
<th>Outcome – 4</th>
<th>Assessment Presentation</th>
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## GCOL Lesson Plan: Session 8
NONE 6461 Personal Knowledge & Leadership Practice

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>The Integrated Concept of Management Practice (Teaching Time 3 hours per week)</th>
<th>Connection to MLMPD</th>
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<tbody>
<tr>
<td>Learning Aims</td>
<td>To Introduce and apply:</td>
<td>Program Ethos</td>
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<tr>
<td></td>
<td>• Key concepts of Mintzberg’s Model of the Manager’s Job. Mintzberg presents an integrated concept of the manager’s job rather than descriptors of behaviours and functions.</td>
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<td>• Key theoretical components required to develop knowledge and insights to practice with regards to Mintzberg’s Model of the manager’s job:</td>
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<td></td>
<td><strong>The Core of the Manager’s job</strong></td>
<td>KEY ATTRIBUTES</td>
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<tr>
<td></td>
<td>1. <strong>Person in the Job</strong> is an amalgam of Values impacting on Competencies for a role, Experiences of the individual, knowledge acquired, and prevailing mental models that govern perception and behaviours.</td>
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<td>2. The <strong>Frame of the job</strong> consisting of concentric rings of awareness <em>Purpose, Perspective and Position</em>.</td>
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<td>3. Outside the <strong>Frame of the Job</strong> is the Agenda for the work consisting of Issues and Scheduling to deal effectively with those Issues.</td>
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<td>Outside the <strong>Core</strong> sits the <strong>Context</strong> of the job:</td>
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<td>4. An <strong>Information Level</strong> in which managers Communicate (Collecting &amp; disseminating information in two way process) and Control (use of information in a directive way).</td>
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<td>5. A <strong>People Level</strong>, which involves Leading (one on one, at group level and at unit level in building culture); Linking at the People Level involves advocating and influencing outside connections, networks and partners.</td>
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<td>6. An <strong>Action Level</strong>, in which the manager gets things done in a Doing role (<em>Doing Inside is about projects &amp; problems; Doing outside involves deals and negotiations</em>). Mintzberg later referred to this Doing outside as Dealing, in a HBR article on Covert Leadership.</td>
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</tr>
<tr>
<td>Learning Aims Linked to Curriculum</td>
<td>Learning Outcome 1 of course guide. Develop capacity to: Analyse personal profile to deepen awareness of 'self' in both the work and personal contexts.</td>
<td>Program Impact</td>
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<td></td>
<td>Learning Outcome 2 of course guide. Develop capacity to: Evaluate models of leadership and assess own performance in the leadership role.</td>
<td>Capacity to Change</td>
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</table>
| Learning Processes | Facilitator led Adult learning based Dialogue with group.  
|                   | Small Group discussion based on key concepts and emergent issues work life situated linkage to readings.  
|                   | Individual and small group work using the "Rounding out the Manager’s Job" worksheet.  
|                   | Final large group insights from smaller groups Final facilitator and group comments tying back to learning aims of self-awareness and self-management aspects of work and personal contexts. |
| Effective Learning Materials | Key Reading  
|                            | Mintzberg, H, 1994, ‘Rounding Out the Managers Job’, Sloan Management review, Fall, pp 11 - 26  
| Learning Tools | Power points of key themes  
|                  | White Board & Markers to:  
|                  | ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
|                  | Task small group discussions.  
|                  | ‘Rounding Out the Manager’s Job’ worksheet. |
Key concepts of Mintzberg’s Model of the Manager’s Job. Mintzberg presents an integrated concept of the manager’s job rather than descriptors of behaviours and functions. Key theoretical components required to develop knowledge and insights to practice with regards to Mintzberg’s Model of the manager’s job:

Model of Managerial Work Rounded Out (Mintzberg, 1994)
The Core of the Manager's job:

- **Person in the Job** is an amalgam of Values impacting on Competencies for a role, Experiences of the individual, knowledge acquired, and prevailing mental models that govern perception and behaviours.
- The **Frame of the job** consisting of concentric rings of awareness **Purpose, Perspective** and **Position**.
- Outside the **Frame of the Job** is the **Agenda** for the work consisting of **Issues** and **Scheduling** to deal effectively with those Issues.

Outside the **Core** sits –

The **Context** of the job:

- **An Information Level** in which managers **Communicate** (Collecting & disseminating information in two way process) and **Control** (use of information in a directive way).
- **A People Level**, which involves **Leading** (one on one, at group level and at unit level in building culture); **Linking** at the People Level involves advocating and influencing outside connections, networks and partners.
- **An Action Level**, in which the manager gets things done in a **Doing** role (**Doing Inside is about projects & problems; Doing outside involves deals and negotiations**). Mintzberg later referred to this **Doing outside** as **Dealing**, in a HBR article on Covert Leadership.

**Task:**

(Small groups of three. Time 20 minutes. 15 minutes general report back to larger group).

- As a small group dialogue through how this model of the manager's job represents an integrated pattern of your roles as a manager. Test out its attributes with the way in which your managerial roles operate. Compare and contrast each other’s assessments of the various attributes of the model and how each element functions.
- Would you classify this as a useful model to understand the complexity and integrated nature of management practice? Do you have any criticisms or commendations of the model as you have compared it to your practice?
- What if anything can you take and learn from this model as a ‘take out’ for your practice?
- Share your thoughts with the larger group?
## GCOL Lesson Plan: Session 9
NONE 6461 Personal Knowledge & Leadership Practice

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Concepts of Followership (Teaching Time 3 hours per week)</th>
<th>Connection to MLMPD</th>
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</thead>
</table>
| Learning Aims    | To Introduce and apply:  
• Learning when and how to exercise the **following part of leading and the leading part of following**.  
  Critical behaviours and skills that make a leader an effective follower such as:  
  Seeking common understanding versus consensus.  
  Both/and world versus either/or world  
  Seven lessons to clean up today’s spirit – polluting cynicism and transform it into hope.  
  Leaders don’t wait, character counts, heads in the clouds and feet on the ground, shared values make a difference, your legacy & the life you lead, leadership is everyone’s business.  
  Seven Lessons:  
  1. Source credibility.  
  2. Believe in the messenger to believe in the message.  
  3. See possibilities in people not risks.  
  4. High performance is fostering collaboration not creating competition.  
  5. Doing well versus winning over others.  
  6. Leadership is a process not a position, place or title.  
  7. Liberating the leader in everyone | Program Ethos |
|                  |                                                          | KEY ATTRIBUTES      |
|                  |                                                          | Critical Perspective|
|                  |                                                          | Openness            |
|                  |                                                          | Sense of Others      |
| Learning Aims Linked to Curriculum | Learning Outcome 2 of course guide.  
Develop capacity to:  
Evaluate models of leadership and assess own performance in the leadership role. |                  |
| Learning Processes | 1. Facilitator led Adult learning based Dialogue with group.  
2. Small Group discussion based on key concepts and emergent issues work life situated linkage to readings  
3. Final large group insights from smaller groups  
4. Final facilitator and group comments tying back to learning outcome and key topic readings and concepts from previous readings | Program Ethos |
|                  |                                                          | Program Process     |
|                  |                                                          | Engagement with others|
|                  |                                                          | Involved             |
| Effective Learning Materials | Key Readings:  
|                  |                                                          | Readiness to Learn   |
| Learning Tools | Power points of key themes  
|               | White Board & Markers to:  
|               | • ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
|               | • Task small group discussions.  
|               | • ‘Plane Wreck’ Experiential Activity and Worksheet  

The Plane Wreck Exercise

The situation
A and B were flying a plane that suddenly developed engine trouble and crashed on a desert island with no water. They will be rescued in a few days, but they must have water if they are able to survive. They have some materials for making a container to hold rainwater. The only problem is that B has received a heavy blow to the head and is now both blind and mute. A has badly burned hands and is not able to use them at all. But they must build a container if they are to live. A rain cloud is quickly approaching, and they must have the container finished before it reaches the island. A few drops are already beginning to fall.

Exercise
1. Divide into groups of 3 people.
2. Assign roles A, B and observer.
3. The observer ties A’s hands behind his/her back, and blindfolds B. B is not allowed to say anything during the exercise.
4. The observer opens the resource kit and puts the materials on the table.
5. A and B constructs a container for the water, and the observer takes notes on the process.
OBSERVER SHEET

Questions for the observer to consider during the exercise

1. How well are A and B working together?

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2. How good are the instructions?

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3. How well are the instructions carried out?

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4. How cooperative are the two persons?

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5. What communication problems exist?

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6. Where is the leadership coming from and why?

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7. What could have been done differently?

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Facilitators Instruction & Debrief Sheet

1. Get the triad, person A, Person B, and observer to read the instruction sheet. Then read it out for them.
2. Hand out the resource pack. Make sure that the blind fold and rope are the only items taken out of the resource pack.
3. Get the observer to blindfold one person and tie the hands of the other, then observer empties resources onto the work table.
4. Allow about 5 to 10 minutes for the exercise activity section.
5. If one group is already close to finish, then hurry others up with an intervention such as “The rain Clouds are getting closer” “Looks like times running out its beginning to rain”. This adds a little pressure and may change the focus from relationship to task. This then presents another aspect to explore in debrief regarding changing external needs in the Leader/Follower situation.
6. With the debrief:
   - Firstly, congratulate everyone and have a bit of fun with the finished “Water container” products.
   - Get the observers to present their observations and for each group engage participant A & B about their feelings: what they experienced, what they expected, what they would have liked re task and relationship focus.

   ➢ Questions for reflection
      1. How did the person playing A feel?
      2. How did the person playing B feel?
      3. What does the container look like? If it was made of wood and nails instead of paper would it hold water?
      7. What would have improved cooperation between A and B
      8. What did you learn about the needs and responsibilities of a Leadership role?
      9. What did you learn about the needs and responsibilities of a Followership role?

   ➢ Focus entire group on the key learnings of task and relationship needs of Leader and Follower.
   ➢ Get them to consider instances in their work environment where task has overridden relationship needs and vice versa. How do we maintain the “Team” balance of High Task, High Relationship?
PLANE WRECK RESOURCE MATERIALS

Resource pack will contain:
Material to be used for blindfolds – about 12 blindfolds for followers in a class.
Rope or string to tie ‘leader’s’ hands @ 50 cm long (15 – 18 inches)
A roll of sticky tape (No scissors – participants can break tape off or use their teeth (we’re talking about stranded on a desert island not Better Homes and Gardens here.)
Paper cut into shapes as below:
Note: there is one circle (participants often make ‘mental model’ assumption of thinking this is base of the container – yes it can be, but there is nothing to stop a participant from curling up the larger triangle to make a cone to capture water) Task objective is to make a serviceable container to capture water. They may have to use other pieces to get a cylinder completed, or use lots of tape to secure a base to a tube).
Exercise has:
• Leadership and followership re task and relationship.
• Assumed roles (Who is really leading, does this or can this swap around during the process?).
• Problem setting – Problem solving.
• Personality preference MBTI “SJs” vs “NPs”
• Power of Collaboration
• Motivation re Wants and Needs eg Follower needs vary from focused clear instruction, to support and constant feedback on performance.
## GCOL Lesson Plan: Session 10
NONE 6461 Personal Knowledge & Leadership Practice

### Title of Session
Soft skills and Self Leadership skills development
(Teaching Time 3 hours per week)

### Learning Aims
To introduce:
Further concepts of soft skills development and insights to Self Leadership practices.
Key theoretical concepts to support knowledge and practice building include:

- **Soft Skills in Managing**
  Peace (2001) argues that the Soft Manager displays **vulnerability and accessibility as a sign of strength not weakness**. They invite candid feedback and even admit they don’t have all the answers.
  1. The Soft manager displays **vulnerability and accessibility as a sign of strength not weakness**
  2. They invite candid feedback and even admit they don’t have all the answers.
  3. They are open to change.

- **The Ultimate Leadership Task**
  Leider (1996) argues that self-leadership is the essence of leadership as it is based on self-knowledge and seeking reliable council. Need to understand the vision that motivates them, purpose that ignites them and values that empower them.
  1. The Ultimate leadership task – Self Leadership. 20 Tips for Self Leadership
    1. Be clear about your values.
    2. Know where you have power & choices.
    3. Recognise any addictions (Balanced Life).
    5. Leadership assessment based on your own complete records not someone’s incomplete records
    6. Keep inventory of your leadership practice
    7. Decide which Criteria to measure Leadership.
    10. Take Risks with courageous conversations.
    11. Create a Plan B whilst moving towards Plan A.
    12. Don’t play Victim
    15. Create Personal Purpose.
    16. Give your Spiritual Core some time to grow.
    17. Real Courage attracts real followers.
    18. The key to high performance is **integrity**.
    19. Overstress comes from reactive living, focus on self-care.
    20. Celebrate the many faces of celebration.

### Connection to MLMPD

<table>
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<th>Program Ethos</th>
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**KEY ATTRIBUTES**

- Critical Perspective
- Reflective
- Openness

- Emergent Attributes
- Assuredness
- Self Belief
- Focus
- Positive Attitude
- Engage with Others
- System View
- Risk Orientation

---

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<table>
<thead>
<tr>
<th>Learning Aims Linked to Curriculum</th>
<th>Learning Outcome 2 of course guide. Develop capacity to: Evaluate models of leadership and assess own performance in the leadership role.</th>
</tr>
</thead>
</table>
| Learning Processes               | 1. Facilitator led Adult learning based Dialogue with group.  
2. Small Group discussion based on key concepts and emergent issues work life situated linkage to readings  
3. Final large group insights from smaller groups  
4. Final facilitator and group comments tying back to learning outcome and key topic readings and concepts from previous readings |
| Effective Learning Material      | Key Readings:  
Powers points of key themes  
White Board & Markers to:  
• ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
• Task small group discussions. |
| Learning Tools                   | Program Content  
Readiness to Learn  
Program Context  
Opportunity Seeking  
Capacity to Change  
Engagement with others  
Collaboration  
Involved |
Graduate Certificate In Organisation Leadership

NONE 6461 – Personal Knowledge and Leadership Practice

Assessment Total 80%
Part 1: Presentation – 20%
Part2: Reflective Practice Journal on Research and Action – 60%

Individual Presentation of insights relevant to practice from the recommended readings, reference to materials from other books, models, theories, concepts, internet etc. Exemplars of changes to practice of participant through their reflection on practice development of new knowledge, skills and attitudes to develop new or enhanced practice through action.

Criteria for Assessments:

Presentation & Journal:
1. Capacity to demonstrate critical reflective practice and personal assessment relevant to course.
2. Capacity to apply theory constructs relevantly and usefully to practice.
3. Capacity to demonstrate analysis of practice towards change in practice
4. Demonstration of practice change strategy and relevant impacts in leading and managing others.

Learning Outcomes:

1. Analyse personal profile to deepen awareness of ‘self’ in both the work and personal contexts.
2. Evaluate models of leadership and assess own performance in the leadership role
3. Implement and assess the effectiveness of a personal intervention, to improve performance in the leadership role.
4. Implement strategies to achieve work/life balance
<table>
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<th>Participant</th>
<th>Outcome - 1 Presentation</th>
<th>Outcome - 2 Presentation</th>
<th>Outcome - 3 Presentation</th>
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</table>
1. Module details

1.1 Module name
Managing Organisational Relationships

1.2 Nominal duration
50 hours (includes on and off-the-job delivery & assessment)

1.3 Module code
NONE6462

1.4 Discipline code
09041

2. Module purpose

The purpose of this module is to provide participants with the skills and knowledge to make appropriate interventions in their leadership role, to improve workplace relationships and performance.

The focus of the module is on building effective relationships within the work team, however the same principles and practices apply to all organisational relationships, eg, subordinates, senior management, internal clients and stakeholders and other work groups.

3. Pre-requisites
NONE6461 Personal Knowledge & Leadership Practice

4. Relationship to competency standards
There are no endorsed competency standards that relate to this module. Refer to Part B: Course Information.

5. Content summary

While much of the content will emerge from workplace problems and issues participants bring to the different learning environments, module content includes:

1. Analyse and apply organisational behaviour theory in the leadership role.
2. Analyse and apply relationship skills in the leadership role.
3. Lead the setting of goals within the work team.
4. Apply effective leadership to measure and support individual and team performance.
5. Implement strategies to support workplace learning and improved performance (individual, team and/or organisation).
### 6. Assessment strategy

#### 6.1 Assessment method

Training providers are encouraged to adopt a holistic approach to assessment, where learning outcomes may be grouped together and assessed concurrently. The following assessment methods are suggested as being suitable for measuring achievement of the learning outcomes in this module:

- **Individual learning contract** that addresses the integration of personal developmental needs, and a negotiated learning plan.

- **Workplace project. The change intervention should focus on:**
  
  the analysis of critical incidents around the leadership problem or issue, and the specific outcomes of the intervention, and integration of management and organisational theory to inform learning and future practice.

- **Peer assessment. This should focus on the contributions of group members/peers/colleagues towards individual and group learning.**

- **Reflective paper. Reflective journal maintained at regular intervals, that records learning cycles around relationship management issues.**

#### 6.2 Conditions of assessment

To ensure the integration of learning, assessment should be enterprise-based (where practicable) and be centred around the participant's practice in the workplace. Assessment of this module should be supported by the following set of conditions:

- The participant will have significant responsibility in managing and implementing the outcomes of the project.
- An environment appropriate to the requirements of the learning outcomes and suggested assessment method.
- Provision of all relevant resources and equipment including mentor support, specific enterprise materials and aides to support oral presentations.
- Distribution of reading lists and handouts relevant to the module content.

### 7. Learning outcome details

On successful completion of this module, the participant will be able to:
Learning outcome 1

**Analyse and apply organisational behaviour theory in the leadership role.**

**Assessment criteria**

1.1 Analyse the different levels of organisational behaviour (individual, group & organisation).
1.2 Analyse the influence of organisational models and structures on the behaviour and effectiveness of individuals and teams.
1.3 Explore the concept and role of perception in the workplace, and analyse variables which influence perception and behaviour.
1.4 Use organisational behaviour theory to inform own leadership practice.

**Content**

Content may include:

**Skills**

- Analytical and intuitive
- Remaining self aware and objective
- Confidence to challenge dysfunctional relationships and group norms

**Knowledge**

- organisational models & structures - approach to leadership, culture and sub-culture, values and philosophies, political processes, structure and control, exercise of power and influence
- individual & group dynamics - defensive patterns (eg, projection, introjection, collusion, 'group think', blame, scapegoating and sabotage), issues around age, gender, cross-culture, power relationships, leader-follower behaviours, personal authority and boundaries.

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Learning outcome 2

**Analyse and apply relationship skills in the leadership role.**

**Assessment criteria**

2.1 Analyse effective relationship skills in the role of leader.
2.2 Assess own communication and trial different styles and approaches to improve capacity to build relationships.
2.3 Assess the value of different conflict resolution approaches, including personal style, and the impact of unresolved conflict.
2.4 Analyse and trial different negotiation styles, identifying personal strengths and weaknesses as a negotiator.
2.5 Seek feedback from others, including enterprise mentor, to further inform leadership practice.

**Content**

Content may include:
Skills
Relationship skills to include:
• interpersonal qualities - empathic, trust and rapport, value and respect individual differences, consistent, fair, self aware, adaptive and inclusive
• communication skills - active listening, questioning, verbal and non-verbal communication, open and honest dialogue and making what is implied explicit
• observation & interpretation of group processes
• giving and receiving constructive feedback
• conflict resolution
• influence and advocacy skills
• Participative management and decision-making.

Knowledge
• blocks to communication - autocratic leadership, defensive behaviour, misinformation, inappropriate language
• centres and sources of power and influence
• Personal preferences for conflict resolution and negotiation including strengths & weaknesses.

Learning outcome 3
Lead the setting of goals within the work team.

Assessment criteria
3.1 Analyse different kinds of work groups and the implications for the leader and individual members.
3.2 Determine the characteristics of an effective team utilising group process models, and personal/workplace experience.
3.3 Analyse key group variables and their effect upon team behaviour and performance.
3.4 Clarify individual team member differences in relation to:
   needs, wants, interests & motivators
   strengths & weaknesses
   personal goals and values
   Perceptions and expectations.
3.5 Negotiate and establish goals and accountabilities upon which to measure work performance (individual and/or team).
3.6 Communicate the organisation's vision, goals and values to ensure commitment and buy in from others.
3.7 Role model and support the taking up of personal responsibility for goal setting (individual and team level).

Content
Content may include:
Skills
• Group facilitation
• Communication and interpersonal skills as previously identified

Knowledge
• Work groups: self-managed and cross functional teams
• group processes: leader-follower concepts, group formation, roles and norms, inter-personal and group dynamics
• effective team functioning: clear goals, task allocation, role clarification and boundary setting, open two-way communication, constructive conflict resolution, inclusive decision making, feedback, enabling supports & using champions
• Organisation vision, goals and values.

Learning outcome 4

Apply effective leadership to measure and support individual and team performance.

Assessment criteria

4.1 Negotiate and establish performance criteria for specific tasks and team.
4.2 Assess performance outcomes of individuals and/or team using an appropriate appraisal technique.
4.3 Implement staff self-assessment to encourage the taking up of personal responsibility in the performance review.
4.4 Consult with others to identify workplace factors contributing to ineffective performance and make appropriate adjustments.
4.5 Apply motivation techniques to appropriately acknowledge staff performance and achievements.
4.6 Give constructive feedback and suggest options to bring about improvement.
4.7 Harness diversity and manage individual differences to utilise complimentary skill sets.
4.8 Provide information at a level and pace appropriate to the needs of individuals, and allow for further clarification.
4.9 Monitor and adapt leadership style to reflect feedback, and to accommodate different objectives, individual needs and workplace situations.

Content

Content may include:
Skills
• Staff appraisal techniques
• Performance counselling
• High level communication and interpersonal skills,
eg, influence, advocacy and negotiation, delegation & empowerment

• Adaptive leadership competencies.

**Knowledge**
• Performance criteria (individual & team)
• Approaches to staff appraisal
• Motivation theory & techniques: patterns of reinforcement, (rewarding & punishing behaviours), encourage risk taking, creativity and initiative, participative leadership & decision making, generate energy, excitement and passion and a sense of fun in the workplace
• Workplace performance inhibitors: lack of role clarity, goal setting & task allocation, environmental factors, conflict & team dynamics, lack of monitoring & feedback.

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**Learning outcome 5**

**Implement strategies to support workplace learning and bring about improved performance (individual, team and/or organisation).**

**Assessment criteria**

5.1 In consultation with staff, analyse individual/team outcomes and determine performance gaps.

5.2 Select and implement performance improvement strategies suited to personal learning style and development need.

5.3 Use appropriate reinforcements to reward effective performance and encourage continued improvement.

5.4 Role model reflective practice to reinforce ownership and commitment to ongoing performance improvement.

5.5 Analyse own leadership performance in reviewing individual and team results.

**Content**

Content may include:

**Skills**
• mentoring & coaching
• Effective communication and interpersonal skills as identified in the module.

**Knowledge**
• adult learning principles
• barriers to learning and personal change
• workplace learning strategies:
  shadowing
  job rotation
  mentors, coaches and critical friends
  team-based projects
• motivational techniques:
job re-design
flexible work arrangements
self-managed teams
participative management & decision making

<table>
<thead>
<tr>
<th>8. Delivery of the module</th>
<th>8.1 Delivery strategy</th>
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<tbody>
<tr>
<td></td>
<td>This module provides for flexible delivery options both on and off-the-job. Some areas of content may be common to more than one learning outcome and/or to other modules, and therefore integrated delivery is encouraged. The nominal duration is to be used as a guide only. It may vary depending on the mode of delivery, and the skills and knowledge of the participant. An integrated approach to delivery may reduce the nominal hours assigned to this module.</td>
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<td>Learning and development should incorporate on-the-job support and learning facilitation, including opportunities for supervised practice and reflection. Knowledge components should be reinforced with practical application in the workplace.</td>
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<td>Delivery strategies should be selected to reflect the nature of the learning outcome(s) and the needs of the participant, and should recognise prior knowledge and experience.</td>
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<td>The following delivery strategies are suggested as being appropriate for this module, and should be underpinned by an action learning methodology:</td>
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<tr>
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<td>• Workplace projects, aligned to leadership competency gaps and workplace change initiatives</td>
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<td>• Facilitated group discussion during topic-specific seminars and workshops</td>
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<td>• Guest speaker presentations</td>
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<td>• Reading assignments</td>
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<td>• Reflective journaling</td>
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<td>• Role plays and simulations</td>
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<td>• Analysis of real and/or simulated case studies.</td>
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<td>• Facilitated action learning sets (enterprise or cross-industry)</td>
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<td>• Tutor support (face to face, email or telephone)</td>
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<td>• Enterprise-based mentoring including workplace instruction, supervised practice and feedback</td>
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<td>• Formative self assessment</td>
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<td>• Peer observation &amp; feedback</td>
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<td>• Online delivery, eg, chat boards and discussion groups</td>
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8.2 Resource requirements

**Physical resources**
The training provider should have access to a suitably equipped training facility/learning environment, appropriate to the delivery and assessment requirements. Where enterprise partnerships exist and a significant component of the course is delivered in the workplace, the training provider needs to ensure availability and access to resources and equipment as specified in the module.

**Learning resource materials**
These may include but are not necessarily limited to:
- Relevant industry/enterprise policies, procedures and legislation
- Relevant texts, management literature and other learning resource materials (print-based and/or electronic versions)
- Information technology to support distance delivery, eg, computers & relevant software, and email & Internet access.

**Relevant texts:**
- **Argyris, C. 1990 Overcoming** Organisational Defences: Facilitating Organisational Learning, Prentice-Hall, New Jersey

**Human resources**
| 8.3 Occupational health & safety | Appropriately qualified and experienced trainers/assessors as detailed in Part B: Course Information. Trainers responsible for delivery must possess current competency in the module content. All relevant occupational health and safety procedures and regulations must be followed, to ensure own safety and safety of others. |
### Title of Session

**NONE 6462 Managing Organisational Relationships**

### Learning Aims

**Issues relating to leaders connecting to followers and attributes to consider in selecting leaders**

*(Teaching Time 3 hours per week)*

1. Critical general and personal evaluation to the questions:
   - Why should anyone be led by you?
   - Are you picking the right leaders?

   Key characteristics for why anyone should be led by you:
   1. Communicating a weakness builds solidarity between followers and leaders. It underscores a human being’s authenticity.
   2. Tough empathy is giving people what they need, not what they want. It balances respect for the individual and the task at hand. It has the benefit of impelling leaders to take risks.

   The four essential qualities (and their interplay) of inspirational leadership.
   1. Selectively show their weaknesses
   2. Rely heavily on intuition to gauge the appropriate timing and course of their action
   3. Manage their employees with tough empathy
   4. Reveal their difference

   Critical issues in picking the right leaders:
   1. Executives selecting leaders often effected by ‘halo effect’. Overvaluing certain attributes whilst undervaluing others.
   2. Traps to which selectors fall prey:
      1. Overvalue being a team player particularly through consensus approaches.
      2. Valuing a capacity to be hands on coach.
      3. Overvaluing operational proficiency as good implementers and problem solvers who may rely more on policy and systems than strategic thinking.
      4. Capacity to be dynamic public speakers.
      5. Looking for ambitious hungry types as opposed to those with talent and humility.
      6. Favouring those who have similar backgrounds to themselves or are familiar to them.

   Knowing What to Look For – How to Find It:
   1. Describe the candidate’s integrity.
   2. Describe how the candidate communicates information and expectations.
   3. Describe how the candidate reasons and analyses issues.
   4. Describe how the candidate runs his immediate work team.

### Connection to MLMPD

**Program Ethos**

**KEY ATTRIBUTES**

- Critical Perspective
- Sense of Others
- Engagement with others

**Emergent Attributes**

- Assuredness
- Openness
- Reflective Construction’s Systems View
<table>
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<td><strong>Learning outcome 5 of the course guide. Developing a capacity to:</strong> Implement strategies to support workplace learning and bring about improved performance (individual, team and/or organisation).</td>
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| Learning Processes | 1. Facilitator led adult learning based dialogue with group.  
2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings  
3. Final large group insights from smaller groups  
4. Final facilitator and group comments tying back to learning outcome and Mink model |
| Effective Learning Material | Key Readings  
Power points of key themes, theories & models. White board & markers to:  
• ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
• Butchers paper for small group notation of Models & Theories in action to workplace.  
• ‘Why should anyone be led by you?’ Reflection on Practice Worksheet. |
| Learning Tools | Program Impact |
|               | Capacity to Change |
|               | Program Process |
|               | Engagement with others |
|               | Encouraging, |
|               | Involved |
|               | Program Content |
|               | Readiness to Learn |
|               | Program Context |
|               | Opportunity Seeking |
Leaders can’t get anything done without followers. According to Goffee and Jones (2000) ‘we all know that leaders need vision and energy. But to be inspirational, leaders need four other qualities. Probably not what you’d expect but, these qualities can be honed by almost anyone willing to dig deeply into their true selves” These qualities of Real Leaders would most likely be termed as grounded qualities, keeping the leader grounded and in touch with followers.

The four qualities are:

- **Reveal Your Weaknesses**: Show you are human, selectively revealing weakness. communicating a weakness builds solidarity between followers and leaders. It underscores a human being’s authenticity.

- **Become A Sensor**: Hone your capacity to collect and interpret subtle interpersonal cues, detecting what’s going on without other’s spelling it out.

- **Practice Tough Empathy**: Real leaders empathise fiercely with their followers and care intensely about their people’s work. They also practice tough empathy giving people not necessarily what they want, but what they need to achieve their best. It balances respect for the individual and the task at hand. It has the benefit of impelling leaders to take risks.

- **Dare to be Different**: Real leaders capitalize on what is different about them. It allows the leader to signal his/her separateness as a leader. Motivates others to perform better. Followers push themselves more if their leader is just a little aloof. Don’t over differentiate towards detachment or arrogance, distinguish yourself through qualities of imagination, expertise or adventuresomeness.

**Task:**
(Small groups of three. Time 20 minutes. 15 minutes general report back to larger group).

- As a small group identify which qualities you believe that you practice to some extent. How might you improve your practice in this area? If you are not yet demonstrating capacity in any of these qualities then select one that you believe you could develop and concentrate on how you would improve practice,
Task:
(In same trios work on strategies on ways to develop the remaining qualities. Time 20 minutes 15 minutes report back to the large group)

- Work in trios to prepare strategies in point form to create an action plan to develop positive reflections and behaviours that would build your practice in these grounded qualities of a Real Leader. Be sure to create a step by step plan including dialogues with effected party, monitoring, progress and methods to recognise any turnaround or further address continuance of behaviours.).

Task:
(Large group discussion. Time 20 minutes).

- Final general discussion including frank dialogues around issues related to Real Leadership qualities and also Picking the Right Leaders and how we sometimes get that wrong in organisations.

- What are the key takeouts from the two readings this week?
### GCOL Lesson Plan: Session 2
NONE 6462 Managing Organisational Relationships

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Emotional Intelligence and Teams (Teaching Time 3 hours per week)</th>
<th>Connection to MLMPD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Aims</td>
<td>To introduce: Concepts of the emotional reality of teams. The group norms determine whether a team functions as a <strong>high performing team or exists as a loose collection of people working together</strong>. Failure to identify the team’s emotional reality and comply with its underlying norms creates catastrophic results. Group EI teams: <strong>self-aware, self-managed, empathic team, inclusion dynamics and peoples roles</strong>. The leaders primal task is working with people’s emotions and the team’s emotional reality. Concept of EI Team Effectiveness. For a team to be effective, it needs to create and regulate three EI conditions – <strong>trust among members, a sense of group identity and a sense of group efficacy</strong>. To regulate these conditions, group <strong>norms must be established for confrontation and caring</strong>. Shared purpose – vision. Shared habits and gaps – reality.</td>
<td>Program Ethos</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Aims Linked to Curriculum</th>
<th>Learning outcome 1 of the course guide. Developing a capacity to: Analyse and apply organisational behaviour theory in the leadership role.</th>
<th>Program Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning outcome 2 of the course guide. Developing a capacity to: Analyse and apply relationship skills in the leadership role.</td>
<td>Capacity to Change</td>
</tr>
</tbody>
</table>

| Learning Processes | 1. Facilitator led adult learning based dialogue with group. 2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings 3. Application of ‘lost at sea’ 4. Final large group insights from smaller groups 5. Final facilitator and group comments tying back to learning outcome and Mink model | Program Process |

| Effective Learning Material | Key Readings:  

**KEY COMPETENCE**
- Sense of Others
- Reflective (Constructionist)

**Emergent Competences**
- Engagement with Others
- Collaboration
- Conflict Management

**Program Ethos**
- Readiness to Learn
| **Learning Tools** | Power points of key themes, theories & models. White board & markers to:  
|                   | • ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
|                   | • Butchers paper for small group notation of Models & Theories in action to workplace,  
|                   | • ‘Lost at Sea’ Exercise (As attached – Expert answer available) |

| **Program Context** |  
|                   |  
| **Opportunity Seeking** |  

The Situation – Lost in the Pacific

You are adrift on a private yacht in the south pacific. As a consequence of a fire of unknown origin, much of the yacht and its contents have been destroyed. Your location is unclear because you and the crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately 1000 miles south-south-west of the nearest land.

The problem

One the following page is a list of 15 items that are intact and undamaged after the fire. You have, in addition, a serviceable rubber life raft with oars that is large enough to carry yourself, the crew, and all the items listed. The total contents of all the survivors' pockets are a package of cigarettes, several books matches, and five $1 bills.

Your task is to rank these items in terms of their importance to your survival. Place “1” by the most important item, “2” by the second most important item and so on, ending with "15" by the least important. Enter the numbers in the column labeled “Individual Ranking”.

Your instructor will tell you the number of the individuals in the crew. When you have completed the ranking, your instructor will give you further instructions.
<table>
<thead>
<tr>
<th>Items</th>
<th>Individual Ranking</th>
<th>Group Ranking</th>
<th>Expert’s Ranking</th>
<th>Influence</th>
<th>Individual Accuracy</th>
<th>Group Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sextant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetic mirror</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Litre container of water</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mosquito netting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One case of army rations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps of Pacific Ocean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seat cushion (Floating device approved by Aust Coast Guard)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Litre container of fuel mixture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small transistor radio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shark repellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Square metres of opaque plastic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Litre bottle of 160-proof rum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 metres of nylon rope</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two boxes of chocolate bars</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fishing kit with, lines, floats, hooks and lures.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Title of Session | High Performing Teams  
(Teaching Time 3 hours per week) | Connection to MLMPD
--- | --- | ---
Learning Aims | To introduce and apply: Concepts of disciplined and high performing teams:  
- **Disciplined teams demonstrate the following attributes:**  
  1. A team is a small number of people with complementary skills who are committed to a common purpose, set of performance goals and approach for which they hold themselves mutually accountable.  
  2. The essence of a team is common commitment:  
     - Specific team performance goals help to define a set of work-products that are different from an organisation wide mission and from individual job objectives.  
     - The specificity of job objectives facilitates clear communication and constructive conflict within the team.  
     - The attainability of specific goals helps teams maintain their focus on getting results.  
  3. Size is an issue to effectiveness. Small teams (2 – 25) are more likely to work through functional and hierarchical differences than larger groups (50). Large groups face logistical challenges of space to meet and time to meet.  
  4. Teams need the right mix of complementary skills to get a job done. Technical or functional expertise, problem solving decision making skills, and interpersonal skills.  
  5. Three types of team:  
     - Teams that recommend things. Issues of defined dates of delivery, quality rely on composition of team. Handoff of recommendations a key issue. Ensure the team involved in implementation of recommendations is also involved in framing recommendations.  
     - Teams that make or do things. As the team has a continuing role the focus is on relentless performance.  
     - Teams that run things. Firstly, is a working group of individuals more effective than a true team? The need to identify specific team purposes and goals.  
- **High Performance Teams – Lessons from Pygmies:**  
  1. Members respect and trust each other.  
  2. Members protect and support each other.  
  3. Members engage in open dialogue and communication.  
  4. Members share a strong common goal.  
  5. Members have strong shared values and beliefs. | Program Ethos | KEY COMPETENCE  
| | | Critical Perspective  
| | | Reflective (Constructionist)  
| | | Sense of Others  
| | | Emergent Competences  
| | | Engagement with Others  
| | | Collaboration  
| | | Conflict Management
<table>
<thead>
<tr>
<th>Learning Aims Linked to Curriculum</th>
<th>Learning outcome 1 of the course guide. Developing a capacity to: Analyse and apply organisational behaviour theory in the leadership role.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Learning outcome 2 of the course guide. Developing a capacity to: Analyse and apply relationship skills in the leadership role.</td>
</tr>
<tr>
<td></td>
<td>Learning Outcome 4 of the course guide. Developing a capacity to: Apply effective leadership to measure and support individual and team performance.</td>
</tr>
</tbody>
</table>

| Learning Processes | 1. Facilitator led adult learning based dialogue with group.  
2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings.  
3. Identify relevance to team attributes of disciplined teams in own work team. Analyses and discuss both the apparent attributes in place and those that may be missing or requiring attention in workplace teams.  
4. Identify the impact of lessons from the Pygmies in team development. Final large group insights from smaller groups  
5. Final facilitator and group comments tying back to learning outcome and Mink model |

| Effective Learning Material | Key Readings  
Power points of key themes, theories & models. White board & markers to:  
• ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
• Butchers paper for small group notation of Models & Theories in action to workplace, |

| Learning Tools | Program Content  
Readiness to Learn  
Program Context  
Opportunity Seeking |
Title of Session | The leadership practice of persuasion in managing relationships  
| (Teaching Time 3 hours per week) |

Learning Aims | To introduce:  
|  
| \textbf{Concepts of persuasion in relationship management.}  
| \textbf{Six fundamental principles of persuasion} for securing consensus, cutting deals and winning concessions:  
| 1. \textbf{Liking} - People like those who like them – uncover real similarities and offer genuine praise.  
| 2. \textbf{Reciprocity} - People repay in kind – Give what you want to receive.  
| 3. \textbf{Social Proof} - People follow the lead of similar others – Use peer power whenever it’s available.  
| 4. \textbf{Consistency} - People align with their clear commitments – Make their commitments active, public and voluntary.  
| 5. \textbf{Authority} - People defer to experts – establish ones own expertise before trying to exert influence. Expose your expertise; don’t assume it’s self-evident.  
| 6. \textbf{Scarcity} - People want more of what they have less of – highlight unique benefits and exclusive information.  
| These principles should be applied in combination to compound their impact.  
| \textbf{Adapting persuasion style based upon the person’s decision making style:}  
| Tailoring information in line with the 5 decision making styles, that have a range of behaviours and characteristics:  
| 1. \textbf{Charismatics.} Enthusiastic, captivating, talkative, dominant  
| 2. \textbf{Thinkers.} Cerebral, intelligent, logical, academic  
| 3. \textbf{Skeptics.} Demanding, disruptive, disagreeable, rebellious  
| 4. \textbf{Followers.} Responsible, cautious, brand-driven, bargain-conscious  
| 5. \textbf{Controllers.} Logical, unemotional, sensible, detail oriented, accurate, analytical  
| \textbf{Facets of the decision making process:}  
| \textbf{Desire to be educated about issues in question.}  
| \textbf{Willingness to move beyond the status quo.}  
| \textbf{Take risks or be risk averse.}  
<p>| Understand the focus of their bottom line and select buzzwords that speak to them. |</p>
<table>
<thead>
<tr>
<th>Learning Aims Linked to Curriculum</th>
<th>Learning outcome 1 of the course guide. Developing a capacity to: Analyse and apply organisational behaviour theory in the leadership role.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning outcome 2 of the course guide. Developing a capacity to: Analyse and apply relationship skills in the leadership role.</td>
</tr>
</tbody>
</table>
| Learning Processes | 1. Facilitator led adult learning based dialogue with group.  
2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings  
3. Discuss the relevance and use of the six principles of  
4. Permit group to identify certain types within their own organization and team that display the 5 Decision making styles. Explore strategies to engage and influence decision making.  
5. Final large group insights from smaller groups  
6. Final facilitator and group comments tying back to learning outcome and Mink model |
| Effective Learning Material | Key Readings:  
Power points of key themes, theories & models. White board & markers to:  
• ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
• Butchers paper for small group notation of Models & Theories in action to workplace, |
# GCOL Lesson Plan: Session 5
NONE 6462 Managing Organisational Relationships

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Skills in Managing Relationships (Teaching Time 3 hours per week)</th>
<th>Connection to MLMPD</th>
</tr>
</thead>
</table>
| **Learning Aims**| To introduce and apply concepts: Assisting the leader to identify performance issues in key performers and to develop approaches to empower employees.  
• **Managing away bad habits.**  
Addressing poor performance in star employees. Star Performers who have a fatal personality flaw:  
• **The Hero** – Pushes himself and others too hard & too long.  
• **The Meritocrat** – Best ideas will be created objectively believes in merit & ignores the politics.  
• **The Bulldozer** – Runs roughshod over others in a quest for power.  
• **The Pessimist** – Focuses on the downside of every change.  
• **The Rebel** – Automatically fights against authority and convention.  
• **The Home Run Hitter** – Tries to do too much too soon.  
Root Causes of these failings:  
• An inability to see the world from others points of view.  
• A Failure to recognise when and how to use power.  
• A failure to come to terms with authority.  
• A negative self image.  
• **Taking the stress out of stressful conversations.**  
Prepare for the conversation:  
• Assess your own vulnerabilities, i.e. how you react to the situation and the behaviour of others.  
• Rehearse the content of what you want to convey in the conversation. Aim for:  
  1. **Clarity** – the content of the message and making it straightforward without waffle.  
  2. **Tone** – the nonverbal cues of expression and body language that need to match what you are saying and how you are conveying it.  
  3. **Temperate Phrasing** – Use temperate phrasing and avoid language that escalates the situation or flares emotions negatively.  
Managing the conversation requires applying a few conversation gambits to keep the stress controlled:  
• **Honour thy partner** – in addressing negative performance, a layoff situation, or other stressful conversation by showing respect for them. Identify that the issue or problem is a shared problem and acknowledge a degree of responsibility in the problem. | | |
<table>
<thead>
<tr>
<th>Learning Aims Linked to Curriculum</th>
<th>Learning outcome 1 of the course guide. Developing a capacity to: Analyse and apply organisational behaviour theory in the leadership role.</th>
<th>Learning outcome 2 of the course guide. Developing a capacity to: Analyse and apply relationship skills in the leadership role.</th>
</tr>
</thead>
</table>
| Learning Processes                | 1. Facilitator led adult learning based dialogue with group.  
2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings.  
3. Small group activity with ‘Managing Away Bad Habits’ Worksheet to generate thinking on readings, insights to workplace experiences and dialogue on practice and future actions.  
4. Final large group insights from smaller groups.  
5. Final facilitator and group comments tying back to learning outcomes and the models of practice from the readings. | |
| Effective Learning Material       | Key Readings:  
Power points of key themes, theories & models. White board & markers to:  
• ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
• Butchers paper for small group notation of Models & Theories in action to workplace,  
• ‘Managing Away Bad Habits’ Worksheet (As attached) | |
| Learning Tools                    | |||
Managing Organisational Relationships

“Managing Away Bad Habits”
Managing High Performers with Personality Problems.

Managing away bad habits of high performers is a key issue in keeping those high performers congruent with organisational goals and in keeping with a work team ethos. Addressing poor performance in star employees is a sometimes forgotten issue until it becomes a major problem. Star Performers sometimes have a fatal personality flaw.

Six general categories of:

- **The Hero** – Pushes himself and others to hard & too long.
- **The Meritocrat** – Best ideas will be created objectively believes in merit & ignores the politics.
- **The Bulldozer** – Runs roughshod over others in a quest for power.
- **The Pessimist** – Focuses on the downside of every change.
- **The Rebel** – Automatically fights against authority and convention.
- **The Home Run Hitter** – Tries to do too much too soon.

Root Causes of these failings:

- An inability to see the world from others points of view.
- A Failure to recognise when and how to use power.
- A failure to come to terms with authority.
- A negative self image.

Task:

(Small groups of three. Time 20 minutes. 20 minutes general report back to larger group).

- As a small group identify which attributes you may be aware of in your own team in terms of a slight tendency or a major tendency in their personality?

- Noting the details above - is this a cause for concern?

- Consider the advice below on handling Star Performers with Bad Habits. Could any of these be applied effectively to challenge and begin to address the behaviour?

Handling these Star Performers:

8. **Heroes** – Teach the hero to take regular temperature of their team to check that they are not being overdriven. Help him/ make a checklist of warning signs. Monitor him to help him turn down the volume without turning him off.

9. **Meritocrats** – Offer sympathy that it isn’t fair. Ask the tough question – “Do you want to be 100% pure or to be effective?” Get the meritocrat to see that the politics are part of the process of being effective.
10. **Bulldozers** – ask them how many enemies they may have created by their behaviour. Indicate that there is a cost to their behaviours. You need to script with the bulldozer ways of winning back others’ trust through apologies and changes in approach.

11. **Pessimists** – Fears need to be constructive not paralysing. Get the pessimist to frame concerns. Support the pessimist to take risks by taking the blame yourself if things go wrong and giving them credit if things go well.

12. **Rebels** – Co-opt the rebel and make them responsible for a high profile task. Ask him to become a true rebel and work to change the systems not just complain about them and not comply. Give the rebel a focus and support their approaches to change the systems.

13. **Home Run Hitters** – Point out you appreciate drive, but want to move them up the scale slowly and steadily adding value to others and themselves as they move.

**Task:**
(In same trios work out at least 2 to 3 strategies. Time 20 minutes 15 minutes report back to the large group)

- Work in trios to prepare strategies in point form to create an action plan to address the behaviours. Be sure to create a step by step plan including dialogues with affected party, monitoring, progress and methods to recognise any turnaround or further address continuance of behaviours.)

**Task:**
(Large group discussion. Time 10 minutes).

**Final general discussion including frank dialogues around any bad habits in our own leadership practice and what we are willing to do to address these.**
### Session 6

**NONE 6462 Managing Organisational Relationships**

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Skills in Managing Relationships in Negotiations (Teaching Time 3 hours per week)</th>
<th>Connection to MLMPD</th>
</tr>
</thead>
</table>
| **Learning Aims** | To introduce and apply concepts relating to: Managing relationships within negotiations as well as learning critical aspects to consider in the processes of negotiation.  
  - *Turning Negotiation into a Corporate Capability.* Ertel (1999) indicates seven practices to ensure negotiation remains focused on securing partnerships and developing relationships:  
    - **Relationship:** Does the negotiation process help build the kind of relationship that will enable us and the other party to work together?  
    - **Communication:** Do our negotiations help create an environment in which both parties can engage in constructive dialogue aimed at solving problems?  
    - **Interests:** Have we crafted a negotiated deal that satisfies our interests well at the same time that it satisfies the other party’s interests to at least an acceptable level and the interests of any relevant third parties (government regulators, environmental groups, lobby groups, and so on) to at least a tolerable level?  
    - **Options:** As part of the negotiation process, have we searched for innovative, elegant, and efficient solutions that might offer joint gains?  
    - **Legitimacy:** After brainstorming a variety of options, have we used objective criteria to evaluate and choose an option that could be justified by both sides?  
    - **BATNA:** Have we measured the proposed deal against our Best Alternative to a Negotiated Agreement, (BATNA), and are we confident that it satisfies our interests better than our BATNA does?  
    - **Commitment:** Have we generated a set of well planned, realistic, and workable commitments that both sides understand and are prepared to implement?  
  - **Six Habits of Merely Effective Negotiators.** Sebenius (2001) outlines six habits or mistakes that negotiators frequently fall into that deprive them of superior negotiations:  
    - Neglecting the other side’s problem  
    - Allowing Price to bulldoze other interests  
    - Letting Positions drive out Interests  
    - Searching too hard for common ground  
    - Neglecting BATNA’s  
    - Failing to correct for skewed vision | **Program Ethos** |
<p>|                  |                                                                                 | <strong>KEY COMPETENCE</strong> |
|                  |                                                                                 | <strong>Critical Perspective</strong> |
|                  |                                                                                 | <strong>Focus</strong> |
|                  |                                                                                 | <strong>Sense of Others</strong> |
|                  |                                                                                 | <strong>Engagement with Others</strong> |
|                  |                                                                                 | <strong>Emergent Competences</strong> |
|                  |                                                                                 | <strong>Assuredness</strong> |
|                  |                                                                                 | <strong>Orientation to Ambiguity</strong> |
|                  |                                                                                 | <strong>Reflective (Constructivist)</strong> |
|                  |                                                                                 | <strong>Positive Attitude</strong> |
|                  |                                                                                 | <strong>Openness</strong> |
|                  |                                                                                 | <strong>Conflict Management</strong> |
|                  |                                                                                 | <strong>Collaboration</strong> |</p>
<table>
<thead>
<tr>
<th>Learning Aims Linked to Curriculum</th>
<th>Learning outcome 1 of the course guide. Developing a capacity to: Analyse and apply organisational behaviour theory in the leadership role.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning outcome 2 of the course guide. Developing a capacity to: Analyse and apply relationship skills in the leadership role.</td>
</tr>
<tr>
<td></td>
<td>Learning outcome 5 of the course guide. Developing a capacity to: Implement strategies to support workplace learning and bring about improved performance (individual, team and/or organisation).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Processes</th>
<th>1. Facilitator led adult learning based dialogue with group.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings.</td>
</tr>
<tr>
<td></td>
<td>3. Small group activity with ‘Managing Away Bad Habits’ Worksheet to generate thinking on readings, insights to workplace experiences and dialogue on practice and future actions.</td>
</tr>
<tr>
<td></td>
<td>4. Final large group insights from smaller groups.</td>
</tr>
<tr>
<td></td>
<td>5. Final facilitator and group comments tying back to learning outcomes and the models of practice from the readings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Learning Material</th>
<th>Key Readings:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learning Tools</th>
<th>Power points of key themes, theories &amp; models. White board &amp; markers to:</th>
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</thead>
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<tr>
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</tr>
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<td></td>
<td>• Butchers paper for small group notation of Models &amp; Theories in action to workplace,</td>
</tr>
<tr>
<td></td>
<td>• Harvard Business Publishing ‘Negotiation’ in class cases role plays</td>
</tr>
</tbody>
</table>
The negotiation case studies suggested provide participants with the opportunity to practice the concepts outlined by Ertel (1999) and to avoid some of the pitfalls presented by Sebenius (2001).


- The Real Property Negotiation Game simulates the experience negotiating the sale, purchase, or financing of a property. The class competes as either a lender, buyer, or one of two groups of sellers. PDF $US 6.95


- The Real Property Negotiation Game simulates the experience negotiating the sale, purchase, or financing of a property. The class competes as either a lender, buyer, or one of two groups of sellers, This case continues the situation from the A case providing new information for the key stakeholders in the negotiation to consider. PDF $US 3.75

- Harvard Business Publishing has many such negotiation cases. Any of these would adequately provide the requisite framework to apply learning.
Key questions for our Practice as Leaders and Managers:

• What aspects of managing the relationship proved difficult in the phases of negotiation? Namely before (planning) during (the actual negotiation) and after the negotiation (following either an agreement or a BATNA)?

• Which of Ertel’s concepts proved useful to you in your negotiation role? OR which could you observe being played out by the negotiators if you were not involved directly in negotiation?

• What traps did negotiators fall into as outlined by Sebenius? What consequences if any ensued from this?

• What were the key learnings for you from undertaking this exercise?

• Where and how might you use these insights into your leadership and management practice? Share your reflections and insights with the larger learning group.
Graduate Certificate In Organisation Leadership

NONE6461 - Personal Knowledge And Leadership Practice

Assessment 1 – Learning Set Group Presentation 20%

Learning Set & Individual Presentation of findings on the recommended readings, reference to materials from other books, models, theories, concepts, internet etc. Focus is on relevance and insights to practice. In particular the impact this new knowledge, skills awareness and alternative attitudes in leadership and management practice is having on your practice as a leader and manager.

Criteria for Assessments:

Presentation:
1. Capacity to demonstrate critical reflective practice and personal assessment relevant to course.
2. Capacity to apply theory constructs relevantly and usefully to consider leadership and management practice issues.
3. Capacity to demonstrate analysis of practice towards potential changes in practice.

Learning Outcomes:

1. Analyse and apply organisational behaviour theory in the leadership role.
2. Analyse and apply relationship skills in the leadership role.
3. Lead the setting of goals within the work team.
4. Apply effective leadership to measure and support individual and team performance.
5. Implement strategies to support workplace learning and bring about improved performance (individual, team and/or organisation).
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<tr>
<th>Learning Set</th>
<th>Outcome - 1</th>
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## GCOL Lesson Plan: Session 7
### NONE 6462 Managing Organisational Relationships

| Title of Session | Skills in Leading Organisations  
( Teaching Time 3 hours per week ) | Connection to MLMPD |
|------------------|---------------------------------|---------------------|
| Learning Aims    | To introduce and apply concepts:  
In leadership at the executive level and understanding the  
characteristics that lead to successful senior leadership of  
people and organisations.  
• **Level 5 Leadership.**  
The level 5 leadership sits on top of a hierarchy of  
capabilities and is according to research (Collins, 2001), a  
necessary requirement for transforming an organisation  
from good to great. The level 5 hierarchy:  
• **Level 5 – Level 5 Executive**  
Builds enduring greatness through a paradoxical  
combination of personal humility and professional  
will.  
• **Level 4 – Effective Leader**  
Catalyses commitment to and vigorous pursuit of a  
clear and compelling vision; stimulates the group to  
high performance standards.  
• **Level 3 – Competent Manager**  
Organises people and resources toward the  
effective and efficient pursuit of predetermined  
objectives.  
• **Level 2 – Contributing Team Member**  
Contributes to the achievement of group  
objectives; works effectively with others in a group  
setting.  
• **Level 1 – Highly Capable Individual**  
Makes productive contributions through talent,  
knowledge, skills and good work habits. | Program Ethos |
| Learning Aims Linked to Curriculum | Learning outcome 1 of the course guide.  
Developing a capacity to:  
Analyse and apply organisational behaviour theory in the  
leadership role.  
Learning outcome 2 of the course guide.  
Developing a capacity to:  
Analyse and apply relationship skills in the leadership role. | Program Impact |
| Learning Processes | 1. Facilitator led adult learning based dialogue with group.  
2. Small group dialogues based on key concepts and  
emergent issues work life situated linkage to readings.  
3. Small group activity with ‘Level 5 Leadership & Good to  
Great Companies’ Worksheet to generate thinking on  
readings, insights to workplace experiences and  
dialogue on practice and future actions.  
4. Final large group insights from smaller groups.  
5. Final facilitator and group comments tying back to | Program Process |
|                  | | Engaged with Others |

### Key Competence
- Reflective (Constructivist)
- Openness
- Sense of Others
- Engagement with Others
learning outcomes and the models of practice from the readings.

<table>
<thead>
<tr>
<th>Effective Learning Material</th>
<th>Key Readings</th>
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<td></td>
<td>• 'Level 5 Leadership &amp; Good to Great Companies’ Worksheet (As attached)</td>
</tr>
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</table>

Power points of key themes, theories & models. White board & markers to:
- ‘Capture’ relevant issues and ‘park’ other issues to come back to.
- Butchers paper for small group notation of Models & Theories in action to workplace,
"Level 5 Leadership & Good to Great Companies"
Level 5 Leadership Qualities and Attributes of Great Companies.

The key finding of the Good to Great companies’ research by Jim Collins (2001) on what makes a Great company revealed that Great companies that were able to sustain greatness during their critical transition from Good to Great always had a level 5 leader as CEO.

Level 5 leadership sits on top of a hierarchy of capabilities and is according to research (Collins, 2001), a necessary requirement for transforming an organisation from good to great. The level 5 hierarchy:
- **Level 5 – Level 5 Executive**
  Builds enduring greatness through a paradoxical combination of personal humility and professional will.
- **Level 4 – Effective Leader**
  Catalyses commitment to and vigorous pursuit of a clear and compelling vision; stimulates the group to high performance standards.
- **Level 3 – Competent Manager**
  Organises people and resources toward the effective and efficient pursuit of predetermined objectives.
- **Level 2 – Contributing Team Member**
  Contributes to the achievement of group objectives; works effectively with others in a group setting.
- **Level 1 – Highly Capable Individual**
  Makes productive contributions through talent, knowledge, skills and good work habits.

Task:
(Small groups of three. Time 20 minutes. Further 20 minutes general report back to larger group).

- As a small group identify which leadership level you currently demonstrate and which level you honestly believe that you have attributes to achieve?
- What capacities do you see that you will need to develop to move further towards level 5 leadership qualities and also to avoid some of the limitations of levels 4 and 3 in the hierarchy of leadership?
- Share your thoughts with other group members?
The Characteristics of Good to Great Organisations:

1. **Level 5 leaders display the characteristics of **Humility plus Will**. They also refer to their success as ‘luck’ but underlying this are two tools the Window and the Mirror. Level 5 leaders look out the window to credit success to others rather than themselves. They also look to the mirror to assign responsibility rather than cite bad luck or external factors when things go wrong.

2. **First Who**: Level 5 leaders attend to people first getting the right people onboard the wrong people off and then determined and drove strategy next.

3. **Stockdale Paradox**: Named after Admiral James Stockdale a U.S. POW in Vietnam for 7 years who confronted the reality that, things could not get any worse, but held the belief that one day would be better than ever. Level 5 leaders confront the most brutal facts of their current reality first – yet maintained absolute faith that they would prevail in the end.

4. **Build up-Breakthrough Flywheel**: Transformations at good to great companies occur through relentless build up like pushing a giant flywheel through one turn then two until it reaches its own momentum.

5. **The Hedgehog Concept**: Isaiah Berlin in an essay described the fox as knowing a little about many things and the hedgehog knowing a lot about one small thing. Good to great companies act like hedgehogs on three intersecting circles:
   - What the company can be best in the world at.
   - How its economics work best
   - What best ignites the passions of its peoples

6. **Technology Accelerators**: Good to great companies are pioneers in carefully selected technologies suited to their hedgehog strategy.

7. **A Culture of Discipline**: Good to great companies display disciplined people, disciplined thought and disciplined action. When you have disciplined people; you don’t need a hierarchy. When you have disciplined thought; you don’t need a bureaucracy. When you have disciplined action; you don’t need excessive controls. When you combine a culture of discipline with an ethic of entrepreneurship you get a magical alchemy of great performance.

**Task:**
(In the same trios discuss a previous change initiative and consider the Good to Great transition attributes. Time 20 minutes. 15 minutes report back to the large group)

- In same trios identify any past change strategies you have experienced that were not as fully successful as perhaps they might have been. Could any of the above attributes of transitioning from Good to Great companies have been useful to the transformation process?)
Task:
(Discussion of Good to Great Attributes and value to our practice. Large group discussion. Time 15 minutes).

• Consider the Good to Great transition attributes and identify any that will be useful to you practice. Be prepared to justify why and how?
## Title of Session

**Goal Setting for Performance**
*(Teaching Time 3 hours per week)*

## Learning Aims

To introduce and apply concepts:
Relating to Goal Setting and Performance

- **Goal-Setting Approach to Behaviour Change**
  
  Latham (2003) outlines Superordinate Goals (i.e. Those that focus on affect appealing to emotions) and Goal Setting that makes such Superordinate Goals move from abstract vision to concrete reality.

  By Setting Goals using five attributes individual and work teams can plan, target, execute effort and measure outcomes. The Goals must have Five Attributes to be effective and efficient, they must be:

  1. **Specific**.
  2. **Measurable**
  3. ** Achievable**
  4. ** Relevant**
  5. **Time-Framed**

- **A Practically Useful Theory of Goal Setting and Task Motivation**.

  According to research by Locke and Latham, (2002) core findings were that **Specific Difficult Goals lead to High Performance**. They also Identify key Moderators and Personal Goals of an employee as a mediator of external incentives in terms of **Satisfaction with Performance and Rewards**.

  The Practical applications of the model are:

  - Productivity & Cost Improvement
  - Performance Appraisal
  - Staff Selection
  - Self-Regulation at Work

## Learning Aims Linked to Curriculum

- **Learning outcome 1 of the course guide.**
  Developing a capacity to:
  Analyse and apply organisational behaviour theory in the leadership role.

- **Learning outcome 2 of the course guide.**
  Developing a capacity to:
  Analyse and apply relationship skills in the leadership role.

- **Learning outcome 3 of the course guide.**
  Developing a capacity to:
  Lead the setting of goals within the work team

- **Learning outcome 4 of the course guide.**
  Developing a capacity to:
  Apply effective leadership to measure and support individual and team performance.
| Learning Processes | 1. Facilitator led adult learning based dialogue with group.  
2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings.  
3. Small group activity with ‘Goal Setting’ Worksheet to generate thinking on readings, insights to workplace experiences and dialogue on practice and future actions.  
4. Final large group insights from smaller groups.  
5. Final facilitator and group comments tying back to learning outcomes and the models of practice from the readings. |
<table>
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<tbody>
<tr>
<td><strong>Effective Learning Material</strong></td>
<td><strong>Learning Tools</strong></td>
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</tbody>
</table>
| Key Readings  
| Power points of key themes, theories & models.  
White board & markers to:  
• ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
• Butchers paper for small group notation of Models & Theories in action to workplace.  
• ‘Goal Setting’ Worksheet (As attached) |
“Goal Setting”

Goal-Setting Approach to Behaviour Change

Latham (2003) outlines Superordinate Goals (i.e. those overarching goals that capture the “heart” because they focus on affect appealing to emotions. By Setting Goals using five attributes individual and work teams can plan, target, execute effort and measure outcomes. The Goals must have Five Attributes of a SMART model to be effective and efficient, they must be:

1. **Specific** – Clear and unambiguous.
2. **Measurable** – What gets measured gets done. Meaningful, useful measures for monitoring, feedback/adjustment and success must be developed.
3. **Achievable** – Individuals or Team must have requisite skills, knowledge, resources and support to achieve the targeted goal.
4. **Relevant** – linked to the Superordinate Goal and Strategy that they should serve.
5. **Time-Framed** – Targeted time lines for milestones during implantation plus final achievement must be in place to ensure focus.

Worktable for SMART Goal Setting

Superordinate Goal: _____________________________________________
Type of Project/Task: ____________________________________________

<table>
<thead>
<tr>
<th>Goal Qualities</th>
<th>Actions/Behaviours to achieve Goal</th>
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<tr>
<td>Specific</td>
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Issues/Areas to watch in Implementing the SMART Goal approach (e.g. resources, support, measurement, etc):

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Task:
(Developing practice in SMART Goal Setting. Time 15 minutes. Form trios to share Apollonian dialogue on Insights. Time 15 minutes).

- Individually reflect and apply the Smart Model to a project type task that you may have done in the past or are presently involved in.

- In trios dialogue through your SMART model and gain insights from other participants on the clarity, focus and effectiveness of your SMART Goal Setting to drive Goal achievement. Share ideas for improvements and possible areas/issues to watch.

Task:
(Large Group Apollonian Dialogue. Time 15 minutes).

- General Apollonian Dialogue on Practice of SMART Goal Setting for Groups. Reflect on what may be the challenges.

A Practically Useful Theory of Goal Setting and Task Motivation

According to research by Locke and Latham, (2002) core findings were that Specific Difficult Goals lead to High Performance. They also identified that the Personal Goals of an employee as a mediator of external incentives in terms of Satisfaction with Performance and Rewards.

Also Goals affect performance through four mechanisms:
- Goals serve a directive. Function.
- Goals have an energising function.
- Goals effect persistence
- Goals affect action indirectly leading to the arousal, discovery, and/or use of task-relevant knowledge and strategies.

Moderators affecting the model are:
- Goal Commitment
- Goal Importance
- Self-Efficacy - (Confidence in attaining the goal)
- Feedback
- Task Complexity

The Practical applications of the model are:
- Productivity & Cost Improvement
- Performance Appraisal
- Staff Selection
- Self-Regulation at Work
(Source: Locke & Latham, 2002)

Moderators: 
Goal Commitment  
Goal Importance  
Self- Efficacy  
Feedback  
Task Complexity

Willingness to 
Commit to 
New Challenges

Goal Core: 
Specificity  
Difficulty  
(E.g. Performance & Learning Goals, Personal Goals)

Performance: 
(e.g. Productivity/ Cost Improvement)

Satisfaction with 
Performance & 
Rewards

Mechanisms: 
Choice/Direction  
Effort  
Persistence  
Strategies

Task:  
(Small groups of three. Time 20 minutes. Further 20 minutes general report back to larger group).

• As a small group consider the model of goal setting for an employee. Are there any critical areas that you believe you may not attending to ensure that goal setting applies effectively for each member of your team?

• Are there any additional issues to consider with regard to the Goal Setting model? For example, can rewards be an issue in some organisations? Share your thoughts with other group members?

New Directions and Limitations to consider in Goal Setting according to Locke and Latham (2002) are:

• Goal Conflict  
• Learning Goals and Performance Goals  
• Goals and Risk  
• Personality  
• Goals and Sub-Coconscious motivation

Task:  
(In the same trios discuss any challenges with the new directions and Limitations as well as the Model. Time 20 minutes. 15 minutes report back to the large group)

• In same trios discuss any challenges that you see to goal setting both from the model in general and also from the list of challenges suggested by Locke and Latham?)
What strategies or initiatives might you put in place to improve goal setting practice against these challenges or addressing some gap in practice relevant to the model?
### GCOL Lesson Plan: Session 9
NONE 6462 Managing Organisational Relationships

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Skills in Managing Relationships in Teams (Teaching Time 3 hours per week)</th>
<th>Connection to MLMPD</th>
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</table>
| Learning Aims    | To introduce and apply concepts of: Team collaboration.  
• Beyond Teams: Towards an ethic of Collaboration. Haskins, Liedtka and Rosenblum (1998) explore the issue of a relational collaboration in teams as opposed to merely transactional approaches to teamwork.  
**Transactional teamwork**: the key managerial concern is with intra-group dynamics, coordinating the efforts of a group of people around a stated purpose  
**Relational collaboration**: moves beyond the creation of transactional teams. Relational collaboration becomes embedded as an aspect of the organisation’s culture. It enables large groups of individuals, even organisations, to go beyond working at tasks.  
Elements of an Ethic of collaboration for the person centred are; a sense of a calling, a caring attitude, a conscientious stewardship and a creative energy  
• Speeding up Team Learning.  
• Adapting to new ways of learning and implementing new processes as quickly as possible.  
• Leaders need to manage team learning - Unlearning old routines before learning new ones.  
• Creating a free and open environment with input from everybody. | Program Ethos |
| Learning Aims Linked to Curriculum | Learning outcome 1 of the course guide. Developing a capacity to: Analyse and apply organisational behaviour theory in the leadership role.  

Learning outcome 2 of the course guide. Developing a capacity to: Analyse and apply relationship skills in the leadership role.  

Learning outcome 5 of the course guide. Developing a capacity to: Implement strategies to support workplace learning and | Program Impact |

**KEY COMPETENCE**

- Motivation  
- Sense of Others  
- Collaboration

**Emergent Competences**

- Critical Perspective  
- Assuredness  
- Reflective (Constructivist)  
- Openness  
- Supporting Others’ Dev’t  
- Conflict Management
bring about improved performance (individual, team and/or organisation).

| Learning Processes | 1. Facilitator led adult learning based dialogue with group.  
2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings.  
3. Small group activity with ‘Developing Collaboration across the Organisation’ Worksheet to generate thinking on readings, insights to workplace experiences and dialogue on practice and future actions.  
4. Final large group insights from smaller groups.  
5. Final facilitator and group comments tying back to learning outcomes and the models of practice from the readings. |  
| Effective Learning Material | Key Readings:  
Power points of key themes, theories & models. White board & markers to:  
• ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
• Butchers paper for small group notation of Models & Theories in action to workplace,  
• ‘Developing Collaboration across the Organisation’ Worksheet (As attached) |
“Developing Collaboration across the Organisation”

Beyond Teams: Towards an ethic of Collaboration.

Haskins, Liedtka and Rosenblum (1998) explore the issue of a **relational collaboration** in teams as opposed to merely **transactional** approaches to teamwork.

**Transactional teamwork:** the key managerial concern is with intra-group dynamics, coordinating the efforts of a group of people around a stated purpose. Individuals in the group possess different skills and are assigned different roles, tasks, and responsibilities according to some notion of skill and task fit.

**Relational collaboration:** moves beyond the creation of transactional teams. Relational collaboration becomes embedded as an aspect of the organisation’s culture. It enables large groups of individuals, even organisations, to go beyond working at tasks.

Elements of an Ethic of collaboration for the person centred are:

- **The Sense of a Calling:** A compelling need to do the work. Members finding themselves fulfilled.
- **Caring Attitude:** Amongst members about well being and development of colleagues.
- **Conscientious stewardship:** A loyalty and pride in their contributions and support of the organisation and legacy left.
- **Creative energy:** Members express drive to express their creativity.

And for the organisation level elements:

- **Coherent intent**
- **Congruent systems**
- **Capital for relationship building**
- **Learning**
Task:

- As individuals identify if your organisation tends to develop Transactional Teams or aim to develop Relational Collaboration.

- Which elements of the model do you believe would be able to be developed within your organisation to underpin Relational Collaboration and which may require significant change efforts?

- How difficult could this be? Could the benefits outweigh the efforts or could it be culturally highly difficult?

- Dialogue through your thoughts and reactions in the small learning sets. As a group dialogue on: What initiatives to develop a ‘sense’ of relational collaboration within your own team or unit or across similar thinking units in your area?

- Share your learning sets thoughts with the other larger group members?

Speeding up Team Learning

Edmondson, Bohmer and Pisano (2001) argue that the challenge of team management in the 21st century is to implement new processes as quickly as possible achieving the efficiency sought and ensuring effectiveness in terms of quality and excellence is maintained.

- Adapting to new ways of learning and implementing new processes as quickly as possible.
- Leaders need to manage team learning - Unlearning old routines before learning new ones.
- Creating a free and open environment with input from everybody.

Three essential factors for creating a learning team:
- Designing a team for learning: Choosing team members with the right mix of skills and expertise.
- Framing the Challenge: Team members were highly motivated to learn.
- Creating an environment of psychological safety: The leader’s behaviour created an environment of psychological safety that fostered communication and innovation.

Becoming a Learning leader:
- Be accessible: To make clear those others’ opinions are welcomed and valued.
• **Ask for Input:** An atmosphere of information sharing is bolstered if requests for contribution from the team are explicit.

• **Serve as a ‘fallibility model’:** Leaders open to admitting their mistakes means errors and concerns can be discussed openly.

**Task:**

• As individuals identify how ready you are to apply some of the key qualities of a leader who ‘speeds up’ team learning?

• Which elements of the model do you believe you already display and which do you require work on?

• What other Leadership and Management and Managing Relationship models and constructs link to this model? Which ones would support the model?

• Dialogue through your thoughts and reactions in the small learning sets. As a group dialogue on: What initiatives to develop Team Learning within your own team can you now consider? What actions to initiate these might you take?

• Share your learning sets thoughts with the other larger group members?
| Title of Session | Skills in Managing Relationships in Decision Making and the application of Conflict  
( Teaching Time 3 hours per week) | Connection to MLMDP |
|------------------|-------------------------------------------------------------------------------------|---------------------|
| Learning Aims    | To introduce and apply concepts: Assisting the leader to identify performance issues relation to decision making  
• *What you don’t know about Making Decisions*  
A leader’s success is determined by the quality of their decisions. Effective decision-making requires a change from the approach of advocacy to one of inquiry. Leaders require careful attention to three critical factors for effective decision making:  
• **Conflict** – cognitive & affective  
• **Consideration** – Voice and consideration,  
• **Closure** – Deciding too early or late. ‘Groupthink’  
A Litmus test: assessing the traits of the decision making process:  
• Multiple alternatives, assumption testing, well-defined criteria, dissent and debate, perceived fairness.  
Decision-making a process that unfolds over time, replete with personal nuances and institutional history, has widespread discussion and debate, requires all levels of the organization to support its execution.  
• **Conflict: An important Dimension of Successful Management Teams.**  
According to Amason. Hochwater, Thompson and Harrison (1995) Conflict is central to team effectiveness because conflict is a natural part of the process that makes team decision making work.  
Two types of conflict:  
• **C-Type: Cognitive conflict** base around differences of opinions and ideas, a healthy exchange leading to better outcomes. It enhances team effectiveness and decision-making processes.  
• **A-Type: Affective conflict** is based on personal animosity between team members, leading to disagreements based on negative emotions. It is destructive to team effectiveness and decision-making.  
To ensure **C-Type conflict** and avoid **A-Type conflict**, effective teams need to be:  
• Focused on task and processes.  
• Encourage creativity beyond normal options.  
• Open communication amongst members  
• Integrate the skills and knowledge within the team. |

<p>| Program Ethos | |
| Key Competence | |
| Openness | |
| Sense of Others | |
| Conflict Management | |
| Emergent Competences | |
| Critical Perspective | |
| Reflective (Constructivist) | |
| Focus | |
| Motivation | |
| Engagement with Others | |
| Collaboration | |</p>
<table>
<thead>
<tr>
<th>Learning Aims Linked to Curriculum</th>
<th>Learning outcome 1 of the course guide. Developing a capacity to: Analyse and apply organisational behaviour theory in the leadership role.</th>
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<td>Learning outcome 2 of the course guide. Developing a capacity to: Analyse and apply relationship skills in the leadership role.</td>
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<tr>
<td></td>
<td>Learning outcome 5 of the course guide. Developing a capacity to: Implement strategies to support workplace learning and bring about improved performance (individual, team and/or organisation).</td>
</tr>
</tbody>
</table>
| Learning Processes                | 1. Facilitator led adult learning based dialogue with group.  
|                                   | 2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings.  
|                                   | 3. Small group activity with ‘Managing Away Bad Habits’ Worksheet to generate thinking on readings, insights to workplace experiences and dialogue on practice and future actions.  
|                                   | 4. Final large group insights from smaller groups.  
|                                   | 5. Final facilitator and group comments tying back to learning outcomes and the models of practice from the readings. |
| Effective Learning Material       | Key Readings:  
| Learning Tools                    | Power points of key themes, theories & models. White board & markers to:  
|                                   | • ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
|                                   | • Butchers paper for small group notation of Models & Theories in action to workplace,  
|                                   | • ‘Decision Making in Relationship Management’ Worksheet (As attached) |
Managing Organisational Relationships

‘Decision Making Skills in Managing Relationships’

*What you don’t know about Making Decisions*

A leader’s success is determined by the quality of their decisions. Effective decision making requires a change from the approach of advocacy to one of inquiry.

**Inquiry approach** – an open process, generate multiple alternatives, foster an exchange of ideas, produce a well tested solution, encourages critical thinking, questions proposals and underlying assumptions.

**Advocacy approach** – a contest, make a compelling case and advocate for a particular position, stand firm in the face of disagreement.

Decision making is a process that unfolds over time, replete with personal nuances and institutional history, has widespread discussion and debate, requiring all levels of the organisation to support its execution.

Leaders require careful attention to three critical factors for effective decision making:

- **Constructive Conflict** – Difference between *Cognitive conflict* (the conflict of ideas) & *Affective conflict* (interpersonal conflict of personal friction)
- **Consideration** – Difference between being given a ‘voice’ in decision making discussion but then ignored and given true *Consideration* of one’s ideas and input.
- **Closure** – The need to unscrew unchecked Advocacy does not lead to deciding too early or too late. ‘Groupthink’

**A Litmus test:** assessing the decision making process. This is done through the following decision making **Process Traits**:

- Considering *Multiple Alternatives* as opposed to leaning towards one or a potentially biased few.
- **Assumption testing** to surface biases
- **Well-defined Decision Criteria** to keep data and alternatives focused to the issues at hand.
- Promotion of *Dissent and Debate* through questions (Inquiry) asked to open up discussion.
- **Perceived Fairness** in that the level of participation remains from decision making processes through decision made and throughout implementation of the decision.
Task:

• As individuals identify which of the three critical decision making factors and decision making process traits are a challenge to group members’ current decision making practice.

• Which factors and process traits does each group member believe they need to develop further and why?

• How will each group member develop these skills?

• Share your thoughts with other group members?
Graduate Certificate In Organisation Leadership
NONE 6462 – Managing Organisational Relationships

Assessment Total 80%
Part 1: Presentation – 20%
Part 2: Reflective Practice Journal on Research and Action – 60%

Individual Presentation of insights relevant to practice from the recommended readings, reference to materials from other books, models, theories, concepts, internet etc. Exemplars of changes to practice of participant through their reflection on practice development of new knowledge, skills and attitudes to develop new or enhanced practice through action.

Criteria for Assessments:

Presentation & Journal:
1. Capacity to demonstrate critical reflective practice and personal assessment relevant to course.
2. Capacity to apply theory constructs relevantly and usefully to practice.
3. Capacity to demonstrate analysis of practice towards change in practice
4. Demonstration of practice change strategy and relevant impacts in leading and managing others.

Learning Outcomes:

1. Analyse and apply organisational behaviour theory in the leadership role.
2. Analyse and apply relationship skills in the leadership role.
3. Lead the setting of goals within the work team.
4. Apply effective leadership to measure and support individual and team performance.
5. Implement strategies to support workplace learning and bring about improved performance (individual, team and/or organisation).
<table>
<thead>
<tr>
<th>Participant</th>
<th>Outcome - 1 Presentation</th>
<th>Outcome - 2 Presentation</th>
<th>Outcome –3 Presentation</th>
<th>Outcome – 4 Presentation</th>
<th>Outcome – 5 Presentation</th>
<th>Assessment Presentation 20 marks</th>
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<td>NONE6463</td>
<td>The Organisation Context &amp; Managing Complexity</td>
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<tr>
<td><strong>1. Module details</strong></td>
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<td>1.1 Module name</td>
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<tr>
<td>1.2 Nominal duration</td>
<td>50 hours (includes on and off-the-job delivery &amp; assessment)</td>
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<td>1.3 Module code</td>
<td>NONE6463</td>
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<td>1.4 Discipline code</td>
<td>09041</td>
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<tr>
<td><strong>2. Module purpose</strong></td>
<td>The purpose of this module is to provide participants with the skills and knowledge to develop a clear understanding of the organisation context, factors that impact upon individual, team and organisation performance, and to manage in ambiguous business environments. The module will also cover the skills and knowledge to manage in an open system organisational context, where systems, sub-units, and relationships are inter-linked and inter-dependent. Networks and stakeholders (internal and external) are seen as being critical to organisational learning, innovation and informed leadership practice. (link to business environment)</td>
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<td><strong>3. Pre-requisites</strong></td>
<td>NONE6461 Personal Knowledge and Leadership Practice</td>
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<tr>
<td></td>
<td>NONE6462 Managing Organisational Relationships</td>
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<td>It is suggested that this module be concurrently delivered with <em>VBK 200 Strategic Management Practice</em>.</td>
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<tr>
<td><strong>4. Relationship to competency standards</strong></td>
<td>There are no endorsed competency standards that relate to this module. Refer to Part B: Course Information.</td>
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<tr>
<td><strong>5. Content summary</strong></td>
<td>While much of the content will emerge from workplace problems and issues participants bring to the different learning environments, module content includes:</td>
<td></td>
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<tr>
<td>Analyse and interpret key features of the external environment that impact upon the organisation. Analyse and interpret key features of the business context and internal organisational variables. Provide effective leadership within the context of an ambiguous and complex organisation environment. Establish and interact with networks and stakeholders (internal &amp; external) in the leadership role.</td>
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6. **Assessment strategy**
   6.1 **Assessment method**

   Training providers are encouraged to adopt a holistic approach to assessment, where learning outcomes may be grouped together and assessed concurrently. The following assessment methods are suggested as being suitable for measuring achievement of the learning outcomes in this module:

   - Individual learning contract that addresses the integration of leadership development needs and a negotiated learning plan.

   - Workplace project. The project should be aligned to a key business driver and/or change initiative, focusing on:
     - application of a model(s) of organisational complexity to explain the current workplace context
     - analysis of critical incidents around the problem or issue, and the specific outcomes of the interventions made, and integration of management and organisational theory to inform the learning and future practice.

   - Presentation of the workplace project to an expert panel (oral assessment). The panel may comprise program participants, colleagues, stakeholders, clients and/or organisation senior management.

   - Reflective paper. Reflective journal maintained at regular intervals, that records learning cycles around leadership and organisational development issues.

6.2 **Conditions of assessment**

   To ensure the integration of learning, assessment should be enterprise-based (where practicable) and be centred around the participant's practice in the workplace.
Assessment of this module should be supported by the following set of conditions:

The participant will have significant responsibility in managing and implementing the outcomes of the project.
An environment appropriate to the requirements of the learning outcomes and suggested assessment tasks.
Provision of all relevant resources, including mentor support and specific enterprise materials.
Distribution of reading lists and handouts relevant to the module content.

<table>
<thead>
<tr>
<th>7. Learning outcome details</th>
<th>On successful completion of this module, the participant will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcome 1</td>
<td>Analyse and interpret key features of the external environment that impact upon the organisation.</td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>1.1 Analyse the key features of organisations as open systems.</td>
</tr>
<tr>
<td></td>
<td>1.2 Determine external factors that impact upon the organisation.</td>
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<td></td>
<td>1.3 Analyse potential consequences of external variables to organisational structures, function and roles (individual, team, organisation).</td>
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<tr>
<td></td>
<td>1.4 Analyse and explain organisations as closed systems and the implications for management.</td>
</tr>
<tr>
<td>Content</td>
<td>Content may include:</td>
</tr>
<tr>
<td>Skills</td>
<td>Analytical &amp; evaluation skills</td>
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<tr>
<td></td>
<td>Interpret and apply models of organisation and leadership theory</td>
</tr>
<tr>
<td>Knowledge</td>
<td>organisations as open systems interacting with their environment - ambiguity in role &amp; function, complex decision making &amp; uncertain futures</td>
</tr>
<tr>
<td></td>
<td>organisations as closed systems - stable environment, unambiguous roles &amp; functions, constant relationships &amp; management structures, known futures</td>
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<tr>
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<td>variables in the external environment - social, cultural, technological, economic, political, ethical, legislative, industrial climate, globalisation, client organisations and external stakeholders.</td>
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<tr>
<td>Learning outcome 2</td>
<td>Analyse and interpret key features of the business</td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>context and internal organisational variables.</td>
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<tr>
<td>2.1 Analyse key features of the organisational context.</td>
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<tr>
<td>2.2 Analyse the impact of internal variables upon the individual, team and organisational role and function.</td>
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<tr>
<td>2.3 Analyse the emergence of new organisational forms and the implications for management and leadership across the organisation.</td>
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<td>2.4 Critically assess the area of action, within personal sphere of influence and authority, in dealing with internal variables.</td>
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<td>2.5 Integrate knowledge of the organisational context, with decisions and actions taken in the leadership role.</td>
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<tr>
<th>Content</th>
<th>Content may include:</th>
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<tbody>
<tr>
<td><strong>Skills</strong></td>
<td>Analytical &amp; evaluation skills</td>
</tr>
<tr>
<td>Interpret and apply models of organisation and leadership theory</td>
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<tr>
<th><strong>Knowledge</strong></th>
<th>organisational context:</th>
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<tbody>
<tr>
<td>mission, values, goals</td>
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<td>key business drivers</td>
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<td>group dynamics &amp; 'politicking', eg, overt and covert behaviours, scapegoating, collusion, sabotage, culture and sub-cultures</td>
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<td>management approach</td>
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<td>levels of risk and process/systems</td>
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<tr>
<td>management issues</td>
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<td>opportunities, threats, strengths &amp; weaknesses (SWOT)</td>
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<tr>
<td>new organisational forms: global companies, alliances, networks, virtual organisations</td>
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<tr>
<td>impact of internal variables (individual, team, organisation) &amp; relevance for effective leadership.</td>
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| Learning outcome 3 | Provide effective leadership within the context of an ambiguous and complex organisation environment. |
| Assessment criteria | 3.1 Apply an appropriate model to clarify a complex environment and/or workplace situation. |
| 3.2 Analyse factors that contribute to the ambiguous |
environment.

3.3 Provide a clear focus on meeting key business drivers.

3.4 Demonstrate effective communication to create meaning for others in an ambiguous environment.

3.5 Apply and review own relationship skills to encourage commitment, buy in and accountability from others (team, senior management, clients, stakeholders).

3.6 Establish coordinating mechanisms within sphere of influence.

3.7 Collect feedback from others including enterprise mentor, to inform leadership practice.

3.8 Adapt leadership style to accommodate variances in the workplace situation, individual needs and personal goals.

Content may include:

Skills
- high level interpersonal and communication skills
- observation and inquiry
- analytical skills
- facilitating exploration and learning in the work team
- entreprenurship
- diagnostic tools, eg, use of metaphor, symbols and new paradigms to reframe organisational contexts, concepts of multiple organisational realities, contradiction and paradox
- decision making
- adaptive and flexible leadership

Knowledge
- sources of ambiguity & uncertainty - external variables, role/function ambiguity, decision avoidance, unresolved conflict, ineffective management and hierarchical structures, poor communication and feedback processes
- Organisational theory & models:
  - group processes
  - Ladder of Inference (Schon)
  - Mental Models (Senge)
  - Model 1 - Model 2 Behaviour (Argyris)
  - Field Theory (Bohm)
  - Chaos & Complexity Theory
  - Discrete & embedded organisations
### Learning outcome 4

Establish and interact with networks and stakeholders (internal & external) in the leadership role.

### Assessment criteria

1. **Explore and identify personal and professional networks (internal and external to the workplace) to provide support and inform practice in the leadership role.**

2. **Analyse the opportunities for shared learning, and benefits for the individual, team and organisational performance.**

3. **Encourage and establish learning forums for reviewing work performance, including specific outcomes and developmental needs.**

### Content

Content may include:

**Skills**
- Networking
- Learning facilitation
- Entrepreneurship
- Effective leadership/relationship skills as identified in the module

**Knowledge**
- Social theories of learning, e.g., communities of practice.
- Networks & stakeholders - internal personnel and work groups, mentors and 'critical friends', clients, customers, alliances, professional networks and associations.
- Network/stakeholder benefits - shared learning, commitment and responsibility, new organisational paradigms and practices.

Models of organisational learning:
- Model of Connectivity & Balance (Mondragon)
- Learning Organisation (Senge)
- Enterprise-based learning and development approach

Learning forums - special interest groups (internal and external), surveys and reviews, professional associations, online, newsletters.

### 8. Delivery of the module

#### 8.1 Delivery strategy

This module provides for flexible delivery options both on and off-the-job. Some areas of content may be common to more than one learning outcome and/or to other modules, and therefore integrated delivery is encouraged. The nominal duration is to be used as a guide only. It may vary depending on the mode of
delivery, and the skills and knowledge of the participant. An integrated approach to delivery may reduce the nominal hours assigned to this module.

Learning and development should incorporate on-the-job support and learning facilitation, including opportunities for supervised practice and reflection. Knowledge components should be reinforced with practical application in the workplace.

Delivery strategies should be selected to reflect the nature of the learning outcome(s) and the needs of the participant, and should recognise prior knowledge and experience.

The following delivery strategies are suggested as being appropriate for this module, and should be underpinned by an action learning methodology:

- Workplace projects, aligned to personal competency gaps and strategic change initiatives
- Facilitated group discussion during topic-specific seminars and workshops
- Guest speaker presentations
- Reading assignments
- Reflective journaling
- Role plays and simulations
- Analysis of real and/or simulated business case studies.
- Facilitated action learning sets (enterprise or cross-industry)
- Tutor support (face to face, email or telephone)
- Enterprise-based mentoring including workplace instruction, supervised practice and feedback
- Formative self assessment
- Peer observation & feedback
- Online delivery, eg, chat boards and discussion groups

8.2 Resource requirements

Physical resources
The training provider should have access to a suitably equipped training facility/learning environment, appropriate to the delivery and assessment requirements. Where enterprise partnerships exist and a significant component of the course is delivered in the workplace, the training provider needs to ensure availability and access to resources and equipment as specified in the module.

Learning resource materials
These may include but are not necessarily limited to:
Relevant industry/enterprise policies, procedures and legislation
Relevant texts, management literature and other learning resource materials (print-based and/or electronic versions)
Information technology to support distance delivery, eg, computers & relevant software, and email & Internet access.

Relevant texts:
Binney, G & Williams, C. 1995, Leaning into the Future, Nicholas Brealey, London
Hesselbein, F. et al. (Eds), 1997, The Organisation of the Future, Jossey Bass, San Francisco
Morgan, G. 199, Images of Organisation, Sage Publications, UK

Human resources
Appropriately qualified and experienced trainers/assessors as detailed in Part B: Course Information. Trainers responsible for delivery must possess current competency in the module content.

8.3 Occupational health & safety
All relevant occupational health and safety procedures and regulations must be followed, to ensure own safety and safety of others.
Title of Session | Systems theory and the open systems model  
( Teaching Time 3 hours per week)  
--- | ---
Learning Aims | To introduce and apply:  
1. Aspects of Systems Theory and the concept of the Open Systems Model  
2. Systems Theory  
3. Four Frames Model  
• General Systems Theory  
Generally Systems Theory involves contributions from separate disciplines of the natural and social sciences and represents a synthesis. Young (1980) divides the concepts of a general system, into four broad categories:  
1. **Systematic and Descriptive Factors**  
2. **Regulation and Maintenance factors**  
3. **Dynamics of Change**  
4. **Decline and Breakdown**  
• Four Frames Model  
Bolman & Deal (1991) identified a Four Frame model of Leadership and Management effectiveness. They suggest that effective leaders are able to view organisational issues and problems through multiple perspectives or what they refer to as ‘frames’. The Four Frames are:  
<table>
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<tr>
<th>Frame</th>
<th>Leader Is</th>
<th>Leadership Process</th>
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<tbody>
<tr>
<td>Structural</td>
<td>Social Architect</td>
<td>Analysis, Design</td>
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<tr>
<td>Human Resource</td>
<td>Catalyst, Servant</td>
<td>Support, Empowerment</td>
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<tr>
<td>Political</td>
<td>Advocate</td>
<td>Advocacy, Coalition building</td>
</tr>
<tr>
<td>Symbolic</td>
<td>Prophet, Poet</td>
<td>Inspiration, Framing Experience</td>
</tr>
</tbody>
</table>

Learning Aims Linked to Curriculum | Learning outcome 2 of the course guide.  
Developing a capacity to: Analyse and interpret key features of the business context and internal organisational variables.  
Learning outcome 3 of the course guide.  
Developing a capacity to: Provide effective leadership within the context of an ambiguous and complex organisation environment.
| Learning Processes | 1. Facilitator led adult learning based dialogue with group.  
2. Individual and small group activities based on the ‘Systems Theory’ Worksheet and ‘The Four Frames Model’ Exercise Sheet  
3. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings  
4. Final large group insights from smaller groups  
5. Final facilitator and group comments tying back to learning outcomes and key readings |
|--------------------|------------------------------------------------|
| Effective Learning Material | Key Readings  
• “Systems Theory” Somerset Consulting Group. 2001 Resource materials RMIT University Innovation and Service Management  
Power points of key themes, theories & models. ‘Systems Theory’ Worksheet ‘The Four Frames Model’ Exercise Sheet White board & markers to:  
• ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
• Butchers paper for small group notation of Models & Theories in action to workplace, |
Overview of Systems Thinking

‘Systems Theory’ is really a study of meta-systems. Its purpose is to provide an all inclusive framework for viewing systems of thinking over time. The term is misleading in that it implies there is a single theory. The reality is, the field of study is very broad and provides concepts for identifying and comparing differences in systems of thinking (Somerset Group, 2001).

Systems Thinking explicitly operationalises a world view. A system is a model of some aspects of the world and its operations. Such a model will:

- Establish a set of elements distinguished from the rest of the world by boundaries;
- Identify the relations among the set of elements, and;
- State rules that govern relations over time or form. The rules are causes, that is they explain how and why something comes into being at a particular time and place.

General Systems Theory involves contributions from separate disciplines of the natural and social sciences and represents a synthesis. Young (1980) divides the concepts of a general system, into four broad categories:

1. Systematic and Descriptive Factors: These make distinctions, classify and outline the basic structure and processes of types of systems –
   - open and closed systems, organismic and non-organismic systems,
   - subsystems, equifinality (i.e. different starting point to achieve same outcome), boundaries and environment, field, interdependence and independence, integration and differentiation, centralisation and decentralisation

2. Regulation and Maintenance factors: These deal with regulation, control and stabilisation of the system –
   - Stability, equilibrium, feedback (positive and negative), homeostasis and self-regulation, steady-state maintenance, control, negative entropy (inert state of equilibrium), repair and reproduction, communication.

3. Dynamics of Change: These deal with the problems of non-disruptive change, responses to altered environmental conditions, and internally generated processes of change –
   - Adaptation (goal-seeking, feedback, plasticity, elasticity), learning, growth, change (reversible and irreversible) teleology, dynamism and dynamics.

4. Decline and Breakdown: These refer to system collapse –
   - Stress, disturbance, overload, positive entropy, decay.
Dimensions of an Organisation as a System

<table>
<thead>
<tr>
<th><strong>Interdependency</strong></th>
<th>A change in one part of the system affects other parts</th>
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<tbody>
<tr>
<td><strong>Wholism</strong></td>
<td>See organization as a functioning whole</td>
</tr>
<tr>
<td><strong>Synergism</strong></td>
<td>Sum of parts is larger than the whole</td>
</tr>
<tr>
<td><strong>Subsystems</strong></td>
<td>Groups of functioning elements within larger system</td>
</tr>
<tr>
<td><strong>Open-Closed</strong></td>
<td>Degree of interaction with the organization environment</td>
</tr>
<tr>
<td><strong>Static-Dynamic</strong></td>
<td>Degree of change occurring in the organization over time</td>
</tr>
<tr>
<td><strong>Behaviour</strong></td>
<td>Ways of organisational behaviour</td>
</tr>
<tr>
<td><strong>State-Maintenance</strong></td>
<td>Reacts the same to change to produce same outcome</td>
</tr>
<tr>
<td><strong>Goal or Multi-Goal seeking</strong></td>
<td>Reacts differently to produce different outcomes</td>
</tr>
<tr>
<td><strong>Purposive</strong></td>
<td>Displays a will and makes complex decisions</td>
</tr>
<tr>
<td><strong>Equifinality</strong></td>
<td>Ability to achieve the same end using different means</td>
</tr>
<tr>
<td><strong>Feedback Mechanisms</strong></td>
<td>Ways of providing information back into the system to affect corrective change in the total system’s performance</td>
</tr>
<tr>
<td><strong>Input-Output Analysis</strong></td>
<td>A device to explain a system’s relationship with its environment</td>
</tr>
</tbody>
</table>

An Input-Output Analysis

Task:

- As individuals devise your own simple personal system that covers the major features of life. Consider some of the categories of the general systems theory (Young, 1980) and also the Dimensions of an Organisation as a System to identify some of the features of your Personal System.
• Share your thoughts and ideas on a personal system with other group members.

• What insights are to be had in considering events, actions, choices, processes and outcomes in our personal life and importantly an organisational context from a systems perspective? Are there any downsides to this way of viewing organisations? Do the Four Frames of Bolman and Deal present us with further useful tools to consider the nature of organizations? Large group dialogue on practice.
Examples of Agendas used for intake 2 meetings

NONE 6463  Organisation Context and Complexity

Agenda Consortium Group 2

Saturday 27 March 2004
Room 108.16.100

Focus for our practice – Reflection on Action. Reflection in Action

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
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<tbody>
<tr>
<td>9.00 am</td>
<td>Outline of the day’s session</td>
</tr>
<tr>
<td>9.10 am</td>
<td>Reflection Report expectations. Various approaches, References, Interplay of concepts from various readings, focus on where and how your practice as a leader-manager has changed, where it could continue to change.</td>
</tr>
<tr>
<td>9.45 am</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>10.00 am</td>
<td>Large Group discussion of Key Readings and insights Include Company of Leaders PEI Scale – Share results</td>
</tr>
<tr>
<td>10.45 am</td>
<td>Experiential Exercise: The Plane Wreck EI and Leadership in action</td>
</tr>
<tr>
<td>11.00 am</td>
<td>The Plane Wreck - EI and Leadership in action Debrief</td>
</tr>
<tr>
<td>11.20 am</td>
<td>Working with systems archetypes - Examples Shifting the burden model (Health system – Fed, State, Health Funds, Health Providers) Success to the successful (Water Management – Murray Darling system) Fixes that fail (Dams program in India) Bring Flood and Senge Fifth Discipline material as well as the System Dynamics, Systems thinking handouts from websites (ie Reading Pack 3 may be useful in expanding system diagram to incorporate limiting factors reinforcing loops, slowing loops and balancing loops) Materials – Butchers paper Markers Blutack Whiteboard for brainstorming</td>
</tr>
<tr>
<td>12.30 pm</td>
<td>Lunch (30 – 45 mins)</td>
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<td>Time</td>
<td>Activity</td>
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<tr>
<td>1.15 pm</td>
<td>Exercise: Four Frames Model: Case Study</td>
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<td></td>
<td>Group case reading – small set discussion – large group interaction from each perspective</td>
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<tr>
<td>1.50 pm</td>
<td>Debrief: Four Frames Model Case Study</td>
</tr>
<tr>
<td>2.10 pm</td>
<td>Coffee break</td>
</tr>
<tr>
<td>2.25 pm</td>
<td>Experiential Exercise - Lost at Sea</td>
</tr>
<tr>
<td>3.00 pm</td>
<td>Linkages to readings</td>
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<tr>
<td></td>
<td>Abilene, Skilled Incompetence, Boleman &amp; Deal Four Frames,</td>
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<td></td>
<td>System Archetypes linkages, High Performing Teams,</td>
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<td></td>
<td>Company of Leaders</td>
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<tr>
<td>4.00 pm</td>
<td>Close</td>
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</table>
### GCOL Lesson Plan: Session 2
NONE 6463 The Organisation Context & Managing Complexity

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Issues relating to leaders connecting to followers and attributes to consider in selecting leaders (Teaching Time 3 hours per week)</th>
</tr>
</thead>
</table>
| Learning Aims    | To introduce and apply:  
|                  | 5. Concepts related to managing agreement and key understandings of human relations in management.  
|                  | • **The Abilene Paradox**  
|                  | Suggests that the management of agreement is a major source of organisational dysfunction rather than management of conflict. Organisations often take actions in contradiction to what they really want to do.  
|                  | • **Skilled Incompetence**  
|                  | Argyris (1975) puts forward a theory of Skilled Incompetence in that executives develop skills at avoiding conflict and disruption. They develop ‘organisational defensive routines’ that are ‘defined as actions or policies designed to avoid surprise, embarrassment or threat. But they also prevent learning and thereby prevent organizations from investigating or eliminating the underlying problems.’ (Argyris, 1975).  
|                  | There are four easy steps to chaos in skilled incompetence in not having open and fearless communication:  
|                  | 1. Design a clearly ambiguous message.  
|                  | 2. Ignore any inconsistencies in the message.  
|                  | 3. Make the ambiguity and inconsistency in the message undiscussable.  
|                  | 4. Make undiscussability also undiscussable. |
| Learning Aims Linked to Curriculum | Learning outcome 1 of the course guide.  
|                  | Developing a capacity to:  
|                  | Analyse and interpret key features of the external environment that impact upon the organisation.  
|                  | Learning outcome 2 of the course guide.  
|                  | Developing a capacity to:  
|                  | Analyse and interpret key features of the business context and internal organisational variables.  
|                  | Learning outcome 3 of the course guide.  
|                  | Developing a capacity to:  
|                  | Provide effective leadership within the context of an ambiguous and complex organisation environment.  
|                  | Learning outcome 4 of the course guide.  
|                  | Developing a capacity to:  
|                  | Establish and interact with networks and stakeholders (internal & external) in the leadership role. |
| Learning Processes | 1. Facilitator led adult learning based dialogue with group.  
| | 2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings  
| | 4. Final large group insights from smaller groups regarding insights on practice.  
| | 5. Final facilitator and group comments tying back to learning outcomes, related readings and models as well as work place practice examples.  
| |  
| Effective Learning Material | Key Readings  
| | Power points of key themes, theories & models.  
| | ‘The Abilene Paradox’ worksheet.  
| | White board & markers to:  
| | • ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
| | • Butchers paper for small group notation of Models & Theories in action to workplace,  
| |  
| Learning Tools |  


The Abilene Paradox (Harvey, 1975) suggests that the management of agreement is a major source of organisational dysfunction rather than management of conflict. Organisations often take actions in contradiction to what they really want to do.

Symptoms of the paradox are:
1. Organisation members agree privately as individuals as to the situation faced
2. Members agree privately as individuals as to steps to cope with the situation.
3. Members fail to accurately communicate their desires or beliefs to each other.
4. Based on inaccurate information (Full surfacing of beliefs does not occur), members make collective decisions contrary to what they desire.
5. Based on implementing their decision, which is in fact counterproductive, members feel anger, frustration, blaming and isolation.
6. A vicious cycle can repeat itself, if organization members fail to understand managing agreement requires surfacing doubts & differences around values & beliefs. If the generic issue is not dealt with the cycle of “Abilene” repeats itself with greater intensity.

Some Key Issues relating to an ‘Abilene Paradox’.

Paradoxes are paradoxes because they are based on logic different from what we understand or expect.
Action Anxiety – Anxious about breaking away from what has been agreed to even though the committed action is incongruent with their beliefs.
Negative Fantasies – Fantasies about what will happen if we break ranks against what we have agreed to.
Real Risk – Just how bad are the consequences of speaking out?
Fear of Separation – Overcoming our fear of being ostracised if we speak out.
Psychological reversal – Because we don’t pursue the questioning of the agreement in fear that we will be seen disloyal and then isolated as the blaming after the poor decision is realised guarantees that we experience isolation. Our fears drive us to actions that achieve the very result that we fear.

Bypassing Abilene:
Victim & Victimiser – Draw out the blaming process, work to avoid blaming and fault finding. Responsibility for problem solving - Its everyone’s job.
Reality, knowledge, confrontation – Draw out knowledge of the issue to see if it is management of agreement (Abilene) or managing real conflict.

Links to Other GCOL Concepts:
Groupthink, Ladder of Inference, Left Hand Column, Dialogue, Advocacy & Inquiry, Managing away Bad Habits, Taking the Stress out of Stressful Conversations.
Questions relating to our practice

Task:
(Individual work. Time 15 minutes. Small groups of three to dialogue on practice. Further 20 minutes. General report back to larger group. Further 20 minutes).

In relation to the Abilene Paradox, consider these questions to surface where and how you might gain insight and greater focus in your leadership practice.

- Why could “managing agreement” be of benefit to you and to others? What existing or potential organisational or personal interactions could benefit from improving practice in managing agreement?

- How can you attempt to surface "Left Hand Column" - "undiscussables", wants and needs that are sometimes not out in the open? How can you assist creating a climate for this type of openness?

- How can you work within the politics of the group or organisation "blocking" norms to create "enabling" norms to get dialogue concerned with dealing well with the issue whilst surfacing individual and collective concerns, wants and needs?

- What are some of the costs to behaving in a more "authentic" manner? What could be some benefits?

- If having made poor collective decisions (eg Taken a trip to Abilene), how then do we avoid the culture of blame? How can we capture learning and build awareness into our practice?

- What is currently in your practice that might reflect some of the above?

- Where could you find improvement and how and where might you improve and then demonstrate that practice?

Small Group questions to consider:
- In addressing an Abilene Paradox we are dealing with what may seem logical - (i.e. check we have "real" agreement and we are all aware of exactly what that agreement will entail. And just surface it all in the discussion process before a decision is made.) Is it that simple?
• How do we build our awareness of other possible wants and needs, instil the same practice in others, surface our left hand column thoughts feelings and beliefs, check assumptions and move to a more valid decision that reflects logic and feelings and creates real behaviour oriented commitment?

Collect your reflections both individual and group that appear important to you and share insights in dialogue with the larger group.
<table>
<thead>
<tr>
<th>Title of Session</th>
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</table>
| Issues relating to Complexity in Human Relations (Teaching Time 3 hours per week) | To introduce and apply: Concepts of the complex issue of Human Relations in management as well as new contexts in which management is now occurring.  
- **Hawthorne Revisited**  
  Article explores the famous work and social experiments at the western Electric Company Hawthorne plant. Different Professorial contributors discuss the lessons from this first research into the field of Human Relations in Management studies:  
  **Paul Lawrence** – Draws out that Hawthorne an insight that some people are turned on by job autonomy and challenge, yet others see work as an exchange of pay and conditions merely for effort and find there life off the job not on it..  
  **Ed Schein** – indicates connections to Theory Y Management. (i.e. Managers treat workers as that they can be trusted, accept responsibility, and seek autonomy and self –direction) The Researchers displayed Theory Y characteristics. The workers previous experience was with Theory X Management by the production oriented supervisors (eg Managers treat workers as having litter ambition, dislike work, a void responsibility and must be closely directed). The workers responded positively productivity rose.  
  **Robert Kahn** – Points to the significance of the Hawthorne experiments as Participation Real Participation has real effects. The workers over a long sustained period took the opportunity to be involved in decisions affecting them and implementing those decisions and gaining significant satisfaction from that participation.  
- **Managers in New Organisational Contexts**  
  Chapman (2001) explores the new context of work for managers. She highlights the following:  
  1. The organisational context is the key to determining between elements of managerial work that are value adding and those, which are not.  
  2. Managers in new new forms build structures and manage units.  
  3. The framing of roles is more important than designated positions (if indeed, managers have any).  
  4. Organisational processes can be classified as behavioural operational, administrative support and operation building,  
  5. Managerial processes are adjuncts to organisational processes. |
6. The two key managerial processes are exercise of judgement and the use of influence.
7. Organisational processes occur in real time, are more or less complex in nature, and shorter or longer in duration.

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<th>Program Process</th>
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<td>Involved</td>
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<td>Program Impact</td>
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<td>Opportunity Seeking</td>
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The Organisation Context and Managing Complexity

‘The Work of Managers in New Organisational Contexts’

The Work of Managers in New Organisational Contexts

Chapman (2001) identifies a series of questions for managers to self analyse the nature of their work in the 21st century organisational context. The questions consider nature of the value-adding aspect of the work, processes, decision-making, and outcomes. It fundamentally asks each manager to consider their role as a manager of organisational processes rather than a holder of a position.

Task:


- As individuals identify an organisational process where you have had a value-adding role to that process
- With regard to this process, concentrate on activities over a period of time which ended in a successful outcome.
- Describe in a detailed list the things that you did during this process that resulted in adding value. Include specific tasks, decisions made, key events organised, challenges overcome. etc.
- Explain how your successful process and actions led to benefit for the organisation, lead to development of human or other resources, aided in building organisational capacity, contributed to organizational strategy.
- Share your thoughts on your process with your learning set colleagues. Draw on common insights and pints of difference that appear useful to your practice development.
- Share insights on the work of managers in new organisational contexts.
## GCOL Lesson Plan: Session 4
NONE 6463 The Organisation Context & Managing Complexity

| Title of Session | Issues High Performing Systems and the nature of Wicked Problems  
(Teaching Time 3 hours per week) | Connection to MLMPD |
|------------------|--------------------------------------------------------------------------------|---------------------|
| Learning Aims    | To introduce and apply:  
1. Insights into the nature of high performing systems and what can be learned from them.  
2. The nature of wicked problems (i.e. complex convoluted problems) and the tools that teams can apply to deal with them effectively. | Program Ethos |

### High Performing Systems
Vaill explores the concept and characteristics of High Performing systems. A HPS satisfies one or more of the following criteria:
- Systems perform excellently against a known external standard.
- They perform excellently against what is assumed to be their potential performance.
- They perform excellently against performance at some earlier point.
- They are doing substantially better qualitatively compared to other comparable systems.
- They perform with less resources than is assumed to be required.
- They are perceived as exemplars of their particular business fields & inspire others in an industry.
- They appear to fulfil, high level ideals for the culture in which they exist.
- They are the only organizations to do what they do at all.

### Team Tools for Wicked Problems
Pacanowsky (1995, p.37) identifies that wicked problems ‘come with built in complexities that make them doubly difficult.’ Wicked problems are not truly solved but rather solutions are effectively designed based on how the problem is defined.

| Learning Aims Linked to Curriculum | Learning outcome 1 of the course guide.  
Developing a capacity to:  
Analyse and interpret key features of the external environment that impact upon the organisation. |
|-----------------------------------|--------------------------------------------------------------------------------------------------|
|                                   | Learning outcome 2 of the course guide.  
Developing a capacity to:  
Analyse and interpret key features of the business context and internal organisational variables. |
|                                   | Learning outcome 3 of the course guide.  
Developing a capacity to:  
Provide effective leadership within the context of an |

### KEY ATTRIBUTES
- Program Impact
- Capacity to Change
- Program Ethos
- Critical Perspective
- Sense of Others
- Engagement with others
- Emergent Attributes
- Assuredness
- Openness
- Reflective Construction’t
- Systems View
ambiguous and complex organisation environment.

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</tr>
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| Learning Tools |

| Program Process |
| Engagement with others |
| Encouraging, |
| Involved |

| Program Content |
| Readiness to Learn |
| Program Context |
| Opportunity Seeking |
“Purposing of High Performance Systems”
*Questions relating to our practice*

**High Performing Systems (HPS)** – Systems that perform at levels of excellence far beyond those of comparable systems.

Clarification of **Purpose** is a crucial element of Strategic management and a hallmark of HPS.

Performance and Excellence as definable concepts rely on Values.

Criteria for HPS (1 or more of following):

- Perform excellently against external standards
- Perform excellently against potential level of performance
- Perform excellently against previous performance (improved)
- By informed external judgement they are leading system in field
- They perform excellently with less resources than expected
- They are leaders in their processes behaviours (Way of being and doing)
- They are inspirational with high ideals for their cultures
- They are the only organizations in their field to do what they do the way they do it.

Characteristics of HPS

- HPS have clear purpose that is clarified in organization members
- There is high commitment to these purposes and it is behavioural
- HPS team focus is on Task performance with finding the right organisational form critical
- Strong & Clear Leadership evident – Reliable, Consistent with Purpose
- HPS self protective of excellence in form purpose process that achieves HPS excellence
- HPS clearly bounded from environment
- HPS avoid external control
- HPS often composed of cast offs or misfits

**Purposes Do** depend on Perceptions

“The extent to which organization members can come to share pictures in their heads about the organizations basic purposes is depends on some degree of stability in (1) environmental demands, (2) members own expectations and needs, (3) the technologies they are operating (4) structures through which they are bound together”.
Too much change from outside or from within individuals technologies used or structural forms will dissipate the HPS.

**CONCEPT OF PURPOSEING**

*Purposing is a continuous stream of actions by an organisation’s formal leadership that produces in the organization members, clarity, consensus and commitment to the organizations basic purpose.*  Vaill, (1981)

Functions of Purposing

- Purposing occurs relative to the expectations of the owners of the system
- Purposing represented in the strategic decision making of the organization
- Purposing is reflected in the leaders accounts of daily activity
- Purposing is reflected in decisions NOT to do things
- Purposing marks the organization out against others in its field
- Purposing is the expression of what the leadership wants
- Purposing involves a self actualisation with what the organization stands for (Values, purpose of self and organization are congruent)

Leadership in HPS

- Leaders in HPS put in large amounts of time
- Leaders in HPS have very strong feelings
- Leaders in HPS focus on key issues and variables

Micro time - always linked to HPS anywhere anytime
Macro time - Stay in the job
Feeling of system in the leader and leader in the system

Dangers of not having Time Feeling and Focus aligned

Any one out of sync diminishes effect of leadership in potential HPS

**Task:**

- As individuals identify an organisation that demonstrates some of the characteristics of a High Performing System.
- Note down the HPS Criteria it satisfies and the HPS characteristics it displays.
• What aspects of the organisation’s Leadership confirm that it is indeed at or near a HPS status?

• Share your assessments with colleagues in the small group.

• Large group discussion point: How can we assist in developing the characteristics of a HPS in our own organisations? What are the tipping point requirements do you think to develop such a system?
# GCOL Lesson Plan: Session 5

**NONE 6463 The Organisation Context & Managing Complexity**

## Title of Session

Issues relating to networks in organisations and learning
(Teaching Time 3 hours per week)

## Learning Aims

To introduce and apply:
1. Knowledge and skills involving the key roles in informal organisational networks.
2. Knowledge and skills in recognising the problem with defensive reasoning and espoused theory of action and actual theory in use.
3. Knowledge and skills in addressing the issue of single loop learning (i.e. defending the status quo and not questioning assumptions) and double loop learning (i.e. questioning assumptions, values and governing rules of thinking and acting to develop new perspectives - learning).

**The People who make Organisations Go - or Stop**

Cross and Prusak (2002) identify the following roles that are key in informal networks in organisations. These roles are:
- **The Central Connector** – the person everyone in the network group talks to most, in other words the go-to-person.
- **The Boundary Spanner** – the group’s eye’s and ears nurturing connections to other people outside the informal network and to other networks.
- **The Information Broker** – acts within the social network holding the various parts of the informal network together.
- **Peripheral Specialist** – are people on the periphery of the network serving as experts providing specific information or technical knowledge.

Cross and Prusak (2002) argue that informal networks can provide productive outcomes for organisations if managers can identify key role players and provide the right type of attention and resourcing.

**Teaching Smart People How to Learn**

Argyris (1991, p. 100) argues that managers need to reflect critically on their own behaviour, identify the ways they often inadvertently contribute to the organization’s problems, and then change how they act. In particular, they must learn how the very way they go about defining and solving problems can be a source of problems in its own right.

- Defensive reasoning holds back learning by managers
- Managers have a contradiction in their practice between their espoused theory and theory in use i.e. the difference between what they believe they say and do and what they actually say and do.
- Theories in use have four governing values to design our behaviour so as to:
  1. Remain in unilateral control
  2. Maximise winning and minimize losing.

## Connection to MLMPD

**Program Ethos**

**KEY ATTRIBUTES**
- Critical Perspective
- Sense of Others
- Engagement with others
- Collaboration

**Emergent Attributes**
- Positive Attitude
- Openness
- Reflective Construction’t
- Systems View
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<td>3. Individual participant and Small Group work in considering materials and tasks on ‘Networks and Defensive Reasoning and Routines’ worksheet.</td>
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According to Cross and Prusak (2002, p. 5) ‘the real work in most organizations is done informally through personal contacts’ Their research has identified four critical linking roles in organizations that can make a difference to performance. Managers need to pay attention to the people in these roles and provide them with the right resources as they are key conduits for information and activity.

Cross and Prusak (2002) identify the following roles that are key in informal networks in organisations. These roles are:

- **The Central Connector** – the person everyone in the network group talks to most, in other words the go-to-person.
- **The Boundary Spanner** – the group’s eye’s and ears nurturing connections to other people outside the informal network and to other networks.
- **The Information Broker** – acts within the social network holding the various parts of the informal network together.
- **Peripheral Specialist** – are people on the periphery of the network serving as experts providing specific information or technical knowledge.

**Task:**
(Small groups of three. Time 20 minutes. 15 minutes general report back to larger group).

- As a small group identify any staff in your organization that you believe fit any of the network roles as outlined above.

- Assess if these staff are being given the right level of management attention and resourcing to tap into their network capability for the greater advantage of the organisation. How might you improve this situation?

**Task:**
(In same trios work on strategies on ways to develop approaches to improving relations and resourcing with these key network personnel. Time 20 minutes 15 minutes report back to the large group)

- Work in trios to prepare strategies in point form to create an action plan to develop positive relations and resourcing with these network personnel to improve management interactions in the informal network.
Task:
(Large group discussion. Time 20 minutes).

- Final general discussion including frank dialogues around issues related to the value of Informal Networks, the nature of informal network roles and strategies to tap into the informal network.

- What are the key takeouts from the readings this week, on organization communication in particular defensive reasoning and organizational defensive routines this?
**GCOL Lesson Plan: Session 6**

NONE 6463 The Organisation Context & Managing Complexity

| Title of Session | Issues relating to leaders implementing empowerment processes in organisations  
(Teaching Time 3 hours per week) |
|------------------|----------------------------------------------------------------------------------|
| **Learning Aims**| **To introduce and apply:**  
A critical understanding of the concept of empowerment and the challenges to implementing workplace empowerment in organisations.  
*The Road to Empowerment: Seven Questions every Leader should consider.*  
Quinn and Spreitzer (1997) identify the following key characteristics for empowerment to occur:  
1. Empowered people have a sense of self-determination (This means that they are free to choose how they do their work; they are not micro-managed)  
2. Empowered people have a sense of meaning (they feel that their work is important to them; they care about what they are doing)  
3. Empowered people have a sense of competence (this means that they are confident in their ability to do their work well; they know they can perform)  
4. Empowered people have a sense of impact (this means that people believe they can have influence on their work unit; others listen to their ideas)  
*Empowerment: The Emperor’s New Clothes*  
Argyris (1998) discusses the difference between External Commitment and Internal Commitment. Change programs undermine empowerment because the process follows instructions that lead only to External Commitment whereas only Internal Commitment leads to empowerment of individuals.  

<table>
<thead>
<tr>
<th>External Commitment</th>
<th>Internal Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks are defined by others</td>
<td>Individuals define tasks</td>
</tr>
<tr>
<td>The behaviour required to perform tasks is defined by others</td>
<td>Individuals define the behaviour required to perform tasks</td>
</tr>
<tr>
<td>Performance goals are defined by management</td>
<td>Management and the individual jointly define performance goals that are challenging to the individual</td>
</tr>
<tr>
<td>The importance of the goal is defined by others</td>
<td>Individuals define the importance of the goal</td>
</tr>
</tbody>
</table>

| Learning Aims Linked to Curriculum | Learning outcome 2 of the course guide.  
Developing a capacity to:  
Analyse and interpret key features of the business context and internal organisational variables. |
|------------------|----------------------------------------------------------------------------------|

**Connection to MLMPD**

Program Ethos

- **KEY ATTRIBUTES**
  - Critical Perspective
  - Sense of Others
  - Engagement with others

- **Emergent Attributes**
  - Assuredness
  - Openness
  - Collaboration
  - Awareness Others’ Needs
| Learning outcome 3 of the course guide. | Program Impact |
| Learning outcome 4 of the course guide. | Capacity to Change |

**Learning Processes**

1. Facilitator led adult learning based dialogue with group.
2. Small group dialogues based on key concepts and emergent issues work life situated linkage to reading
3. Individual participant and Small Group work in considering materials and tasks on ‘Assessment of Empowerment within your Organisation’ worksheet.
4. Final large group insights from smaller groups.
5. Final facilitator and group comments tying back to learning outcome and key readings.

**Effective Learning Material**

Key Readings

Power points of key themes, theories & models.
‘Assessment of Empowerment within your Organisation’ worksheet.

White board & markers to:
- ‘Capture’ relevant issues and ‘park’ other issues to come back to.
- Butchers paper for small group notation of Models & Theories in action to workplace,
Quinn and Spreitzer (1997) identify the following key characteristics for empowerment to occur:
1. Empowered people have a sense of self-determination (This means that they are free to choose how they do their work; they are not micro-managed)
2. Empowered people have a sense of meaning (they feel that their work is important to them; they care about what they are doing)
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4. Empowered people have a sense of impact (this means that people believe they can have influence on their work unit; others listen to their ideas)

Quinn and Spreitzer (1997) also identify two sets of questions to help leaders to assess whether they are establishing an empowered workforce and to prompt them to action.

Set 1: Some Hard Questions (Quinn and Spreitzer, 1997)

- If a sense of a clear strategic vision is a characteristic of an empowering environment, am I continuously working to clarify the sense of strategic direction for the people working under my own stewardship?
  - How do I do this? Or - What is stopping me?

- If openness and teamwork are characteristics of an empowering environment, am I continuously striving for participation and involvement in my own stewardship?
  - How do I do this? Or - What is stopping me?

- If discipline and control are characteristics of an empowering environment, am I continuously working to clarify expectations regarding the goals, tasks and lines of authority in my own stewardship?
  - How do I do this? Or - What is stopping me?

- If support and security are characteristics of an empowering environment, am I continuously working to resolve the conflicts among the people in my own stewardship?
  - How do I do this? Or - What is stopping me?
Set 2: Some Harder Questions (Quinn and Spreitzer, 1997)

- To what extent do I have a sense of meaning and task alignment, and what can I do to increase it?
- To what extent do I have a sense of impact, influence, and power and what can I do to increase it?
- To what extent do I have a sense of competence and confidence to execute my work, and what can I do to increase it?
- To what extent do I have a sense of self-determination and choice, and what can I do to increase it?

Task:
(Individually. Time 15 minutes. 20 minutes discussion with Small Group).

Individually work through the Set 1: Some Hard Questions then in a Small Group of three share your thoughts on these questions.

Task:
(Individually. Time 15 minutes. 20 minutes discussion with Small Group).

Individually work through the Set 2: Some Harder Questions then in the same Small Group of three share your thoughts on these questions.

Task:
(Large group discussion. Time 20 minutes).

- Final general discussion including frank dialogues around issues related to Empowerment. Share insights on some of the critical challenges that group members see in developing a climate for empowerment and sustaining a true organisational climate and processes under which people feel that they are empowered and act and work in an empowered way.
- What are the key takeouts from the readings this week?
### Title of Session
**Issues relating to earning in Organisations**  
*(Teaching Time 3 hours per week)*

### Learning Aims
To introduce and apply: Concepts relating to organisational learning and development of learning through organisational culture.  
- **Creating Appreciative Learning Cultures**  
  Barrett (1995) argues that there is a problem with problem solving. Whilst analytic problem solving has led to many of the advances we enjoy today it, this approach has limitations to learning.  
  - Dwelling on problems is inherently a conservative limiting approach to inquiry.  
  - A problem focus furthers a deficiency orientation.  
  - Analytic problem solving furthers a fragmented view of the world.  
  - Problem solving results in further separation between stakeholders.  

Appreciative Inquiry begins with the assumption that something in the organization is working well. The competencies of Appreciative Learning Cultures are:  
1. **Affirmative Competence** – The organisation draws on the human capacity to appreciate positive possibilities by selectively focusing on current and past strengths, successes and potentials.  
2. **Expansive Competence** – The organisation challenges habits and conventional practices, provoking members to experiment in the margins, make expansive promises that challenge them to stretch in new directions, and evokes a set of higher values and ideals that inspire them to passionate engagement.  
3. **Generative Competence** – The organisation constructs integrative systems that allow members to see the consequences of their action, to recognize that they are making a meaningful contribution, and to experience a sense of progress.  
4. **Collaborative Competence** – The organisation creates forums in which members engage in ongoing dialogue and exchange diverse perspectives.  
- **The Mondragon Model**  
  Barker (1997) provides a living example of a collaborative learning culture of a worker owned cooperative. Key findings:  
  - Worker democracy and ownership is a real and viable alternative to the stockholder paradigm.  
  - Education plus community vision plus a bank that is committed to job formation instead of capital formation can create a long-term community job base.
• There is another way to create entrepreneurial wealth.
• Workers themselves can reinvent their work if the right kind of support is available. The role of a bank can be profoundly positive and supportive for communities if it has the right paradigm.
• Self-capitalisation can be a powerful tool.
• The power of a shared vision cannot be overestimated.

**Creating Appreciative Learning Cultures**

Schein (1993) argues that dialogue is a central element of organizational transformation. Dialogue facilitates new possibilities. Schein outlines two differing approaches of talking together. One applying dialogue the other applying a dialectic:

<table>
<thead>
<tr>
<th>CONVERSATION</th>
<th>DELIBERATION</th>
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</thead>
<tbody>
<tr>
<td>CONVERSATION</td>
<td>DELIBERATION</td>
</tr>
<tr>
<td>(lack of understanding; disagreement; basic choice point; personal evaluation of option and strategy)</td>
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<table>
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<tr>
<th>SUSPENSION</th>
<th>DISCUSSION</th>
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<tbody>
<tr>
<td>SUSPENSION</td>
<td>DISCUSSION</td>
</tr>
<tr>
<td>(Internal listening; accepting differences; building mutual trust)</td>
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<table>
<thead>
<tr>
<th>DIALOGUE</th>
<th>DIALECTIC</th>
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<tr>
<td>DIALOGUE</td>
<td>DIALECTIC</td>
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<tr>
<td>(Confronting own and others' assumptions; revealing feelings; building common ground)</td>
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<table>
<thead>
<tr>
<th>METALOGUE</th>
<th>DEBATE</th>
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<tbody>
<tr>
<td>METALOGUE</td>
<td>DEBATE</td>
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<tr>
<td>(Thinking and feeling as a whole group; building new shared assumptions; culture)</td>
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</table>

### Learning Aims Linked to Curriculum

<table>
<thead>
<tr>
<th>Learning outcome 2 of the course guide.</th>
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</thead>
<tbody>
<tr>
<td>Developing a capacity to:</td>
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<tr>
<td>Analyse and interpret key features of the business context and internal organisational variables.</td>
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</table>

<table>
<thead>
<tr>
<th>Learning outcome 3 of the course guide.</th>
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<tbody>
<tr>
<td>Developing a capacity to:</td>
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<tr>
<td>Provide effective leadership within the context of an ambiguous and complex organisation environment.</td>
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<table>
<thead>
<tr>
<th>Learning outcome 4 of the course guide.</th>
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<tbody>
<tr>
<td>Developing a capacity to:</td>
</tr>
<tr>
<td>Establish and interact with networks and stakeholders (internal &amp; external) in the leadership role.</td>
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</table>

### Program Impact

**Capacity to Change**
<table>
<thead>
<tr>
<th>Learning Processes</th>
<th>Key Readings</th>
<th>Learning Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Final large group insights from smaller groups</td>
<td>Schein, E. 1993, ‘On dialogue, culture and organizational learning’ <em>Organizational Dynamics</em>, Summer, pp. 40 – 51.</td>
<td>• Butchers paper for small group notation of Models &amp; Theories in action to workplace,</td>
</tr>
<tr>
<td>4. Final facilitator and group comments tying back to learning outcome and Mink model</td>
<td>Power points of key themes, theories &amp; models.</td>
<td></td>
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**Effective Learning Material**

- Power points of key themes, theories & models.
- White board & markers to:
  - ‘Capture’ relevant issues and ‘park’ other issues to come back to.
  - Butchers paper for small group notation of Models & Theories in action to workplace,
Graduate Certificate In Organisation Leadership

NONE6463 – The Organisational Context & Managing Complexity

Assessment 1 – Learning Set Group Presentation 20%

Learning Set & Individual Presentation of findings on the recommended readings, reference to materials from other books, models, theories, concepts, internet etc. Focus is on relevance and insights to practice. In particular the impact this new knowledge, skills awareness and alternative attitudes in leadership and management practice is having on your practice as a leader and manager.

Criteria for Assessments:

Presentation:
1. Capacity to demonstrate critical reflective practice and personal assessment relevant to course.
2. Capacity to apply theory constructs relevantly and usefully to consider leadership and management practice issues.
3. Capacity to demonstrate analysis of practice towards potential changes in practice.

Learning Outcomes:

1. Analyse and interpret key features of the external environment that impact upon the organisation.
2. Analyse and interpret key features of the business context and internal organisational variables.
3. Provide effective leadership within the context of an ambiguous and complex organisation environment.
4. Establish and interact with networks and stakeholders (internal & external) in the leadership role.
<table>
<thead>
<tr>
<th>Learning Set</th>
<th>Outcome - 1</th>
<th>Outcome - 2</th>
<th>Outcome - 3</th>
<th>Outcome - 4</th>
<th>Assessment Presentation</th>
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## GCOL Lesson Plan: Session 8
NONE 6463 The Organisation Context & Managing Complexity

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Learning Aims</th>
<th>Connection to MLMPD</th>
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### Issues relating to Systems Thinking

(Teaching Time 3 hours per week)

To introduce and apply:

- **Redefining Intelligence**
  Mant (1997) in chapter 2 of his text ‘Intelligent Leadership’ discusses multiple intelligences and also the concept of judgment. **Judgment is what you do when you don’t (and can’t) know what to do.** In chapter 3 Mant discusses the difference between the Frog and the Bicycle. You can remove parts of a Bicycle and put it back together but you cannot remove parts of a Frog and put it back together. The Frog as an organism will adapt but will as a system eventually collapse. Leaders need to be aware of which parts of their organisations are Bicycle (mechanistic) in nature and which are Frog (Organismic) in nature in terms of systems.

- **The Fifth Discipline and System Archetypes**
  Senge (1990, pp7 - 11) identifies five disciplines that he suggests lead to the establishment and practice of a learning organization:
  - **Systems Thinking:** Business and other human constructs are systems bound by invisible strands of interrelated actions.
  - **Personal Mastery:** The notion of becoming committed to lifelong learning. Personal mastery is about continually clarifying and deepening our personal vision, focusing energies, developing resilience, patience and objectivity.
  - **Mental Models:** Mental Models are deeply ingrained assumptions, generalisations, or even pictures or images that influence how we understand the world and how we take action.
  - **Building Shared Vision:** The discipline involves surfacing a shared “picture of the future” that instils genuine commitment and enrolment as opposed to mere compliance.
  - **Team Learning:** This discipline “starts with “dialogue”, the capacity of members of a team to suspend assumptions and enter into a genuine thinking together.

---

### Learning Aims

- **Learning outcome 1 of the course guide.**
  Developing a capacity to:
  Analyse and interpret key features of the external environment that impact upon the organisation.

### Key Attributes

- **Program Ethos**
  - Orientation to Ambiguity
  - Sense of Others
  - Engagement with others
  - Systems View

- **Emergent Attributes**
  - Critical Perspective
  - Focus
  - Openness
  - Reflective Construction’t
  - Collaboration

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**Capacity to Change**
**Learning outcome 2 of the course guide.**
Developing a capacity to:
Analyse and interpret key features of the business context and internal organisational variables.

**Learning outcome 3 of the course guide.**
Developing a capacity to:
Provide effective leadership within the context of an ambiguous and complex organisation environment.

**Learning outcome 4 of the course guide.**
Developing a capacity to:
Establish and interact with networks and stakeholders (internal & external) in the leadership role.

<table>
<thead>
<tr>
<th>Learning Processes</th>
<th>Program Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facilitator led adult learning based dialogue with group.</td>
<td>Engagement with others</td>
</tr>
<tr>
<td>2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings</td>
<td>Encouraging,</td>
</tr>
<tr>
<td>3. Individual participant and Small Group work in considering materials and tasks on 'Key Learnings from the Fifth Discipline' worksheet.</td>
<td>Involved</td>
</tr>
<tr>
<td>4. Final large group insights from smaller groups</td>
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</tr>
<tr>
<td>5. Final facilitator and group comments tying back to learning outcomes and related readings.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Learning Material</th>
<th>Program Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Readings</td>
<td>Readiness to Learn</td>
</tr>
<tr>
<td>• Mant, A, 1997, <em>Intelligent Leadership</em>, Chapters 2 and 3, Allen and Unwin, St Leonards, N.S.W.</td>
<td>Program Context</td>
</tr>
<tr>
<td>Power points of key themes, theories &amp; models.</td>
<td></td>
</tr>
<tr>
<td>Key Learnings from the Fifth Discipline worksheet.</td>
<td></td>
</tr>
<tr>
<td>White board &amp; markers to:</td>
<td></td>
</tr>
<tr>
<td>• ‘Capture’ relevant issues and ‘park’ other issues to come back to.</td>
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<td>• Butchers paper for small group notation of Models &amp; Theories in action to workplace,</td>
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</table>
Key Learnings from the Fifth Discipline (Peter Senge, 1990)

The Five Disciplines

Senge’s seminal work from the 1990’s identifies five disciplines that he suggests lead to the establishment and practice of a learning organisation (Senge, 1990, pp7 - 11):

**Systems Thinking:** Business and other human constructs are systems bound by invisible strands of interrelated actions. There are interrelationships and interdependencies of which we are aware but many others of which our awareness is limited by our lack of systemic thought in appraising those systems. It is difficult to see and appraise whole systems our tendency is to take a “snapshot” of isolated parts of a system.

**Personal Mastery:** The notion of becoming committed to lifelong learning. Personal mastery is about continually clarifying and deepening our personal vision, focusing energies, developing resilience, patience and objectivity. Rather than considering what in our lives we would like to rid ourselves of, as a discipline personal mastery helps us to focus on what really matters to us in terms of personal vision and aspirations.

**Mental Models:** “Mental Models are deeply ingrained assumptions, generalisations, or even pictures or images that influence how we understand the world and how we take action” (Senge, 1990, p.8). The discipline of working with mental models begins by looking inwards at our own strongly held assumptions and generalised beliefs and challenging their validity. It also requires using advocacy and inquiry with others in learning conversations and dialogues to help surface our own and others mental models.

**Building Shared Vision:** The discipline involves surfacing a shared “picture of the future” that instils genuine commitment and enrolment as opposed to mere compliance. True organisational visions must be organisationally created and nurtured not driven from the leaders own desires and personal vision as is often the case.

**Team Learning:** This discipline “starts with “dialogue”, the capacity of members of a team to suspend assumptions and enter into a genuine “thinking together”.” (Senge, 1990, p.10). It is critical to surface elements of defensiveness and deal with these openly and creatively to build learning. Senge suggests that it is teams not individuals that are the fundamental learning unit in organisations, not individuals.

The establishment of a learning organisation relies on achieving a Metanoia in each organisational member’s being. The concept of Metanoia is to grasp the deeper meaning of learning, to move transcend one’s thinking and being as a leader to create a fundamental shift in our minds.
Lessons of the Beer Game 1

The Beer Game is a simulation based on a “Balancing Process with Delay” systems archetype across three levels of an industry (Retailers, Wholesaler, Manufacturer).

Beer Game: As Demand increases at retail level more demand is placed on wholesaler and more to Brewery Manufacturer. An escalation effect comes into play as the delay effect leads to an out of stock situation. This leads to higher levels of ordering in system to try to ensure supply of stock to meet demand, however the delay in supply backlogs these orders until the point where demand has dissipated but back orders are now being fulfilled.

A classic case of misreading the system and each level of the system only responding to one level of evidence or mental model i.e. the written order rather than seeking confirming or disconfirming evidence from the entire system, i.e. Each level Retailer, Wholesaler and Brewery in dialogue as to the scale and scope of the apparent increase in demand and its sustainability.

Impersonal Systems & Personal Blame
Because of system failure leading to lost sales due to short supply (Retailer Level), Overstocking of inventory due to eventual cancellation of current orders, (Wholesale level) and Over production based on previous orders and backlog, (Brewery, Manufacturing level), a series of blaming occurs at all levels as opposed to looking squarely at the system its structure and the data it produces upon which decisions are based.

According to Senge (1990), Learning Disabilities start to operate in the Beer Game, and for that matter in many organisation contexts where systems of interaction are at play. Specifically:
- Because people (managers) become their position, people do not see how their position and behaviours affect others positions.
• As a consequence, when problems occur, people (managers) blame each other “the enemy” becomes the people at other positions, suppliers and even customers.
• As players in the system become proactive and escalate their actions (eg place more orders as in the Beer game), they make matters worse (A Fix that Fails).
• Due to the feedback delays in most systems, (eg over ordering Beer), they don’t see the impending tragedy of their situation until it’s too late.
• Overall people (managers) who look only superficially at system interdependencies fail to learn. They fail to learn because the consequences of their actions actually have an impact elsewhere in the system, eventually coming back to create problems for these same people (managers). They then blame others for that impact as opposed to thinking systemically through how their own actions contributed to the problem.
• Teams of people often become consumed with blaming other teams or groups or individuals for their own problems, thereby removing any opportunity to learn from one another.

(Adapted from Senge, 1990, pp. 51 - 52)

Senge summarises the learnings from the Beer Game in the following diagrammatic where most of the interaction between the members of the system are caught in reactive management at the Event level.

Systemic Structure
(Generative Double Loop Learning - What causes the patterns of Behaviour)

Patterns of Behaviour
(Responsive - Looking at longer term trends and assessing implications)

Events
(Reactive - Single Loop in nature around - Who did what to whom?)
Lessons from the Beer Game 2

“Structure Influences Behaviour
Different People in the same structure tend to produce qualitatively similar results. When there are problems or performance fails to live up to what is intended it is easy to find someone or something to blame. But more often than we realize, systems cause their own crises, not external forces or individuals ‘mistakes.

Structure in Human Systems is subtle
We tend to think of ‘structure’ as external constraints on the individual. But, structure in complex living systems such as the “structure” of multiple “systems” in the human body (for example the cardiovascular and neuromuscular) means the basic interrelationships that control behaviour. In human systems, structure includes how people make decisions - the ‘operating policies’ whereby we translate perceptions, goals, rules and norms into actions.

Leverage often comes from new ways of thinking
In human systems, people often have potential leverage that they do not exercise because they focus only on their own decisions and ignore how their decisions affect others. In the beer game, players have it in their power to eliminate the extreme instabilities that invariably occur, but they fail to do so because they do not understand how they are creating the instability in the first place.”

(Senge, 1990, p.40)

Laws of the fifth Discipline

1. Today’s problems come from yesterday’s solutions.

We are often locked into thinking in terms of our limited past experiences and cognitive maps of events.

The “Lumpy” Carpet
A carpet merchant who found a bump in his most beautiful carpet jumped on the bump to flatten the bump, but the bump appeared somewhere else in the carpet. He stepped on the bump again to flatten it out, again it reappeared somewhere else. Again and again the same situation happened until the merchant lifted the carpet and an angry snake slithered out.

2. The harder you push the harder the system pushes back.

Senge discusses the notion of compensating feedback, the more effort one expends trying to improve matters, and the more effort seems to be required. An example at the individual level would be the person who quits smoking only to find a gain in weight, which then leads to the stress of a loss of self image which leads to taking smoking back up again.
3. **Behaviour grows better before it grows worse.**

A situation where politically oriented behaviour to secure a short-term success exacerbates a longer-term benefit outcome to become unrealised or to go sour. The issue is the short-term benefit appears immediately the longer-term problems that this stance exacerbates are delayed.

A classic example is farming practice in Australia with land clearing creating a sustained short term benefit to agricultural productivity but affecting the water table with salinity issues. Cane toads would be another short sight without far sight systemic initiative.

4. **The easy way out usually leads back in.**

Applying familiar solutions to problems whilst those problems continue to persist or indeed worsen, is a clear indication of non-systemic thinking, (Senge 1990).

Senge points out the story of the drunk looking for his lost house keys at night under the street light, when a passer-by stops to help. As both the drunk and passer-by are looking the passer-by asks, “Where exactly did you drop them?” The drunk answers, “Over by the front door” to which the passer-by asks “Well why aren’t we looking over by the front door? The drunk replies, “Oh that’s no good. There’s no light over there.”

Senge’s point is that we persist with the easy familiar options and thinking processes only to exacerbate our situation in failing to grasp the real needs or fundamental linkages to a wider system.

5. **The Cure can be worse than the disease.**

“The phenomenon of short term improvements leading to long term dependency is so common, it has its own name amongst System Thinkers - it’s called “Shifting the burden to the intervenor” (Senge, 1990, p. 61). It is a process of a continuing need for more and more of the intervention (i.e. solution).

6. **Faster is slower.**

To most people’s minds faster responses and faster growth seems attractive and deemed generally better, however most systems have an optimal rate of growth far less than the fastest possible growth. In excessive growth - as in a cancer - the system itself will seek to counteract by slowing down, placing the total systems survival at risk in the process.

The concept of drugs in sport to enhance performance is a classic instance of excessive growth or pace enhancement. Many of these drugs improve performance to new heights but have a medium and longer term deleterious effect particularly on the cardiovascular system.
7. **Cause and effect are not closely related in time and space.**

As children we encounter simple bounded systems, which display direct cause and effect consequences. Kick a ball and it moves. Throw a tantrum and get admonished by a parent. Etc. In the world of business and of complex systems, causes and effects are not closely related in space or time.

Our cognitive map to seek familiar connections seeks to find a cause in manufacturing line when there is a manufacturing problem. If there is a problem (effect) in one functional area (manufacturing) we seek to find the answer (cause) in that same area. However, accounting cost control policy affecting maintenance, quality assurance in new materials from a different supplier, non specified aspects of R&D in design, might all interplay with a minor issue in a manufacturing line per se.

An example of systems thinking in which cause and effect are not closely related in time or space is Richard Feynmean's contributions to the challenger space shuttle disaster investigations.

“Feynman was always the inquisitive type; he had to have the facts. To find out what happened to the shuttle, he went straight to the people who put the shuttle together. He learned many things from these people that would help him to discover the cause of the explosion; and also information that helped him realize what a risky business flying a shuttle really is. NASA officials said that the chance of failure of the shuttle was about 1 in 100,000; Feynman found that this number was actually closer to 1 in 100. He also learned that rubber used to seal the solid rocket booster (SRB) joints using O-rings, failed to expand when the temperature was at or below 32 degrees F (0 degrees C). The temperature at the time of the Challenger lift-off was 32 degrees F.

Feynman's famous C-clamp experiment

Feynman now believed that he had the solution, but to test it, he dropped a piece of the O-ring material, squeezed with a C-clamp to simulate the actual conditions of the shuttle, into a glass of ice water. Ice, of course, is 32 degrees F. At this point one needs to understand exactly what role the O-rings play in the solid rocket booster (SRB) joints. When the material in the SRB start to heat up, it expands and pushes against the sides of...
the SRB. If there is an opening in a joint in the SRB, the gas tries to escape through that opening (think of it like water in a tea kettle escaping through the spout.) This leak in the Challenger's SRB was easily visible as a small flicker in a launch photo. This flicker turned into a flame and began heating the fuel tank, which then ruptured. When this happened, the fuel tank released liquid hydrogen into the atmosphere where it exploded.”
(http://www.scs-intl.com/online/ accessed 02/03/03)

8. **Small changes can produce big results.**

The concept of the trim tab (a small rudder) inside the rudder of a ship illustrates the point of system leverage, where a small change can have a big result. The trim tab on a rudder acts to start to affect the flow of water against the rudder so that it is easier to turn the larger rudder to compress the water flow to create a pressure differential in the water flow so that the boat’s stern is sucked around. Senge suggests that just as the trim tab is the leverage point in the structure of manoeuvring a ship, we must learn to look for structures rather than events if we are to identify a potential leverage opportunity.

9. **You can have your cake and eat it too - but not at once.**

The issue here is to move from trade-offs to co-existences or from binary (either/or) to ternary (and) thinking. A classic example is the concept of the dual chamber combustion engine invented by Honda, which solved the trade off dilemma between pollution control and high performance, by having a dual chamber engine which created an initial explosion of a small amount of rich fuel which then ignited a larger chamber of gaseous fuel, creating a very efficient piston reaction with less fuel, burning it more completely for less pollution and also requiring overall less fuel. This stands as a true coexisting dichotomy.

10. **Dividing an elephant in half does not create two small elephants.**

The sufi story of the blind men and the elephant illustrates the point of equally valid perspectives of the elephant, but the need to combine the perspectives if one is to have a whole picture of the elephant.

It is important to understand the interdependencies within the whole system and that it cannot easily be broken down into component parts for action.

11. **There is no blame.**

System thinking indicates there is no outside (i.e. of us) to blame. We are all part of the system and therefore it is fruitless to apportion blame. We and the cause of our problems are part of the same system intrinsically linked and interrelated. Collaborative approaches to unearthing system characteristics and structures to learn where leverage points lie is the crucial issue.
## Shared Vision

### Possible Attitudes towards a Vision

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Commitment:</strong></td>
<td>Wants it. Will make it happen. Creates whatever “laws” (Structures) that is needed.</td>
</tr>
<tr>
<td><strong>Enrollment:</strong></td>
<td>Wants it. Will do whatever can be done within the “spirit of the law”.</td>
</tr>
<tr>
<td><strong>Genuine Compliance:</strong></td>
<td>Sees the benefit of the vision. Does everything expected and more. Follows the “letter of the law”. Is a “Good Soldier”.</td>
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<tr>
<td><strong>Formal Compliance:</strong></td>
<td>On the whole, sees the benefits of the vision. Does what’s expected and no more. A “Pretty Good Soldier”.</td>
</tr>
<tr>
<td><strong>Grudging Compliance:</strong></td>
<td>Does not see the benefits of the vision. But, also, does not want to lose job. Does enough of what’s expected because he has to, but also lets it be known that he is not really on board.</td>
</tr>
<tr>
<td><strong>Noncompliance:</strong></td>
<td>Does not see the benefits of vision and will not do what’s expected. “I won’t do it; you can’t make me.”</td>
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<tr>
<td><strong>Apathy:</strong></td>
<td>Neither for nor against vision. No interest. No energy. “Is it five O’clock yet?”</td>
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</table>

### Team Learning

**David Bohm on Dialogue:**
Three basic conditions are necessary for dialogue to occur:
1. All participants must suspend their assumptions, literally to hold them “as if suspended before us” (ie hold them in front so that they are accessible and are able to be openly questioned and observed.).
2. All participants must regard one another as “colleagues”, searching for deeper insight and clarity. Not attending to their own or other’s agendas.
3. There must be a “facilitator” who holds “the context” of the dialogue. Maintaining the dialogue towards true purpose of discovery, questioning, surfacing and understanding.

**The Missing Link to the Five Disciplines**

**Practice!!!!**
**“Key Learnings from the Fifth Discipline”**

*Questions relating to our practice*

**Task:**
(Small groups of three. Time 20 minutes. 15 minutes general report back to larger group).

- As an individual identify any of the Five Disciplines that you believe your organisation does in some capacity apply or has the capacity to apply.

- As an individual identify any of the Five Disciplines that you believe your organisation should apply and why that should be so? What benefits do you see in having such discipline(s) as part of your organisational practice?

- In Small Groups share your analysis and thoughts with others.

**Task:**
(Large group discussion. Time 20 minutes).

- Final general discussion including frank dialogues around issues related to the value Senge’s Five Disciplines for the contemporary organisation. Can these disciplines alone lead to a learning organisation with staff who are systems thinkers?

- What are the key takeouts from the readings this week, on systems thinking?
## GCOL Lesson Plan: Session 9
### NONE 6463 The Organisation Context & Managing Complexity

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Learning Aims</th>
<th>Connection to MLMPD</th>
</tr>
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</table>
| **Issues relating to motivation**  
(Teaching Time 3 hours per week) | To introduce and apply: Key concepts relating to human motivation theories.  
- **How do You Motivate Employees**  
Herzberg (2003) discusses his Motivation-Hygiene Two Factor Theory of Job Satisfaction. The Two Factor theory outlines that people are influenced by two factors, namely Motivator factors and Hygiene factors. Herzberg argues that the factors involved in producing job satisfaction (and motivation) are separate and distinct from the factors that lead to job dissatisfaction. **Job dissatisfaction and job satisfaction depend on different factors (i.e. Hygiene factors relate to job dissatisfaction and Motivator factors relate to job satisfaction).** Therefore the opposite of job satisfaction is not job dissatisfaction but NO Job satisfaction; similarly the, the opposite of job dissatisfaction is not Job satisfaction but NO job dissatisfaction. The Motivator factors that are intrinsic to the job are: achievement, recognition for achievement, the work itself, responsibility, advancement and growth. The dissatisfaction avoidance or **Hygiene factors that are extrinsic to the job** are: company policy and administration, supervision, interpersonal relationships, working conditions, salary, status and security. The Motivation-Hygiene factor theory suggests that work be enriched to bring about effective utilisation of employees providing growth for them and improved performance for the organisation as a further outcome.  
- **How to Motivate Your Problem People**  
Nicholson (2003) discusses the issues associated with motivating the people in the work environment who never seem to do what you want them to do and take up all of your time as a manager. Nicholson (2003, pp 5 – 6) points out that you cannot motivate these problem people only they themselves can, however your job is to create the circumstances in which their inherent motivation – the natural commitment and drive most people have- is freed and channeled toward achievable goals. Nicholson suggests the following in meetings to help these employees:  
  - **Create a Rich Picture:** Find out about as much as possible about the employee. Their likes, drives, what block those drives. Consult, peers, subordinates, previous managers. Reflect on your own role as their boss regarding employee dissatisfaction. Don’t make assumptions. Find out.  
  - **Reframe Your Goals:** Create a menu of possible outcomes rather than a prescriptive single solution. Be | |
clear though about any bottom line issues or standards that are not negotiable. 

**Stage the Encounter:** Prepare for meetings with problem employees on motivation issues. Ensure that you have facts noted and you are focused and open. The meeting needs to be dialogue driven with the employee engaged.

- **Pygmallion in Management**
  
  J. Sterling Livingston (2003) discusses the conceptual power of expectations and its impact on performance. Livingston advises that the way one person treats another can be transforming. Creating high expectations for an employee with a positive encouraging relationship with managers has a **Pygmallion Effect**. The Pygmallion Effect relates to an effect observed in several experiments with teacher’s expectations of their student’s performance. If told prior to taking the class were told either the class had excellent learning ability or poor learning ability, whereas both classes were of poor learning ability. The class taught by the teacher told they had a high learning ability class outperformed the other class. A case of self fulfilling prophecy or Pygmallion Effect in terms of teaching the class based on expectations. ‘Managers not only shape the expectations and productivity of subordinates but also influence their attitudes toward their jobs and themselves’ (Livingston, 2003, p.12).

### Learning Aims Linked to Curriculum

<table>
<thead>
<tr>
<th>Learning Aims</th>
<th>Learning outcome 1 of the course guide. Developing a capacity to: Analyse and interpret key features of the external environment that impact upon the organisation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning outcome 2 of the course guide. Developing a capacity to: Analyse and interpret key features of the business context and internal organisational variables.</td>
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<tr>
<td></td>
<td>Learning outcome 3 of the course guide. Developing a capacity to: Provide effective leadership within the context of an ambiguous and complex organisation environment.</td>
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<tr>
<td></td>
<td>Learning outcome 4 of the course guide. Developing a capacity to: Establish and interact with networks and stakeholders (internal &amp; external) in the leadership role.</td>
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</table>

### Learning Processes

1. Facilitator led adult learning based dialogue with group.
2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings
3. Work individually and in small groups on the ‘How do You Motivate Employees’ worksheet.
4. Final large group insights from smaller groups
5. Final facilitator and group comments tying back to learning outcome and Mink model
<table>
<thead>
<tr>
<th><strong>Effective Learning Material</strong></th>
<th><strong>Learning Tools</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Readings</td>
<td></td>
</tr>
<tr>
<td>Power points of key themes, theories &amp; models. ‘How do You Motivate Employees’ worksheet. White board &amp; markers to:</td>
<td></td>
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<tr>
<td>• ‘Capture’ relevant issues and ‘park’ other issues to come back to.</td>
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<tr>
<td>• Butchers paper for small group notation of Models &amp; Theories in action to workplace,</td>
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</table>

**Program Content**

**Readiness to Learn**

**Program Context**

**Opportunity Seeking**
Herzberg (2003) in his Motivation-Hygiene Two Factor Theory of Job Satisfaction that people are influenced by two factors, namely Motivator factors and Hygiene factors. Herzberg argues that the factors involved in producing job satisfaction (and motivation) are separate and distinct from the factors that lead to job dissatisfaction. **Job dissatisfaction and job satisfaction depend on different factors.**

- Hygiene factors relate to job dissatisfaction. Presence of Hygiene factors leads to NO job dissatisfaction and absence of Hygiene factors leads to job dissatisfaction.
- Motivator factors relate to job satisfaction. Presence of Motivator factors leads to job satisfaction and absence of Motivator factors leads to NO job satisfaction.

The table below presents Motivator Factors and Hygiene Factors.

<table>
<thead>
<tr>
<th>Motivator Factors</th>
<th>Hygiene Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>Company Policy &amp; Administration</td>
</tr>
<tr>
<td>Recognition</td>
<td>Supervision</td>
</tr>
<tr>
<td>Work Itself</td>
<td>Relationship with Supervisor</td>
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<tr>
<td>Responsibility</td>
<td>Work Conditions</td>
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<tr>
<td>Advancement</td>
<td>Salary</td>
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<tr>
<td>Growth</td>
<td>Relationship with Peers</td>
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<td>Personal Life</td>
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<td></td>
<td>Relationship with subordinates</td>
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<td></td>
<td>Status</td>
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<td></td>
<td>Security</td>
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</tbody>
</table>
Task:
(Individually assess. Time 20 minutes. Small groups of three. Time 20 minutes).

- As an individual identify any of the Motivator factors that you believe are present in your current work role and satisfy you driving motivation.

- Also identify any Hygiene factors that you believe are missing from your work environment that lead to dissatisfaction.

- Similarly if you are experiencing any absence in Motivators identify these and consider if they are leading to no job satisfaction affecting your motivation and drive.

- Again if all the Hygiene factors seem to be present assess whether you have No job dissatisfaction in terms of extrinsic factors influencing our behaviour.

- In Small Groups share your analysis and thoughts with others.

Task:
(Large group discussion. Time 20 minutes).

- Final general discussion including frank dialogues around issues related to the value Herzberg's Two Factor Motivation-Hygiene Theory for the contemporary organisation. Can these concepts alone provide us with answers to motivation issues? What are your thoughts?

- What are the key takeouts from the readings this week, on systems thinking?
## GCOL Lesson Plan: Session 10
NONE 6463 The Organisation Context & Managing Complexity

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Learning Aims</th>
<th>Connection to MLMPD</th>
</tr>
</thead>
</table>
|                  | Issues relating to Systemic Appreciation  
(Teaching Time 3 hours per week) | Program  
Ethos |

### Key Attributes

- **Program Ethos**
- **Critical Perspective**
- **Awareness Others’ Needs**
- **Engagement with others**
- **Systems View**

### Key Attributes

- **Emergent Attributes**
  - Orientation to Ambiguity
  - Acumen
  - Focus
  - Openness
  - Sense of Others

### Connection to MLMPD

- **Program Ethos**
- **Critical Perspective**
- **Awareness Others’ Needs**
- **Engagement with others**
- **Systems View**

---

To introduce and apply: Concepts relating to Systems Theory and Systemic Appreciation.

- **Rethinking the Fifth Discipline**
  - Flood (1999) identifies the key theorists and contributions to systems thinking and systems dynamics. In particular Flood (1999) analyses Senge’s Systems Thinking, Checkland’s Soft System’s Approach and Churchman’s Critical Systemic Thinking.
  - The tools of Senge’s Systems Thinking rely on system dynamics and in particular **system archetypes**, which picture the world as, interconnected through ongoing cyclical patterns. Working with system archetypes assists in analysing where opportunities for actionable improvement exist, where the **points of leverage** are in the system.
  - Checkland’s approach led him to appreciate the goal seeking nature of mechanistic and biological systems thinking to consider issues of **framework**, **methodology** and **action area** (Flood, 1999). The principles became known as a **Soft Systems Methodology (SSM)**. A SSM consisted of the following:

1. Problem situation unstructured
2. Problem situation appreciated
3. Root definitions
4. Conceptual models
5. Compare 2 and 4
6. Desirable & feasible changes
7. Accommodation

---

Real World

Systemic Thinking
Churchman’s Critical Systemic Thinking involves four principles:
1. The systems approach first begins when you see
   the world through the eyes of another.
2. The systems approach goes on to discover that
   every world-view is terribly restricted.
3. There are no experts in the systems approach.
4. The systems approach is not a bad idea.

<table>
<thead>
<tr>
<th>Learning Aims Linked to Curriculum</th>
<th>Learning outcome 1 of the course guide. Developing a capacity to: Analyse and interpret key features of the external environment that impact upon the organisation.</th>
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| Learning Processes | 1. Facilitator led adult learning based dialogue with group.  
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3. Final large group insights from smaller groups  
4. Final facilitator and group comments tying back to learning outcomes and key readings |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | Program Process  
|                    | Engagement with others  
|                    | Encouraging,  
|                    | Involved |

<table>
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|                                            | Program Content  
|                                            | Readiness to Learn  
|                                            | Program Context  
|                                            | Opportunity Seeking |
Graduate Certificate In Organisation Leadership
NONE 6462 – Managing Organisational Relationships

Assessment Total 80%
Part 1: Presentation – 20%
Part2: Reflective Practice Journal on Research and Action – 60%

Individual Presentation of insights relevant to practice from the recommended readings, reference to materials from other books, models, theories, concepts, internet etc. Exemplars of changes to practice of participant through their reflection on practice development of new knowledge, skills and attitudes to develop new or enhanced practice through action.

Criteria for Assessments:

Presentation & Journal:
1. Capacity to demonstrate critical reflective practice and personal assessment relevant to course.
2. Capacity to apply theory constructs relevantly and usefully to practice.
3. Capacity to demonstrate analysis of practice towards change in practice
4. Demonstration of practice change strategy and relevant impacts in leading and managing others.

Learning Outcomes:

1. Analyse and interpret key features of the external environment that impact upon the organisation.
2. Analyse and interpret key features of the business context and internal organisational variables.
3. Provide effective leadership within the context of an ambiguous and complex organisation environment.
4. Establish and interact with networks and stakeholders (internal & external) in the leadership role.
<table>
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<th>Outcome - 1 Presentation</th>
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<th>Outcome –3 Presentation</th>
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<td><strong>1.4 Discipline code</strong></td>
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</table>

### 2. Module purpose

The purpose of this module is to provide participants with the skills and knowledge to combine strategic decision making, and visionary leadership practice, to manage strategic initiatives at the operational level.

### 3. Pre-requisites

- Personal Knowledge and Leadership Practice
- Managing Organisational Relationships

- It is suggested that this module be concurrently delivered with VBK 199 The Organisation Context and Managing Complexity, as this will provide the additional theoretical components required to achieve the learning outcomes.

### 4. Relationship to competency standards

There are no endorsed competency standards that relate to this module. Refer to Part B: Course Information.

### 5. Content summary

While much of the content will emerge from workplace problems and issues participants bring to the different learning environments, module content includes:

1. Exercise professional judgement to make decisions consistent with corporate strategy.
2. Examine relevant strategic issues and their impacts (team, business and organisational level).
3. Critically analyse emergent organisational issues, and challenge existing processes and paradigms, to inform new business and operational requirements.
4. Implement strategic change in the leadership role, consistent with corporate strategy, mission and vision.
6. Assessment strategy

6.1 Assessment method

Training providers are encouraged to adopt a holistic approach to assessment, where learning outcomes may be grouped together and assessed concurrently. The following assessment methods are suggested as being suitable for measuring achievement of the learning outcomes in this module:

- Individual learning contract that addresses the integration of leadership developmental needs, and a negotiated learning plan.

Workplace project. The project should be aligned to a key strategic initiative in the workplace, focusing on:

- implementation of operational strategy analysis of critical incidents, and the specific outcomes of the interventions made, and integration of strategic management theory to inform learning, and future practice.

- Presentation of the workplace project to an expert panel (oral assessment). The panel may comprise program participants, peers, colleagues, stakeholders, and/or organisation senior management.

- Reflective paper. Reflective journal maintained at regular intervals, that records learning cycles around leadership development issues.

6.2 Conditions of assessment

To ensure the integration of learning, assessment should be enterprise-based (where practicable) and be centred around the participant's practice in the workplace. Assessment of this module should be supported by the following set of conditions:

- The participant will have significant responsibility in managing and implementing the outcomes of the project.
- An environment appropriate to the requirements of the learning outcomes and suggested assessment tasks.
- Provision of all relevant resources, including mentor support and specific enterprise materials.
- Distribution of reading lists and handouts relevant to the module content.
### Learning outcome details

<table>
<thead>
<tr>
<th>Learning outcome 1</th>
<th>Exercise professional judgement to make decisions consistent with corporate strategy.</th>
</tr>
</thead>
</table>
| **Assessment criteria** | 1. Identify key strategic issues and incorporate their significance in decision making.  
2. Use strategic analysis to aid decision making and implementation of outcomes, consistent with corporate goals.  
3. Identify new opportunities to improve business performance consistent with corporate strategy. |
| **Content** | Content may include: |
| **Skills** | Cognitive skills in problem and option setting, eg, thinking, perceiving, reasoning, making judgements  
Capacity to consider implementation issues during strategy formation |
| **Knowledge** | Concepts of Strategic Thinking and Strategic Planning  
Thinking Styles eg, Sternberg  
Environment analyses eg SWOT, TEMPLES frameworks  
Industry Analysis frameworks (eg Porter’s Business Strategy, Value Chain, Industry Five Forces analyses)  
Complexity & Decision making (Mason & Mitroff)  
Strategic Thinking (Heracleous) & (Liedtiku) |

<table>
<thead>
<tr>
<th>Learning outcome 2</th>
<th>Examine relevant strategic issues and their impacts (team, business and organisational level).</th>
</tr>
</thead>
</table>
| **Assessment criteria** | 1. Analyse different approaches to identifying strategic issues.  
2. Collect data to analyse industry, organisational, business, cross-team and work group impacts of strategic issues.  
3. Critically evaluate the impacts of various strategic issues.  
4. Develop an effective strategic action plan to deal with the relevant issues identified. |
| **Content** | Content may include: |
Skills
- Research, analysis and evaluation
- Capability to reason and deduce
- Whole system view of the organisation and its operating environment

Knowledge
- Interdependencies within and across the organisation and industry
- Understanding of open systems theory, stakeholder theory, fundamental models of market economies, social and technological contexts and political influences
- Current affairs relating to the industry and organisation in particular

Learning outcome 3
Critically analyse emergent organisational issues, and challenge existing processes and paradigms, to inform new business and operational requirements.

Assessment criteria
3.1 Identify opportunities and challenge existing systems and processes.
3.2 Seek input from team members and other stakeholders in defining new opportunities and challenges.
3.3 Examine risks and benefits in pursuing new practices and processes at an operational level.
3.4 Develop and design new processes and practices in response to emergent organisational issues and challenges.

Content
Content may include:
Skills
- Opportunity analysis
- Process analysis and design skills
- Influence and negotiation skills
- Inclusive and collaborative communication

Knowledge
- Risk analysis principles & processes
- Organisational processes and procedures
- Stakeholders, key decision makers and information needs
- Best practice elements in Industry
- Knowledge of Continuous Process Improvement (CPI) practices (eg Kaizen)

Learning outcome 4
Lead and implement strategic change, consistent with corporate strategy, mission and vision.

Assessment criteria
4.1 Examine leadership factors that assist or inhibit strategic change initiatives.
<table>
<thead>
<tr>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>4.2 Adapt approach to strategic thinking, suited to scope of the change initiative and assess effectiveness of leadership style.</td>
<td></td>
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<tr>
<td>4.3 Identify key information needs of different stakeholders in implementing the strategy.</td>
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<tr>
<td>4.4 Diagnose resistors to change at the individual, team and organisational levels.</td>
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<tr>
<td>4.5 Explore risk taking behaviours, parameters and consequences at the personal, group and organisational level in leading change interventions.</td>
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<tr>
<td>4.6 Devise and implement an effective change management strategy.</td>
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<tr>
<td>4.7 Develop and monitor appropriate measures that assess progress toward goal achievement.</td>
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<tr>
<td>4.8 Coordinate and report on strategic change outcomes to ensure accountability.</td>
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<tr>
<td>4.9 Collect feedback from others, including enterprise mentor, to inform strategic management practice.</td>
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<tr>
<td>Content may include:</td>
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<tr>
<td><strong>Skills</strong></td>
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<tr>
<td>• Situation and risk analysis</td>
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<tr>
<td>• Stakeholder analysis</td>
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<tr>
<td>• Ethical alertness</td>
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<tr>
<td>• Adaptive and collaborative leadership style</td>
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<tr>
<td>• High level communication and interpersonal skills, eg, communication of the 'big picture' while attending to detail, influence, advocacy &amp; negotiation</td>
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<tr>
<td>• Planning &amp; organisation</td>
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<tr>
<td>• Support risk taking by others</td>
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<tr>
<td><strong>Knowledge</strong></td>
<td></td>
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<tr>
<td>• Organisation mission, vision and corporate goals</td>
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<tr>
<td>• Change management models, eg Dunphy and Stace</td>
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<tr>
<td>• Frame breaking change &amp; innovation (Tushman, Newman &amp; Romanelli)</td>
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<tr>
<td>• Concepts of evolutionary and revolutionary change</td>
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<tr>
<td>• Leadership models, Discontinuous and Continuous Change perspectives</td>
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<tr>
<td>• Balanced score card</td>
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<tr>
<td>• Strategies for overcoming resistance to change</td>
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<tr>
<td>• current strategic and operational trends in industry (local and global)</td>
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</table>

**8. Delivery of the module**

**8.1 Delivery strategy**

This module provides for flexible delivery options both on and off-the-job. Some areas of content may be common to more than one learning outcome and/or to
other modules, and therefore integrated delivery is encouraged. The nominal duration is to be used as a guide only. It may vary depending on the mode of delivery, and the skills and knowledge of the participant. An integrated approach to delivery may reduce the nominal hours assigned to this module.

Learning and development should incorporate on-the-job support and learning facilitation, including opportunities for supervised practice and reflection. Knowledge components should be reinforced with practical application in the workplace.

Delivery strategies should be selected to reflect the nature of the learning outcome(s) and the needs of the participant, and should recognise prior knowledge and experience.

The following delivery strategies are suggested as being appropriate for this module, and should be underpinned by an action learning methodology:

- Workplace projects, aligned to personal competency gaps and workplace strategic change initiatives
- Facilitated group discussion during topic-specific seminars and workshops
- Guest speaker presentations
- Reading assignments
- Reflective journaling
- Analysis of real and/or simulated case studies.
- Facilitated action learning sets (enterprise or cross-industry)
- Tutor support (face to face, email or telephone)
- Enterprise-based mentoring including workplace instruction, supervised practice and feedback
- Formative self assessment
- Peer observation & feedback
- Online delivery, eg, chat boards & discussion groups

### 8.2 Resource requirements

**Physical resources**

The training provider should have access to a suitably equipped training facility/learning environment, appropriate to the delivery and assessment requirements. Where enterprise partnerships exist and a significant component of the course is delivered in the workplace, the training provider needs to ensure availability and access to resources and equipment as specified in the
module.

Learning resource materials
These may include but are not necessarily limited to:
• Relevant industry/enterprise policies, procedures and legislation
• Relevant texts, management literature and other learning resource materials (print-based and/or electronic versions)
• Information technology to support distance delivery, eg, computers & relevant software, and email & Internet access.

Relevant texts:
• Thompson, J.L, 1996, Strategic Management: Awareness and Change, London

Human resources
Appropriately qualified and experienced trainers/assessors as detailed in Part B: Course Information. Trainers responsible for delivery must possess current competency in the module content.

8.3 Occupational health & safety
All relevant occupational health and safety procedures and regulations must be followed, to ensure own safety and safety of others.
## GCOL Lesson Plan: Session 1
NONE 6464 Strategic Management Practice

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Issues relating to the evolution of strategy and strategy formation. (Teaching Time 3 hours per week)</th>
<th>Connection to MLMPD</th>
</tr>
</thead>
</table>
| Learning Aims    | ▪ To introduce and apply concepts related the evolution of contemporary strategy and various schools of thought in strategy formation.  
▪ *The Evolution (Not the Death) of Strategy*  
The nature of Planning in Strategy has changed. Due to compression of time and change now as the norm. New approach to strategic planning as an **Evolutionary Process** to include employees, cross-functional team to scrutinise strategic options.  
Also include suppliers and key customers and gain their insights.  
Benefits of Evolutionary Strategy Process:  
⇒ Focus on customer and markets  
⇒ Staying flexible and responsive  
⇒ Hold onto valuable professionals at all levels  
⇒ Optimising the use of management time.  
▪ *Reflecting on the Strategy Process*  
Mintzberg and Lampel (1999, pp 22 - 25) consider the various schools of thought relating to strategy formation:  
**Design School – A process of conception:** Sees strategy formation as achieving fit between internal strengths and weaknesses of the organisation and the external opportunities and threats in the environment.  
**Planning School – A formal process:** Strategy is a cerebral process but is informed by formal distinct steps with checklists and supporting tools and techniques such as budgets and programs.  
**Positioning School – An analytical process:** Strategy as generic positions selected by analysis of industry factors, structure, conduct and performance.  
**Entrepreneurial School – A visionary Process:** Sees to CEO or entrepreneur as the creative leader using intuition to frame an organisational vision.  
**Cognitive School – A mental process:** Strategies developed in people’s minds as models, maps and concepts. More recently cognition applied to construct strategies as creative interpretations.  
**Learning School – An emergent Process:** Strategies are emergent with formulation and implementation intertwined. Quinn’s (1978) Logical Incrementalism and Mintzberg and Waters (1985) Deliberate and Emergent Strategy are seminal views.  
**Power School – A process of negotiation:** Two approaches. Micro power sees development of strategy within the organisation as a political process. Macro power in which the organisation applies power over partners, alliances, suppliers to negotiate collective strategies in its |

<table>
<thead>
<tr>
<th>KEY ATTRIBUTES</th>
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<tbody>
<tr>
<td>Acumen</td>
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<tr>
<td>Critical Perspective</td>
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<td>Systems View</td>
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<tr>
<th>Emergent Attributes</th>
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<tr>
<td>Assuredness</td>
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<tr>
<td>Focus</td>
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<td>Sense of Others</td>
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<td>Engagement with others</td>
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<tr>
<td>Learning Aims Linked to Curriculum</td>
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<td>Learning Processes</td>
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<td>Learning Tools</td>
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<tr>
<td>• Power points of key themes, theories &amp; models.</td>
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<tr>
<td>White board &amp; markers to:</td>
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</tr>
<tr>
<td>• Reflecting on the Strategy Process worksheet.</td>
</tr>
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Mintzberg and Lampel (1999, pp 22 - 25) consider the various schools of thought relating to strategy formation:

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- **Power School – A process of negotiation**: Two approaches. Micro power sees development of strategy within the organisation as a political process. Macro power in which the organisation applies power over partners, alliances, suppliers to negotiate collective strategies in its best interest.
- **Cultural School – A social process**: Strategy formation is a social process embedded in organisational culture
- **Environmental School – A reactive process**: Concerned with how the organisation applies degrees of freedom to move through its environment. Contingency theory considers possible responses of organisations in facing particular organisational conditions.
- **Configurational School – A process of transformation**: Strategies are considered in terms of integrations or transformations of organisations that are seen as coherent clusters of behaviours.

As Mintzberg and Lampel (1999) suggest one thing about the different schools is not clear. “Do they represent different processes, that is, different approaches to strategy formation, or different parts of the same process” (Mintzberg & Lampel, 1999, p. 27). It can be argued that some of the schools are clearly stages of the strategy formation process (see diagram1.1)
Figure 1.1 Strategy Formation as a single process

Task:
(Individually and in small groups of three. Time 20 minutes. 15 minutes general report back to small group).

- As a small group dialogue through the proposition that strategy formation can be either a process applying the characteristics of a single school of thought or can be a more ‘intertwined’ process of many schools as in figure1.1.

- What has been your experience in observing strategy formation or being part of any action group in the strategy formation process at work?

- Individually what are your thoughts on which school approaches best you’re your organisation and its strategic circumstance? Why? Dialogue with you learning group and share insights.

Task:
(Large group discussion. Time 20 minutes).

- Final general discussion including frank dialogues around issues related to the strategy process and strategy formation.

- What Leadership challenges might there be to effective practice of these schools of strategy process?

- What are the key takeouts from the two readings this week?
GCOL Lesson Plan: Session 2
NONE 6464 Strategic Management Practice

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Learning Aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Thinking (Teaching Time 3 hours per week)</td>
<td>To introduce: The concept of Strategic Thinking and the key contemporary writings that discuss this concept in strategy creation.</td>
</tr>
</tbody>
</table>

- **The Mind of the Strategist**
  - Ohmae (1982) argues that analysis is the starting point of strategic thinking. It is about determining the **critical issue**.
  - Ohmae points to three types of thinking processes:
    - **Mechanical systems thinking** which results in rearrangement of elements
    - **Intuition** resulting in local optimization, or seeing the tree but not the forest.
    - **Strategic thinking, which** allows for transformation or changed configuration.

- **Strategic Thinking: Can it be Taught?**
  - Liedtka (1998, pp. 122 - 124) presents a definition of the elements of Strategic Thinking. In her model the following five elements:
    - **A Systems Perspective**: A strategic thinker needs a mental model of a complete end to end system of value creation and comprehend its interdependencies.
    - **Intent-Focused**: Strategic intent provides the focus allowing organisational members to marshal and leverage their efforts and focus attention on critical goals. Strategic intent is concerned and driven by shaping and reshaping intent.
    - **Intelligent Opportunism**: A process that furthers intended strategy but leaves open the potential for new strategies to emerge as environments and organisational needs change.
    - **Thinking in Time**: The oscillation between past, present and future. Is essential for the execution of strategy as well as its implementation.
    - **Hypothesis-Driven**: Using hypothesis generation and testing, strategic thinking accommodates both the analytic and creative.

Liedtka (1998, p.128) argues for 'a view of the planning process as a catalyst of a developmental dialogue, broadly inclusive of an organization's managers and open to their views.'

- **Strategic Thinking or Strategic Planning.**
  - Heracleous (1998) outlines the critical debates in the literature regarding the nature of Strategic Thinking. For some strategic thinking and strategic planning are distinct thinking modes that are useful at different stages of the strategic management process. For others strategic thinking is more a creative process whilst others again see it more as an analytical process. The key arguments are:
    - **Strategic thinking and strategic planning are two distinct thinking modes and strategic thinking should proceed strategic planning.** In this view held by Mintzberg (1994)
Strategic planning is the analytical, programming and formalising process after strategies have been decided and so must come after strategic thinking. **Strategic thinking is and should be analytical.** This view is supported by Porter (1980; 1985) in using analytical frames such as five forces industry analysis, value chain analysis and generic positioning strategies. **The real purpose of strategic planning is to improve strategic thinking.** Structured planning tools such as scenario planning are used to aid in creative thinking as practiced at Royal Dutch Shell by De Geus. The process challenges mental models of managers. **Strategic planning has evolved over time into strategic thinking.** The argument presented is that strategic planning has evolved into a viable system of strategic management (strategic thinking) (Wilson (1994). Planning responsibility shifts from staff to line managers, defining business units correctly, and having clear action steps integrating the plan with organisational controls.

### Strategic Thinking

**Thought Process:** The purpose of strategic thinking is to discover novel, imaginative strategies which can rewrite the rules of the competitive game; and to envision potential futures significantly different from the present.

![Strategic Management Diagram]

The purpose of strategic planning is to operationalise the strategies developed through strategic thinking, and to support the strategic thinking process.

**Thought Process:**
- Analytical
- Convergent
- Conventional

<table>
<thead>
<tr>
<th>Learning Aims Linked to Curriculum</th>
<th>Learning outcome 1 of the course guide. Developing a capacity to: Exercise professional judgement to make decisions consistent with corporate strategy.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning outcome 2 of the course guide. Developing a capacity to: Examine relevant strategic issues and their impacts (team, business and organisational level).</td>
</tr>
<tr>
<td></td>
<td>Learning outcome 3 of the course guide. Developing a capacity to: Critically analyse emergent organisational issues, and challenge existing processes and paradigms, to inform new business and operational requirements.</td>
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</table>

Program Impact

Capacity to Change
### Learning outcome 4 of the course guide.
Developing a capacity to:
Lead and implement strategic change, consistent with corporate strategy, mission and vision.

<table>
<thead>
<tr>
<th>Learning Processes</th>
<th>Program Process</th>
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<tbody>
<tr>
<td>1. Facilitator led adult learning based dialogue with group.</td>
<td>Engagement with others</td>
</tr>
<tr>
<td>2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings</td>
<td>Involved</td>
</tr>
<tr>
<td>3. Individual and small group activity related to the ‘Liedtka Strategic Thinking’ worksheet.</td>
<td></td>
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<tr>
<td>4. Final large group insights from smaller groups</td>
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</tr>
<tr>
<td>5. Final facilitator and group comments tying back to learning outcome and readings</td>
<td></td>
</tr>
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</table>

### Effective Learning Material

<table>
<thead>
<tr>
<th>Learning Tools</th>
<th>Program Content</th>
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<tbody>
<tr>
<td>Key Readings:</td>
<td>Readiness to Learn</td>
</tr>
</tbody>
</table>

Power points of key themes, theories & models. White board & markers to:
• ‘Capture’ relevant issues and ‘park’ other issues to come back to.
• Butchers paper for small group notation of Models & Theories in action to workplace,
• Liedtka ‘Strategic Thinking Model’ worksheet.
Liedtka (1998, pp. 122 - 124) presents a definition of the elements of Strategic Thinking. In her model the following five elements:

- **A Systems Perspective:** A strategic thinker needs a mental model of a complete end to end system of value creation and comprehend its interdependencies.
- **Intent-Focused:** Strategic intent provides the focus allowing organisational members to marshal and leverage their efforts and focus attention on critical goals. Strategic intent is concerned and driven by shaping and reshaping intent.
- **Intelligent Opportunism:** A process that furthers intended strategy but leaves open the potential for new strategies to emerge as environments and organisational needs change.
- **Thinking in Time:** The oscillation between past, present and future. Is essential for the execution of strategy as well as its implementation.
- **Hypothesis-Driven:** Using hypothesis generation and testing, strategic thinking accommodates both the analytic and creative.

Liedtka (1998, p.128) argues for ‘a view of the planning process as a catalyst of a developmental dialogue, broadly inclusive of an organization’s managers and open to their views.’

Figure 1.1 A Model of Strategic Thinking
Task:
(Individually and in Small groups of three. Time 20 minutes. 20 minutes general report back to small group).

- As a small group dialogue through Liedtka’s (1998) model of Strategic Thinking elements (see figure1.1). Which elements stand out as concepts useful to your practice in developing strategic thinking capacity.

- For which of these elements do you believe you have a reasonable level of practice?

- For which of these elements do you feel you require more skill development? How might you go about developing such skill? Dialogue through the issues with your small group colleagues.

Task:
(Large group discussion. Time 20 minutes).

- Final general discussion including frank dialogues around issues related to Strategic Thinking and its place in Leadership practice.

- What Leadership challenges might there be to effective practice of Strategic Thinking?

- What are the key takeouts from the two readings this week?
### GCOL Lesson Plan: Session 3
NONE 6464 Strategic Management Practice

| Title of Session | Strategy Formation  
|------------------|-----------------------------------------------
|                  | (Teaching Time 3 hours per week)               |
| Learning Aims    | To introduce and apply:                       |
|                  | Concepts of strategy formation in terms of deliberate or emergent strategy. |
|                  | - *The Fall and Rise of Strategic Planning*    |
|                  | Mintzberg (1994, pp. 107 - 108) argues that ‘strategic planning, as it has been practiced, has really been strategic programming, the articulation and elaboration of strategies, or visions, that already exist. …. Strategic thinking, in contrast, is about synthesis. It involves intuition and creativity.’ Mintzberg (1994, pp. 110 – 111) points out the Fallacies of Strategic Planning: |
|                  | - **The Fallacy of Prediction**: The world is supposed to stay static while strategic planning takes place then stay on a predicted course of action. |
|                  | - **The Fallacy of Detachment**: Reliance on hard data to stay objective means waiting for that data and relying on relevant information to be transferred in organisations. Hard data lacks richness that comes from qualitative data. |
|                  | - **The Fallacy of Formalization**: Formal systems process more information but can never *internalise* it, *comprehend* it, *synthesize* it. |
|                  | With planning as strategic programming, Planners can act as: |
|                  | - **Strategy finders** recognising strategies as they emerge in organisations. |
|                  | - **Analysts** preparing analysis of specific strategic issues. |
|                  | - **Catalysts** urging on the rest of the organisation to challenge and question. |
|                  | **Left-handed and Right-handed planners**. The analytic thinker communicates intended strategies clearly. This is the Right-handed planner. The creative thinker who opens up strategy to intuitive processes. This is the Left-handed planner. |
|                  | - **Logical Incrementalism**  
|                  | Quinn (1978, pp. 7 - 19) argues that ‘…the real strategy tends to evolve as internal decisions and external events flow together to create a new, widely shared consensus for action among key members of the top management team’. Quinn identifies four major change subsystems to attack specific strategy issues; blends incrementally and opportunistically: |
|                  | - **The Diversification Subsystem**  
|                  | - **The Divestiture Subsystem**  
|                  | - **The Major Reorganization Subsystem**  
|                  | - **The Government-External Relations Subsystem**  
|                  | ‘Strategy deals with the unknowable, not the uncertain. It involves forces of such great number, strength and combinatorial powers that one cannot predict events in any probabilistic sense. Hence logic dictates that one proceed flexibly and experimentally from broad concepts toward..."
specific commitments, making the latter concrete as late as possible in order to narrow the bands of uncertainty and to benefit from the best available information. This is the process of Logical Incrementalism.'

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<tr>
<td></td>
<td>3. Identify relevance to strategy formulation in terms of both deliberate and emergent processes of strategy formulation.</td>
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<tr>
<td></td>
<td>4. Individual and small group activity related to ‘The Fall and Rise of Strategic Planning’ worksheet.</td>
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<td></td>
<td>5. Final facilitator and group comments tying back to learning outcomes and connections to the readings.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Effective Learning Material</th>
<th>Key Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Power points of key themes, theorie &amp; models. White board &amp; markers to: ‘Capture’ relevant issues and ‘park’ other issues to come back to. Butchers paper for small group notation of Models &amp; Theories in action to workplace, The ‘to ‘The Fall and Rise of Strategic Planning’ worksheet.</td>
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</tbody>
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<tr>
<th>Learning Tools</th>
<th>Program Content</th>
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<td></td>
<td>Readiness to Learn</td>
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<td></td>
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**NONE 6464 Strategic Management Practice**

“Fall and rise of strategic planning”
Mintzberg (1994, pp. 107 - 108) argues that ‘strategic planning, as it has been practiced, has really been strategic programming, the articulation and elaboration of strategies, or visions, that already exist. …Strategic thinking, in contrast, is about synthesis. It involves intuition and creativity.’ Mintzberg (1994, pp. 110 – 111) points out the Fallacies of Strategic Planning:

- **The Fallacy of Prediction:** The world is supposed to stay static while strategic planning takes place then stay on a predicted course of action.
- **The Fallacy of Detachment:** Reliance on hard data to stay objective means waiting for that data and relying on relevant information to be transferred in organisations. Hard data lacks richness that comes from qualitative data.
- **The Fallacy of Formalization:** Formal systems process more information but can never internalise it, comprehend it, synthesize it.

In an earlier article Mintzberg and Waters (1985) argued that strategies consisted of both deliberate and emergent strategy to form a final realised strategy (see figure 1.1)

Figure 1.1 Deliberate and Emergent Strategy

![Deliberate and Emergent Strategy Diagram](image)

**Task:**
(Individually and in Small groups of three. Time 20 minutes. 20 minutes general report back to small group).

- As a small group dialogue through Mintzberg and Water’s (1985) concept of Strategy as Deliberate and Emergent (see figure1.1). What is your experience
of strategy making in organizations for which you have worked? Was strategy more deliberate, more emergent or a mixture of both? Share your insights in dialogue with group members.

- What has been your experience in observing strategy formation or being part of any action group in the strategy formation process at work? What aspects of deliberate and emergent strategy process were evident?

- Individually what are your thoughts on which approach deliberate or emergent your organisation is most comfortable with as an organisational culture and also operating within industry constraints or freedoms? Share your thoughts with the other group members

**Task:**
(Large group discussion. Time 20 minutes).

- Final general discussion including frank dialogues around issues related to the strategy process and strategy formation.

- What Leadership challenges might there be to effective practice of strategy formation?

- What are the key takeouts from the two readings this week?
## GCOL Lesson Plan: Session 4
NONE 6464 Strategic Management Practice

| Title of Session | Formulating Strategy by considering the right questions.  
(Teaching Time 3 hours per week) |
|------------------|--------------------------------------------------------------------------------|

### Learning Aims
To introduce and apply the concepts of strategic thinking and strategy formation by considering the critical issues and questions all strategic thinkers face.

- **Six Principles of Breakthrough Strategy.**
  Markides (1999) outlines six fundamental principles underlying every breakthrough strategy. They are:
  1. The aim of strategy is to choose a unique strategic position for the company.
  2. To choose a strategic position, strategy must first generate as many options as possible.
  3. Having generated these options, strategy must make clear choices.
  4. The choices made must combine to create a reinforcing mosaic.
  5. The mosaic must achieve fit with the firm’s environment without sacrificing flexibility.
  6. The mosaic of activities is the firm’s strategy. It needs appropriate organisational support to function properly.

- **Making Strategy: Learning by Doing:**
  Christensen (1997) argues that strategic thinking is not a core competence at most organisations. He outlines a three-stage process to aid in coming up with a coordinated, detailed strategy.

  - **Stage One: Identify the Driving Forces in Your Company’s Competitive Environment:**
    - Brainstorm the Driving Forces.
    - Map the Driving Forces.

  - **Stage Two: Formulate Strategy that addresses the Driving Forces.**
    - Create a strategy matrix.
    - Map the functional strategies.

  - **Stage Three: Create a Plan for the Projects to Implement the Strategy.**

### Learning Aims Linked to Curriculum

<table>
<thead>
<tr>
<th>Learning outcome 1 of the course guide.</th>
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<tbody>
<tr>
<td>Developing a capacity to:</td>
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<tr>
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<thead>
<tr>
<th>Learning outcome 2 of the course guide.</th>
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<tbody>
<tr>
<td>Developing a capacity to:</td>
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<tr>
<td>Examine relevant strategic issues and their impacts (team, business and organisational level).</td>
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<table>
<thead>
<tr>
<th>Learning outcome 3 of the course guide.</th>
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<tr>
<td>Developing a capacity to:</td>
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### Connection to MLMPD

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<thead>
<tr>
<th>KEY ATTRIBUTES</th>
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<tbody>
<tr>
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<tr>
<td>Critical Perspective</td>
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<td>Engagement with others</td>
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<tr>
<th>Emergent Attributes</th>
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<td>Acumen</td>
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<tr>
<td>Focus</td>
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<td>Collaboration</td>
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<td>Risk Orientation</td>
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<tr>
<th>Program Impact</th>
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<tr>
<td>Capacity to Change</td>
</tr>
</tbody>
</table>

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Critically analyse emergent organisational issues, and challenge existing processes and paradigms, to inform new business and operational requirements.

**Learning Processes**

1. Facilitator led adult learning based dialogue with group.
2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings
3. Discuss the relevance and use of the six principles of
4. Permit group to identify certain types within their own organization and team that display the 5 Decision making styles. Explore strategies to engage and influence decision making.
5. Final large group insights from smaller groups
6. Final facilitator and group comments tying back to learning outcome and Mink model

**Effective Learning Material**

Key Readings:

Power points of key themes, theories & models.
- White board & markers to:
  - ‘Capture’ relevant issues and ‘park’ other issues to come back to.
  - Butchers paper for small group notation of Models & Theories in action to workplace,
Markides (1999, pp 1 - 10) outlines six fundamental principles underlying every breakthrough strategy. They are:

1. The aim of strategy is to choose a unique strategic position for the company.
   - Who should I target as customers?
   - What products or services should I offer?
   - How should I do this in an efficient way?

2. To choose a strategic position, strategy must first generate as many options as possible.

3. Having generated these options, strategy must make clear choices.

4. The choices made must combine to create a reinforcing mosaic.

5. The mosaic must achieve fit with the firm’s environment without sacrificing flexibility.

6. The mosaic of activities is the firm’s strategy. It needs appropriate organisational support to function properly.

Markides outlines a graphic process for crafting breakthrough strategy.
**Task:**
(Small groups of three. Time 20 minutes. 15 minutes general report back to larger group).

- As a small group discuss the Markides model of a process of crafting a breakthrough strategy.

- As individuals, which aspects of the model would be useful to your business in developing strategy? Why?

- As a group which elements of the model do the group consider has value to most businesses? Why?

- What aspects of the model would be considerable challenges in your business environment? Consider Internal organisational aspects and also external factors such as the nature of the industry in which the business operates. E.g. for profit, not for profit, government agency, regulated business.

**Task:**
(Large group discussion. Time 20 minutes).

- Final general discussion including frank dialogues around issues related to Strategic Thinking and Strategy Formation.

- Topical Question - What are the real challenges in establishing a participative strategy process to develop a widely shared strategy implementation?

- What are the key takeouts from the t readings this week?
## GCOL Lesson Plan: Session 5
### NONE 6464 Strategic Management Practice

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Considering Strategy as Positioning or New Rules</th>
<th>Connection to MLMPD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Aims</strong></td>
<td>To introduce and apply concepts:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Related to Strategy under the Positioning School in particular Porter Generic Strategy and Five Forces Industry Analysis.</td>
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<tr>
<td></td>
<td>- The concepts of Blue Ocean Strategy in moving away from competition in highly contested industry to find new strategic opportunities.</td>
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<td></td>
<td>- Consider strategy as simple rules.</td>
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<tr>
<td></td>
<td><strong>What is Strategy?</strong></td>
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<tr>
<td></td>
<td>According to Porter (1996) there is a failure to distinguish between Operational Effectiveness (OE) &amp; Strategy. Constant improvement in OE is necessary to achieve superior profits, but is not sufficient. Strategy is choosing to perform activities differently than rivals to deliver a unique mix of values. Strategic positioning is based on a value proposition. <strong>Strategic Positioning</strong> based on Variety, Needs or Access. Trade Offs are required if activities are incompatible. Fit of Activities is critical as there are interdependencies. <strong>Simple Consistency is First Order Fit, Reinforcing Activities create Second Order Fit</strong>, and Activities around Optimisation of Effort achieve third order Fit.</td>
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<td>- Leadership in strategy requires focus and discipline on choices and clear communication.</td>
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<tr>
<td></td>
<td><strong>Operational Effectiveness</strong></td>
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<td></td>
<td><strong>Productivity frontier.</strong></td>
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<tr>
<td></td>
<td><strong>Strategic Positioning</strong></td>
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<tr>
<td></td>
<td>1. <strong>Variety Based</strong> (subset of Industries products or services)</td>
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<td></td>
<td>2. <strong>Needs Based</strong> (Serving most or all needs of a market group)</td>
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<td></td>
<td>3. <strong>Access Based</strong> (Segmenting customers accessible in different ways)</td>
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<td></td>
<td><strong>Activity Systems</strong> - Fit defines Sustainable Competitive Advantage (SCA).</td>
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<td></td>
<td><strong>Blue Ocean Strategy.</strong> Kim and Mauborgne (2004) argue that the best way to drive profitable growth is to stop competing in overcrowded industries, which they compare to red oceans. In the bloodied competitive red oceans, companies try to outperform rivals to grab bigger slices of existing demand. As the space gets increasingly crowded, profit and growth prospects shrink. Products become commoditized. Ever-more-intense competition turns the water bloody. How to avoid the fray? Kim and Mauborgne recommend creating blue oceans—uncontested market spaces where the competition is irrelevant. <strong>In blue oceans, you invent and capture new demand, and you</strong></td>
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**KEY COMPETENCE**
- Program Ethos
- Critical Perspective
- Reflective (Constructivist)
- Focus

**Emergent Competences**
- Assuredness
- Acumen
- Sense of Others
- Collaboration
- Risk Orientation
offer customers a leap in value while also streamlining your costs. Results? Handsome profits, speedy growth—and brand equity that lasts for decades while rivals scramble to catch up.

The logic behind blue ocean strategy is counterintuitive:

- It’s not about technology innovation. Blue oceans seldom result from technological innovation. Often, the underlying technology already exists—and blue ocean creators link it to what buyers value.
- You don’t have to venture into distant waters to create blue oceans. Most blue oceans are created from within, not beyond, the red oceans of existing industries. Incumbents often create blue oceans within their core businesses. lower costs to theater owners.

To apply blue ocean strategic moves:

- Never use the competition as a benchmark. Instead, make the competition irrelevant by creating a leap in value for both yourself and your customers.
- Reduce your costs while also offering customers more value. Cirque du Soleil omitted costly elements of traditional circus, such as animal acts and aisle concessions. Its reduced cost structure enabled it to provide sophisticated elements from theater that appealed to adult audiences—such as themes, original scores, and enchanting sets, all of which change year to year.

**The Five Competitive Forces that Shape Strategy.** Porter (2008) argues that awareness of the five forces that shape competition can help a company understand the structure of its industry and adopt a position that is more profitable and less vulnerable to attack. The Five Forces that shape Industry Competition are:

- The Threat of New Entrants
- The Bargaining Power of Suppliers.
- The Bargaining Power of Buyers.
- The Threat of Substitutes.
- The Degree of Rivalry Among Existing Competitors

By assessing if the impacts of these five forces are high or Low a strategist can assess if the industry is attractive or unattractive in terms of entering or as an incumbent firm.

<table>
<thead>
<tr>
<th>Learning Aims Linked to Curriculum</th>
<th>Learning outcome 1 of the course guide. Developing a capacity to: Exercise professional judgement to make decisions consistent with corporate strategy.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning outcome 2 of the course guide. Developing a capacity to: Examine relevant strategic issues and their impacts (team, business and organisational level).</td>
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<tr>
<th>Program Impact</th>
<th>Capacity to Change</th>
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<tbody>
<tr>
<td>Learning Processes</td>
<td>Program Process</td>
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<tr>
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</tr>
<tr>
<td>1. Facilitator led adult learning based dialogue with group.</td>
<td>Engagement with others</td>
</tr>
<tr>
<td>2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings.</td>
<td>Involved</td>
</tr>
<tr>
<td>3. Small group activity with ‘Value Chain Analysis’ Worksheet to generate thinking on readings, insights to workplace experiences and dialogue on practice and future actions.</td>
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<tr>
<td>4. Final large group insights from smaller groups.</td>
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<tr>
<td>5. Final facilitator and group comments tying back to learning outcomes and the models of practice from the readings.</td>
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<tr>
<th>Effective Learning Material</th>
<th>Program Content</th>
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<tbody>
<tr>
<td>Key Readings:</td>
<td>Readiness to Learn</td>
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</table>

Power points of key themes, theories & models. White board & markers to:
• ‘Capture’ relevant issues and ‘park’ other issues to come back to.
• Butchers paper for small group notation of Models & Theories in action to workplace,
• ‘Value Chain Analysis’ Worksheet.
 NONE 6464 Strategic Management Practice

“Value Chain Analysis”

Porter (1985) in developing the competitive strategy model identified that Sustainable Competitive Advantage could be achieved by offering customers value in one or more areas of the company’s value chain. The value chain is comprised of activities that are Primary or Support (see Figure 1.1 for competitive firm).

<table>
<thead>
<tr>
<th>Firm Infrastructure</th>
<th>Human Resource Management</th>
<th>Technology Development</th>
<th>Procurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(general management, accounting, finance, strategic planning)</td>
<td>(recruiting, training, development)</td>
<td>(R &amp; D, product and process improvement)</td>
<td>(purchasing of raw materials, machines, supplies)</td>
</tr>
</tbody>
</table>

Profit Margin

<table>
<thead>
<tr>
<th>Inbound Logistics</th>
<th>Operations</th>
<th>Outbound Logistics</th>
<th>Marketing and Sales</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>(raw materials handling &amp; Warehousing)</td>
<td>(machining, assembling, testing)</td>
<td>(warehousing, and distribution of finished product)</td>
<td>(advertising, promotion, pricing, channel relations)</td>
<td>(Installation, repair, parts)</td>
</tr>
</tbody>
</table>

Task:
(Individual work 10 minutes. Dialogue with members in small group setting. 20 minutes 15 minutes report back to the large group)

- Individually consider your own organization and attempt to identify where in its value chain of activities the business creates value for the customer. It may be only in one activity or several.

- Consider whether the activity underpins your value proposition to your customers and can be classified as a source of Competitive Advantage?

- Is this CA Sustainable? That is not easy for others to copy or beat, maintaining its value as a product or service in the market not eroded by time or technology?

- Dialogue your insights and assessments with the small group.

- Final general discussion including frank dialogues around assessing CA to underpin strategic position and the issues related to the readings for this session.
# GCOL Lesson Plan: Session 6

NONE 6464 Strategic Management Practice

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Skills in developing Competitive Strategy (Teaching Time 3 hours per week)</th>
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<tbody>
<tr>
<td>Learning Aims</td>
<td>To introduce and apply concepts related to Business level Competitive Strategy. In particular the issues of developing either an Outside-In strategy based on fit and position to the environment versus an Inside-out strategy in which the firm builds unique resources to offer services and products. <strong>Competitive Strategy.</strong> Porter (2004) outlines the case for an Outside-in approach to strategy starting with a Five Forces analysis to determine Industry Attractiveness. After determining Industry Structure Conduct and Performance the next task is to determine the firm's relative position within its industry. The route to above average performance in the long run is Sustainable Competitive advantage (SCA). There are two types of SCA: Low Cost or Differentiation. A firm can follow two types of scope in competition, either Broad (offering to all) or Narrow (offering to a niche market). Combined the options for Competitive Advantage and Competitive Scope provide Four Generic Business Strategies:</td>
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<table>
<thead>
<tr>
<th>Competitive Advantage</th>
<th>Competitive Scope</th>
<th>Broad Target</th>
<th>Narrow Target</th>
<th>Lower Cost</th>
<th>Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Cost Leadership</td>
<td>3A. Cost Focus</td>
<td>2. Differentiation</td>
<td>3B. Differentiation Focus</td>
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</tbody>
</table>

| Firm Resources and sustained competitive advantage. Barney (2004) discusses the Resource Based View (RBV) of the firm. To have a Sustainable Competitive Advantage (SCA), a firm resource must have four attributes: Valuable: Resources are valuable when they enable a firm to conceive of or implement strategies that improve its efficiency and effectiveness. Rare: If a particular valuable firm resource is possessed by large numbers of firms, then each of these firms have the capability of exploiting that resource in the same way and that gives no firm a competitive advantage. Imperfectly imitable: Valuable and rare resources can only be a source of competitive advantage when firms that do not possess these resources cannot conceive or implement them. Substitutability: For a firm resource to be a source of... |

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<tr>
<th>Connection to MLMPD</th>
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<tr>
<td>Program Ethos</td>
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<td>KEY COMPETENCE</td>
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<td>Systems View</td>
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<td>Risk Orientation</td>
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</table>
sustained competitive advantage it is necessary that there are no strategically equivalent valuable resources that are themselves either not rare or imitable.

- **Resource-based view of strategy.**
  Connor (2002) critiques the Resource Based View (RBV) of the firm with competition based upon developing internal strategic assets (resources) that create value. He sees the theory as still leaving the following questions unanswered for practising managers:
  - What determines strategic assets?
  - How do we recognise a strategic asset?
  - How do we plan to develop intangible strategic assets?
  - How do we assess the life span of strategic assets?

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| Learning Processes | 1. Facilitator led adult learning based dialogue with group.  
2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings.  
3. Small group activity with ‘Managing Away Bad Habits’ Worksheet to generate thinking on readings, insights to workplace experiences and dialogue on practice and future actions.  
4. Final large group insights from smaller groups.  
5. Final facilitator and group comments tying back to learning outcomes and the models of practice from the readings. |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Effective Learning Material | Key Readings:  
| Learning Tools | Program Impact  
Capacity to Change  
Program Process  
Engagement with others  
Involved  
Program Content  
Readiness to Learn |
<table>
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<tr>
<th>Program Context</th>
<th>Seeking Opportunity</th>
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</thead>
</table>

Power points of key themes, theories & models. White board & markers to:
- ‘Capture’ relevant issues and ‘park’ other issues to come back to.
- Butchers paper for small group notation of Models & Theories in action to workplace,
- Harvard Business Publishing ‘Negotiation’ in class cases role plays
Porter (2004) outlines the case for an Outside-in approach to strategy starting with a Five Forces analysis to determine Industry Attractiveness. After determining Industry Structure, Conduct and Performance the next task is to determine the firm’s relative position within its industry. The route to above average performance in the long run is Sustainable Competitive advantage (SCA).

There are two types of SCA: **Low Cost** or **Differentiation**. A firm can follow two types of scope in competition, either **Broad** (offering to all) or **Narrow** (offering to a niche market). Combined the options for Competitive Advantage and Competitive Scope provide Four Generic Business Strategies:

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<td>1. Cost Leadership</td>
<td>2. Differentiation</td>
</tr>
<tr>
<td>Narrow Target</td>
<td>3A. Cost Focus</td>
<td>3B. Differentiation Focus</td>
</tr>
</tbody>
</table>

**Task:**
(Individually and in Small groups of three. Time 20 minutes. 20 minutes general report back to small group).

- Individually assess the type of Competitive Advantage and Scope of Advantage that you believe your organisation has as a Generic Business Strategy. Referring to the Porter (2004) article identify some of the key issues in developing and maintaining this type of Competitive Advantage and Business Strategy.

- In the small group dialogue with other members on assessments of organization generic business strategies and where the sources of Competitive Advantage might lie in the Firm’s Value Chain (See Lesson 5).
Task:
(Large group discussion. Time 20 minutes).

• Final general discussion including frank dialogues around issues related to the
generic business strategy.

• What challenges are there for you as managers to support the business level
strategy in terms of the team's focus, behaviours that are consistent with the
generic strategy and the value proposition offered to customers?

• What are the key takeouts from the readings this week?
## Title of Session

**Corporate level Strategy**  
( Teaching Time 3 hours per week)

### Learning Aims

To introduce and apply concepts relating to Corporate level Strategy. In particular the multi-business organisation and issue of whether the businesses should operate as a separate portfolio of business or work collectively with a corporate headquarters to seek synergy.

- **The Core Competence of the Corporation.**  
  Prahalad and Hamel (1990) argue that some diversified firms can achieve a portfolio of competencies versus a portfolio of businesses. ‘The corporation like a tree, grows from its roots. Core products are nourished by competencies and engender business units, whose fruit are end products’ (Hamel and Prahalad, 1990, p81). Examples of companies with Core Competencies include Honda (in Engine Design – across products such as cars, motor bikes, boat engines, pumps, lawn mowers), Canon, (Optical Imaging across cameras, photocopiers) Apple (Elegant hardware software solutions - Mac book, ipod, iphone, ipad). Identifying Core Competencies:

  - They provide a potential access to a wide variety of markets
  - They should make a significant contribution to the perceived customer benefits of the end product
  - They must be difficult to imitate

- **Taking Stock of Synergy.**  
  Goold and Campbell (2000) present an approach to assessing synergy opportunities for the multi-business firm. In considering synergy between business operations, corporations need to consider some fundamental questions:

  - What is our current attitude to co-ordination between our business units, and how do we go about managing it?
  - What do we believe are the main synergy opportunities in our portfolio, and how fully are we grasping them?
  - How well suited is our current approach, including structures, processes and staff support, to the opportunities we believe are on offer?
  - What current synergy initiatives should we drop, what new opportunities should we go for, and what changes in processes and mechanisms should we consider?

Goold and Campbell (2000) propose the following model to **Review Synergy Parenting:**

<table>
<thead>
<tr>
<th>KEY COMPETENCE</th>
<th>Assuredness</th>
<th>Acumen</th>
<th>Sense of Others</th>
<th>Risk Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Perspective</td>
<td>Reflective (Constructivist)</td>
<td>Focus</td>
<td>Collaboration</td>
<td>Emergent Competences</td>
</tr>
</tbody>
</table>
Learning Aims Linked to Curriculum

Learning outcome 1 of the course guide.
Developing a capacity to:
Exercise professional judgement to make decisions consistent with corporate strategy.

Learning outcome 2 of the course guide.
Developing a capacity to:
Examine relevant strategic issues and their impacts (team, business and organisational level).

Learning outcome 3 of the course guide.
Developing a capacity to:
Critically analyse emergent organisational issues, and challenge existing processes and paradigms, to inform new business and operational requirements.

1. Synergy Opportunities
- What are the big opportunities?
- How fully are they realised?

2. Synergy Approach
- What philosophy, attitudes and beliefs?
- What processes and mechanisms for handling synergies?

3. Effectiveness of Approach
- Biases
- Synergy killers
- Business unit definitions
- Successes and failures

4. Agenda for Change
- Unrealised opportunities
- Changes in philosophy
- Changes in processes or mechanisms
- New business unit definitions

Program Impact

Capacity to Change
| Learning Processes | 1. Facilitator led adult learning based dialogue with group.  
2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings.  
3. Small group activity with ‘Level 5 Leadership & Good to Great Companies‘ Worksheet to generate thinking on readings, insights to workplace experiences and dialogue on practice and future actions.  
4. Final large group insights from smaller groups.  
5. Final facilitator and group comments tying back to learning outcomes and the models of practice from the readings. |
|-------------------|---------------------------------------------------------------------------------------------------|
| Effective Learning Material | Key Readings  
Power points of key themes, theories & models.  
White board & markers to:  
• ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
• Butchers paper for small group notation of Models & Theories in action to workplace, |
| Learning Tools |  
| Program Process |  
| Engagement with others |  
| Collaboration |  
| Involved |  
| Program Content |  
| Readiness to Learn |  
| Program Context |  
| Seeking Opportunity |
Graduate Certificate In Organisation Leadership

NONE6464 – Strategic Management Practice

Assessment 1 – Learning Set Group Presentation 20%

Learning Set & Individual Presentation of findings on the recommended readings, reference to materials from other books, models, theories, concepts, internet etc. Focus is on relevance and insights to practice. In particular the impact this new knowledge, skills awareness and alternative attitudes in leadership and management practice is having on your practice as a leader and manager.

Criteria for Assessments:

Presentation:
1. Capacity to demonstrate critical reflective practice and personal assessment relevant to course.
2. Capacity to apply theory constructs relevantly and usefully to consider leadership and management practice issues.
3. Capacity to demonstrate analysis of practice towards potential changes in practice.

Learning Outcomes:

1. Exercise professional judgment to make decisions consistent with corporate strategy.
2. Examine relevant strategic issues and their impacts (team, business and organisational level).
3. Critically analyse emergent organisational issues, and challenge existing processes and paradigms, to inform new business and operational requirements.
4. Lead and implement strategic change, consistent with corporate strategy, mission and vision.
<table>
<thead>
<tr>
<th>Learning Set</th>
<th>Outcome - 1</th>
<th>Outcome - 2</th>
<th>Outcome - 3</th>
<th>Outcome - 4</th>
<th>Assessment Presentation</th>
</tr>
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<td>Group Score</td>
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<td>3. xxxx</td>
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</table>
# GCOL Lesson Plan: Session 8
NONE 6464 Strategic Management Practice

<table>
<thead>
<tr>
<th>Title of Session</th>
<th>Strategic Change (Teaching Time 3 hours per week)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learning Aims</th>
<th>Connection to MLMPD</th>
</tr>
</thead>
</table>
| To introduce and apply concepts: Relating to Strategic Change. In particular dealing with issues of evolutionary (incremental) and revolutionary (frame breaking) change, and dealing with implementation issues of change in terms of hard economic actions for short term profit or soft corporate culture development for the long term reward. **Cracking the Code of Change** Beer and Nohria (2000, pp. 134 - 135) consider the choice between the hard economic actions for short term profit or soft corporate culture development for the long term reward approaches to organisational change. They contend two approaches to change:  
- **Theory E**: Change strategies that usually involve heavy use of economic incentives, drastic layoffs, downsizing, and restructuring. Corporate success is measured by shareholder value.  
- **Theory O**: Change strategies that are geared towards building up corporate culture: employee behaviours, attitudes, capabilities, and commitment. Corporate success is measured by the organisation’s ability to learn from its experiences.
| • **Theory E**: Change strategies that usually involve heavy use of economic incentives, drastic layoffs, downsizing, and restructuring. Corporate success is measured by shareholder value.  
• **Theory O**: Change strategies that are geared towards building up corporate culture: employee behaviours, attitudes, capabilities, and commitment. Corporate success is measured by the organisation’s ability to learn from its experiences.  
According to Beer and Nohria (2000, p 137) the dimensions of change for theories O and E are: Goals, Leadership, Focus, Process, Reward System, and Use of Consultants (see ‘Cracking the Code of Change’ Worksheet). ‘To thrive and adapt in the new economy, companies must simultaneously build up their corporate cultures and enhance shareholder value; the O and E theories of business change must be in perfect step (Beer & Nohria, 2000, p. 140).  
• **Successful Change Leaders** Miller (2002) points out Leadership Change Beliefs underpinning successful change leaders. These change leaders demonstrate Stage 4 behaviours:  
- They engender tremendous focus on particular changes.  
- They delay implementation until the imperative for change is clearly understood and shared.  
- They personally lead the implementation.  
- They act as if their own personal behaviour is critical for change success.  
- They understand that change is a contact sport. (People change by making contact with other people).  
- They know implementation needs to be systematic and relentless. |

**Connection to MLMPD**
- Program Ethos
- Reflective (Constructivist)
- Focus
- Engagement with Others

**KEY COMPETENCE**
- Amen
- Critical Perspective
- Motivation
- Openness
- Sense of Others
- Collaboration

**Emergent Competences**
The Ambidextrous Organisation

According to Tushman and O’Reilly, (2004, p. 80) ‘Ambidextrous organizations encompass two profoundly different types of businesses those focused on exploiting existing capabilities for profit and those focused on exploring new opportunities for growth. As this table indicates, the two require very different strategies, structures, processes, and cultures’.

<table>
<thead>
<tr>
<th>Alignment of:</th>
<th>Exploitative Business</th>
<th>Exploratory Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Intent</td>
<td>Cost, profit</td>
<td>Innovation, growth</td>
</tr>
<tr>
<td>Critical Tasks</td>
<td>Operations, efficiency, efficiency, incremental innovation</td>
<td>Adaptability, new products, breakthrough innovation</td>
</tr>
<tr>
<td>Competencies</td>
<td>Operational</td>
<td>Entrepreneurial</td>
</tr>
<tr>
<td>Structure</td>
<td>Formal, mechanistic</td>
<td>Adaptive, loose</td>
</tr>
<tr>
<td>Controls, Rewards</td>
<td>Margins, productivity</td>
<td>Milestones, growth</td>
</tr>
<tr>
<td>Culture</td>
<td>Efficiency, low risk, quality, customers</td>
<td>Risk taking, speed, flexibility, experimentation</td>
</tr>
<tr>
<td>Leadership Role</td>
<td>Authoritative, top down</td>
<td>Visionary, involved</td>
</tr>
</tbody>
</table>

Ambidextrous Leadership

Different alignments held together through senior team integration, common vision and values, and common senior-team rewards

Excessive Change – Coping Mechanisms

Stensaker, Meyer, Falkenberg, and Haug (2002) explore the concept of excessive change. Their research identified the following Coping Choice Framework.

Coping Mechanisms

- Sabotage
- Active Coping Mechanism
- Exit
- Take Self-Control
- Change Improbable
- BOHICA
- Paralysis
- Passive Coping Mechanism
- Change Probable
- Loyalty
| Learning Aims Linked to Curriculum | Learning outcome 1 of the course guide.  
Developing a capacity to:  
Exercise professional judgement to make decisions consistent with corporate strategy. |
| Learning outcome 2 of the course guide.  
Developing a capacity to:  
Examine relevant strategic issues and their impacts (team, business and organisational level). |
| Learning outcome 3 of the course guide.  
Developing a capacity to:  
Critically analyse emergent organisational issues, and challenge existing processes and paradigms, to inform new business and operational requirements. |
| Learning outcome 4 of the course guide.  
Developing a capacity to:  
Lead and implement strategic change, consistent with corporate strategy, mission and vision. |

| Learning Processes | 1. Facilitator led adult learning based dialogue with group.  
2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings.  
4. Final large group insights from smaller groups.  
5. Final facilitator and group comments tying back to learning outcomes and the models of practice from the readings. |

| Effective Learning Material | Key Readings  

cPower points of key themes, theories & models.  
White board & markers to:  
• ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
• Butchers paper for small group notation of Models & Theories in action to workplace.  
• ‘Cracking Code of Change’ Worksheet (As attached) |
Beer and Nohria (2000, pp. 134 - 135) consider the choice between the hard economic actions for short term profit or soft corporate culture development for the long term reward approaches to organisational change. They contend two approaches to change:

- **Theory E**: Change strategies that usually involve heavy use of economic incentives, drastic layoffs, downsizing, and restructuring. Corporate success is measured by shareholder value.
- **Theory O**: Change strategies that are geared towards building up corporate culture: employee behaviours, attitudes, capabilities, and commitment. Corporate success is measured by the organisation’s ability to learn from its experiences.

Beer and Nohria argue that today’s modern organization needs to be able to apply both theories E and O together to achieve a superior outcome.

Table 1.1  Comparison of Dimensions of Change.

<table>
<thead>
<tr>
<th>Dimensions of Change</th>
<th>THEORY E</th>
<th>THEORY O</th>
<th>THEORIES E &amp; O Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>Maximise shareholder value</td>
<td>Develop organisational capabilities</td>
<td>Explicitly embrace the paradox between economic value and organisational capability</td>
</tr>
<tr>
<td>Leadership</td>
<td>Manage change from the top down</td>
<td>Encourage participation from the bottom up</td>
<td>Set direction from the top and engage the people below</td>
</tr>
<tr>
<td>Focus</td>
<td>Emphasise structure and systems</td>
<td>Build up corporate culture; employees' behaviour and attitudes</td>
<td>Focus simultaneously on the hard (structures and systems) and the soft (corporate culture)</td>
</tr>
<tr>
<td>Process</td>
<td>Plan and establish programs</td>
<td>Experiment and evolve</td>
<td>Plan for spontaneity</td>
</tr>
<tr>
<td>Reward System</td>
<td>Motivate through financial incentives</td>
<td>Motivate through commitment – use pay as fair exchange</td>
<td>Use incentives to reinforce change but not drive it</td>
</tr>
<tr>
<td>Use of Consultants</td>
<td>Consultants analyse problems and shape solutions</td>
<td>Consultants support management in shaping their own solutions</td>
<td>Consultants are expert resources who empower employees</td>
</tr>
</tbody>
</table>
**Task:**
(Small groups of three. Time 20 minutes. Further 20 minutes general report back to larger group).

- As a small group consider the model of Approaches to Change. Discuss your experiences of change programs.

- Were these change programs Theory E or Theory O driven? Or were they modelled on Beer and Nohria’s recommendation of a combined Theory E and O in perfect step?

- What insights for your leadership practice does the research of Beer and Norhia have?

**Task:**
(Large group discussion. Time 20 minutes).

- Final general discussion including frank dialogues around issues related to the strategic change.

- What challenges are there for you as leaders and managers in issues relating to strategic change with issues such as excessive change?

- What are the key takeouts from the readings this week?
### GCOL Lesson Plan: Session 9
NONE 6464 Strategic Management Practice

| Title of Session | Strategy and the discipline of Innovation  
<table>
<thead>
<tr>
<th>(Teaching Time 3 hours per week)</th>
<th>Connection to MLMPD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Aims</strong></td>
<td></td>
</tr>
</tbody>
</table>
| To introduce and apply concepts relating to the discipline of Innovation and the issue of Sustaining versus Disruptive Innovation | **Program**  
**Ethos**  
| | |
| • **Building an Innovation Factory.** | **KEY COMPETENCE**  
**Acumen**  
**Critical Perspective**  
**Openness**  
**Collaboration**  
| | |
| Hargadon and Sutton (2000, pp 158 -159) review the processes of IDEO an innovation firm o identify the approach taken to develop innovations. They identified a Knowledge Brokering Cycle of four stages: | **Emergent Competences**  
**Orientation to Ambiguity**  
**Reflective (Constructivist)**  
**Focus**  
**Engagement with Others**  
**Systems Thinking**  
**Risk Orientation**  
| | |
| □ Capturing Good Ideas: Knowledge brokers scavenge constantly for promising ideas, sometimes in the unlikeliest places. They view old ideas as a source for raw material. | | |
| □ Keeping Ideas Alive: To remain useful, ideas must be passed around and played with. Effective brokers also keep ideas alive by spreading information on who knows what within the organization. | | |
| □ Imagining New uses for Old Ideas: This is where the innovations arise, where old ideas that have been captured and remembered are plugged into new contexts. | | |
| □ Putting Promising Concepts to the Test: Testing shows whether an innovation has commercial potential. It also teaches brokers valuable lessons even when an idea is a complete flop. | | |
| Hargadon and Sutton (2000, p 166) stress that ‘Innovation and creativity are … a matter of taking developed ideas and applying them to new situations’. | | |
| • **Meeting the Challenge of Disruptive Innovation.** | | |
| Christensen and Overdorf (2000) identify three factors that affect what an organisation can and cannot do. These are: | | |
| □ Resources, both tangible and intangible | | |
| □ Processes including formal, informal; patterns of interaction, coordination, communication, and decision making | | |
| □ Values, that is “…the standards by which employees set priorities that enable them to judge…whether an idea for a new product is attractive or marginal” (Christensen and Overdorf, 2000, p. 69) | | |
| Most companies are fine in dealing with Evolutionary Change in their market and are capable of Sustaining Innovation. Sustaining Innovation improves a product or service in performance in ways that customers in the mainstream market continue to value. Where companies have trouble is handling or initiating Revolutionary Change in their markets and dealing with Disruptive Innovations. Disruptive Innovations create an entirely new market through the introduction of a new kind of product or service. The authors advise on the need to create capabilities to | | |
## Learning Aims Linked to Curriculum

<table>
<thead>
<tr>
<th>Learning outcome 1 of the course guide.</th>
<th>Developing a capacity to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise professional judgement to make decisions consistent with corporate strategy.</td>
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</table>

<table>
<thead>
<tr>
<th>Learning outcome 2 of the course guide.</th>
<th>Developing a capacity to:</th>
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<tbody>
<tr>
<td>Examine relevant strategic issues and their impacts (team, business and organisational level).</td>
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<table>
<thead>
<tr>
<th>Learning outcome 3 of the course guide.</th>
<th>Developing a capacity to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically analyse emergent organisational issues, and challenge existing processes and paradigms, to inform new business and operational requirements.</td>
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<table>
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<tr>
<th>Learning outcome 4 of the course guide.</th>
<th>Developing a capacity to:</th>
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<tbody>
<tr>
<td>Lead and implement strategic change, consistent with corporate strategy, mission and vision.</td>
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</table>

## Learning Processes

1. Facilitator led adult learning based dialogue with group.
2. Small group dialogues based on key concepts and emergent issues work life-situated linkage to readings.
3. Small group activity with 'Meeting the Challenge of Disruptive Change' Worksheet to generate thinking on readings, insights to workplace experiences and dialogue on practice and future actions.
4. Final large group insights from smaller groups.
5. Final facilitator and group comments tying back to

## Program Impact

- **Capacity to Change**
- **Engagement with others**
- **Involved**
<table>
<thead>
<tr>
<th>Effective Learning Material</th>
<th>Key Readings:</th>
</tr>
</thead>
</table>

Power points of key themes, theories & models. White board & markers to:
• ‘Capture’ relevant issues and ‘park’ other issues to come back to.
• Butchers paper for small group notation of Models & Theories in action to workplace,
• ‘Meeting the Challenge of Disruptive Change’ Worksheet (As attached)

<table>
<thead>
<tr>
<th>Learning Tools</th>
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</table>

| Program Content |
| Readiness to Learn |
| Program Context |
| Seeking Opportunity |
Christensen and Overdorf (2000) identify three factors that affect what an organisation can and cannot do. These are:

- **Resources**, both tangible and intangible
- **Processes** including formal, informal; patterns of interaction, coordination, communication, and decision making
- **Values**, that is “…the standards by which employees set priorities that enable them to judge…whether an idea for a new product is attractive or marginal” (Christensen and Overdorf, 2000, p. 69)

Most companies are fine in dealing with Evolutionary Change in their market and are capable of Sustaining Innovation. Sustaining Innovation improves a product or service in performance in ways that customers in the mainstream market continue to value. Where companies have trouble is handling or initiating Revolutionary Change in their markets and dealing with Disruptive Innovations. Disruptive Innovations create an entirely new market through the introduction of a new kind of product or service.

The authors advise on the need to create capabilities to cope with Change:

- **Use a heavyweight team within the organisation**
- **Use a heavyweight team in a separate spinout organisation**
- **Use a lightweight or functional team within the existing organisation**
- **Development may occur in-house through a heavyweight team, but commercialisation almost always requires a spinout**
Task:
(Individual work. Time 20 minutes. Small groups of three dialogue on practice. Further 20 minutes).

- As individuals identify which type of change team your organisation requires to develop innovative change. Consider the nature of the changes you face and the internal process and values that the change will need to accommodate.

- Which elements of the model do you believe are useful in considering change processes and the nature of innovation created by evolutionary change leading to sustaining innovations or revolutionary change resulting in potential disruptive technologies and disruptive innovation?

- What challenges are there for leadership in dealing with sustaining and disruptive innovation and evolutionary and revolutionary change processes? Share your insights with members of the small group.

Task:
(Large group discussion. Time 20 minutes).

- Final general discussion including frank dialogues around issues related to the sustaining and disruptive innovation practice.

- What challenges are there for you as managers to support innovation in your organisations?

- What are the key takeouts from the readings this week?
**GCOL Lesson Plan: Session 10**

**NONE 6464 Strategic Management Practice**

| Title of Session | Strategic Management considerations of Purpose  
(Teaching Time 3 hours per week) |
|------------------|--------------------------------------------------------------------------------|
| **Learning Aims** | To introduce and apply concepts relating to the purpose of the organization. The critical issue of what is it’s purpose and what does it embody in terms of value beyond profit?  
  • **The Living Company**  
  De Geus (1997) a former executive for Royal Dutch Shell considers the attributes of businesses that have survived for centuries and the characteristics that have endowed them as **Living Companies**. De Geus (1997, p.52) argues that ‘living companies have a personality that allows them to evolve harmoniously,. They know who they are, understand how they fit into the world, value new ideas and new people, and husband their money in a way that allows them to govern their future.’These Living Companies focus on maintaining their purpose through a series of characteristics:  
  Conservatism in financing.  
  • Sensitivity to the world around them.  
  • Awareness of their identity.  
  • Tolerance of new ideas.  
  • Valuing people, Not assets.  
  • Loosening steering and control.  
  • Organizing for learning.  
  • Shaping the human community.  
  • **Beyond Strategy to Purpose**  
  Bartlett and Ghoshal (1994) argue that large companies must move beyond strategy, structure and systems to a framework built upon purpose, process and people. Bartlett and Ghoshal indicate that there are several stages to move from setting strategy to defining purpose. These include:  
  Embedding corporate ambition to be a company with purpose –  
  • Capture employees’ interest and attention.  
  • Get the organization involved.  
  • Create momentum  
  Instilling Organizational Values –  
  • Build on core values  
  • Sow the message  
  • Measure progress  
  Giving meaning to employees’ work  
  • Recognize individual accomplishments.  
  • Commit to developing employees.  
  • Foster individual initiative. |

<table>
<thead>
<tr>
<th>Connection to MLMPD</th>
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<tbody>
<tr>
<td>Program Ethos</td>
</tr>
<tr>
<td><strong>KEY COMPETENCE</strong></td>
</tr>
<tr>
<td>Openness</td>
</tr>
<tr>
<td>Sense of Others</td>
</tr>
<tr>
<td>Engagement with Others</td>
</tr>
<tr>
<td><strong>Emergent Competences</strong></td>
</tr>
<tr>
<td>Critical Perspective</td>
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<tr>
<td>Reflective (Constructivist)</td>
</tr>
<tr>
<td>Focus</td>
</tr>
<tr>
<td>Motivation</td>
</tr>
<tr>
<td>Collaboration</td>
</tr>
</tbody>
</table>
| Learning Aims_linked to Curriculum | Learning outcome 1 of the course guide.  
Developing a capacity to:  
Exercise professional judgement to make decisions consistent with corporate strategy. |  
| Learning outcome 2 of the course guide.  
Developing a capacity to:  
Examine relevant strategic issues and their impacts (team, business and organisational level). |  
| Learning outcome 3 of the course guide.  
Developing a capacity to:  
Critically analyse emergent organisational issues, and challenge existing processes and paradigms, to inform new business and operational requirements. |  
| Learning outcome 4 of the course guide.  
Developing a capacity to:  
Lead and implement strategic change, consistent with corporate strategy, mission and vision. |  
| Learning Processes |  
1. Facilitator led adult learning based dialogue with group.  
2. Small group dialogues based on key concepts and emergent issues work life situated linkage to readings.  
3. Final large group insights from smaller groups.  
4. Final facilitator and group comments tying back to learning outcomes and the models of practice from the readings. |  
| Effective Learning Material | Key Readings:  
Power points of key themes, theories & models.  
White board & markers to:  
• ‘Capture’ relevant issues and ‘park’ other issues to come back to.  
• Butchers paper for small group notation of Models & Theories in action to workplace. |  
| Learning Tools |  
| Program Impact |  
| Capacity to Change |  
| Program Process |  
| Engagement with others |  
| Involved |  
| Program Content |  
| Readiness to Learn |  
| Program Context |  
| Seeking Opportunity |
Graduate Certificate In Organisation Leadership
NONE 6464 – Strategic Management Practice

Assessment Total 80%
Part 1: Presentation – 20%
Part 2: Reflective Practice Journal on Research and Action – 60%

Individual Presentation of insights relevant to practice from the recommended readings, reference to materials from other books, models, theories, concepts, internet etc. Exemplars of changes to practice of participant through their reflection on practice development of new knowledge, skills and attitudes to develop new or enhanced practice through action.

Criteria for Assessments:

Presentation & Journal:
1. Capacity to demonstrate critical reflective practice and personal assessment relevant to course.
2. Capacity to apply theory constructs relevantly and usefully to practice.
3. Capacity to demonstrate analysis of practice towards change in practice
4. Demonstration of practice change strategy and relevant impacts in leading and managing others.

Learning Outcomes:

1. Exercise professional judgement to make decisions consistent with corporate strategy.
2. Examine relevant strategic issues and their impacts (team, business and organisational level).
3. Critically analyse emergent organisational issues, and challenge existing processes and paradigms, to inform new business and operational requirements.
4. Lead and implement strategic change, consistent with corporate strategy, mission and vision.
<table>
<thead>
<tr>
<th>Participant</th>
<th>Outcome - 1 Presentation</th>
<th>Outcome - 2 Presentation</th>
<th>Outcome -3 Presentation</th>
<th>Outcome – 4 Presentation</th>
<th>Assessment Presentation 20 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. xxxx</td>
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<th>Outcome –3 Journal</th>
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This document is part of the durable record as it provides insights for educators on the assessment criteria and process of accreditation of the GCOL program.

The Assessment Panel authorised the RMIT Graduate Certificate of Organisation Leadership on Tuesday 5th December 2000. The program was accredited for delivery as a fee paying graduate program from the university aimed at developing leadership and management capabilities for practising managers. The Assessment Panel was chaired by the Director of Business Skills Victoria which is the State Accreditation body for TAFE programs.
Minutes of Assessment Panel Meeting

Held on Tuesday 5th December, 2000

At RMIT Business
239 Bourke Street, MELBOURNE

Course submitted for Accreditation
Graduate Certificate in Organisation Leadership

Proponent
RMIT University

1. ATTENDANCE
1.1 Present

Mary Faraone
Executive Director
Business Skills Victoria
Chairperson

Alan Daniel
Executive Officer,
Curriculum Maintenance,
Business Industries
Expert in curriculum
design and course
accreditation

Gary Baldwin
Director, Training
Resources P/L
Industry Representative

Brian Mukhtar
Telstra Retail
Industry Representative

Sue Gold
Cabrini Hospital
Industry Representative

Marie Suleman
Department of
Infrastructure
Industry Representative

Nigel Hadgkiss
National Crime Authority
Industry Representative

Chris Selvarajah
MBA Programs Director
RMIT Business
Higher Education
Representative

1.2 Apologies
Ian Patience, Private HRD Consultancy, Industry Representative
1.3 In Attendance
Chris Booth  
Co-ordinator, Enterprise Delivery Programs, School of Management, RMIT Business  
Advice re: course development & delivery

Lisa Thompson-Gordon  
Educational Development Officer, RMIT Business  
Advice re: course development & delivery

2. PROCEEDINGS
The meeting was formally opened by the Chairperson, who welcomed members and ensured the panel understood its role, in assessing the course documentation against the National Accreditation Principles.

The panel was provided with a brief background to the course and the industry consultation process.

3. ASSESSMENT OF THE APPLICATION AGAINST THE NATIONAL ACCREDITATION PRINCIPLES

Note: the Chairperson made reference to the Evaluation Report prepared by the proponent to assist the panel in its review and assessment of the course. A copy of this report is attached. A number of minor changes (which were not included in the course documentation sent out to panel members) were also noted, and panel members were asked to replace the relevant sections of the submission. A copy of the Addendum is also attached.

Principle (1) Training Need
The course outcomes specifically relate to educational & vocational outcomes. Letters of support from Cabrini Hospital, Parks Victoria and Fosters Brewing Group were tabled. The panel was satisfied that module learning outcomes meet the level of the qualification.

The requirements for this principle were considered to be satisfactory.

Principle (2) Qualifications
The requirements for this principle were considered to be satisfactory.

Principle (3) Access and Pathways
The requirement for current or prospective employment in a management role was explained in terms of the workplace assessment focus.

It was suggested that the statement ’Candidates may also hold the equivalent of a Bachelor degree or Diploma’ be changed to ’Candidates would typically hold the equivalent of a Bachelor degree or Diploma’. (Page 6, 4.2 Entry Competencies). The panel believed this to a stronger, more concise statement, acknowledging the benefit of some prior study at a higher level.
Given the above change, the requirements for this principle were considered to be satisfactory.

**Principle (4) Flexible Learning**
It was suggested the following statement be added in relation to requirements for mandatory on-the-job training/assessment (Page 7, 5.1 Delivery modes).

'It is a mandatory requirement that participants demonstrate competency development in an on-the-job setting'. Again this relates to the workplace delivery and assessment focus.

Given the above change, the requirements for this principle were considered to be satisfactory.

**Principle (5) Articulation**
The requirements for this principle were considered to be satisfactory.

**Principle (6) Customisation of Courses**
The requirements for this principle were considered to be satisfactory.

**Principle (7) Assessment**
The requirements for this principle were considered to be satisfactory.

**Principle (8) Ongoing Monitoring & Evaluation**
The requirements for this principle were considered to be satisfactory.

**General issues**
The following issues/points for clarification were raised during the course of the meeting, with the discussion being lead by Mary Faraone and Alan Daniel.

**Will internal RMIT quality processes over-ride input and recommendations from the panel?**
- Recommendations provided by the panel will be incorporated into the final submission presented to the accrediting body. Internal RMIT processes will not change or alter the integrity of course outcomes. Rather they are concerned with ongoing quality assurance issues in the delivery and assessment of the program.

**Why was the course developed for the VET sector (given it is a graduate program)?**
- The program was developed from a strong industry focus. Existing and potential client organisations clearly articulated the need for a practically-based management development program at the graduate level, and that these needs would be better served by the TAFE sector of RMIT. The program also articulates into Masters programs offered in the School of Management (RMIT Business) providing ongoing development opportunities.
In general, do entry competencies around prior qualifications and previous experience in a management role need to be specified, e.g., management-related study and workplace experience expressed in terms of number of years?

- In this case, it is reasonable to specify management experience as a requirement due to the nature/level of the program. The term Graduate applies to the expectation (although not mandatory for this course) that candidates will have a Bachelor degree or Diploma. However, this may not be in a management-related discipline/field. It is not necessary in this case to quantify previous experience/nature of qualification, as course selection procedures will assist in addressing candidate suitability/readiness for study at the graduate level, e.g., selection interview.

What is the difference between period of accreditation and the outcomes of monitoring and evaluation suggested in the course?

- Customisation Proposals are required for large changes to the course during the accreditation period. This can be undertaken at any stage during this period. As part of ongoing quality assurance, it is the responsibility of the copyright holder to review and update the course as needed. For this purpose, a range of review activities is provided within the course document.

4. RECOMMENDATION

4.1 That the Office of Post Compulsory Education, Training & Employment accredit the Graduate Certificate in Organisation Leadership, and that it be entered on the State Register of Accredited Courses and Recognised Qualifications and the National Training Information Service for a period of five (5) years from 01/01/2001 to 01/01/2006, subject to the amendments specified above, and which will be confirmed and signed off by the Chairperson on behalf of Assessment Panel members.

Mary Faraone  
Executive Director  
Business Skills Victoria  
Chairperson
PART B4

FEEDBACK AND MEASUREMENTS ON THE PROGRAM

This document provides educators with metrics on good teaching practice for the GCOL program. The information indicates what can be achieved under the processes and facilitation approaches applied in the GCOL program.

The RMIT University Student Satisfaction Survey (SSS) is designed to assess Course and Program capabilities in respect of teaching and learning. Specific areas include: Communication and Support, teaching practices, assessment practices and processes, and student engagement with the respective program. The SSS is a student centered experience survey of quantitative and qualitative questions.

The 2003 SSS made specific reference to the RMIT Graduate Certificate in Organisation Leadership as a high achieving program achieving student responses in excess of University targets in 14 of 17 items achieving university targets in 2 of the remaining items and below university targets in terms of the question regarding the program capacity “The information given to you by RMIT gave you a clear idea of where the program might lead in terms of future career and job prospects”. As the program was delivered to practicing employed managers this vocationally based question framed for full time students was not readily applicable to the GCOL program.

Program C0014 Graduate Certificate in Organisation Leadership (GCOL) was identified as a high performing program when compared to other RMIT Business offerings. The Survey report recommended that further resourcing be applied to the GCOL program.
Purpose

This report provides an overview of the outcomes for RMIT Business from the 2003 Student Satisfaction Survey, and poses recommendations for action based upon the analysis. Detailed analysis at individual program level is not presented in this report.

Related papers

The following papers were on the agendas for VET Executive (13 August) and PEG (26 August):


Recommendations forming part of this paper are formulated with reference to the material presented here and the papers mentioned above.

Program data for the Program Experience Survey (PES), administered to Higher Education undergraduate students in mid-August, are expected by late September. A report on the outcomes of that survey will be submitted as soon as possible after receipt of the program reports.

Analysis of the data from the both the SSS and the PES regarding students’ experience and usage of online resources will be prepared as a single report.

Background

The 2003 SSS was administered in 25 RMIT Business VET programs in mid-May.

The number of RMIT Business SSS respondents 2001-2003, representing final figures as at 8 September, is tabled below:

<table>
<thead>
<tr>
<th>Year</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
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</thead>
<tbody>
<tr>
<td>No. programs surveyed</td>
<td>12</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>No. respondents</td>
<td>253</td>
<td>231</td>
<td>866</td>
</tr>
</tbody>
</table>
Respondent numbers are spread unevenly across programs with the smallest number of responses in C4061 Cert IV Real Estate (n=7) and C4064 Cert IV Advertising (n=7), and the largest number in FS003 Foundation Studies (n=74).

The Business sample as a proportion of the RMIT sample in each year was:
- 2001 – 18.1%;
- 2002 – 8.3%;
- 2003 – 33.4%.

The SSS comprises a number of sections:
- Demographic items;
- Teaching and learning items;
- On-line experience;
- Open-ended questions.

A broad, indicative analysis of the SSS qualitative data has been presented to VET Executive and PEG.

**Discussion**

*RMIT Business and RMIT – relative performance*

Tables 1, 2 and 3 appended to this report show the percentage variation in 2002 and 2003 between the RMIT Business outcome (all Business respondents) and the RMIT outcome (2352 respondents across the university) for the three major groupings of teaching and learning items:
- Communication and Support (6 items);
- Student Engagement (6 items); and
- Clear and Consistent Program (5 items).

The table below indicates the overall performance in respect of these 17 items:

<table>
<thead>
<tr>
<th>Number items where Business equalled or outperformed university</th>
<th>Number items where Business underperformed university</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>2003</td>
</tr>
<tr>
<td>By 11% or more</td>
<td>1</td>
</tr>
<tr>
<td>By 6%-10%</td>
<td>0</td>
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<tr>
<td>By 0%-5%</td>
<td>5</td>
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</table>

In 2002 Business outperformed the university on 6 of 17 items. In 2003 Business did not exceed the university outcome on any item though it was close to the university outcome on 10 items. The 2003 outcome indicates a decline in student evaluations compared to 2002.

(Column charts comparing the percentage agreement and disagreement for Business, and for RMIT as a whole, for each item are available from Rob. Sheehan).

**Individual program performance**
The overall outcome for Business compared to the university as a whole masks quite substantial variations in performance across programs.

Tables 4 and 5 appended to this report indicate the performance for each program on each item as follows:

- A blue cell indicates performance that is more than 10% above the university outcome;
- A white cell indicates performance that is up to 10% above or below the university outcome;
- A red cell indicates performance that is more than 10% below the university outcome.

Tables 4 and 5 are provided to give an overview. It remains important for program teams and program managers to fully explore the quantitative and qualitative data for each program and to determine appropriate responses.

Tables 4 and 5 admit of two readings:

- Horizontal reading across cells provides a general indication of the performance of individual programs and relative performance to other programs;
- Vertical reading by item provides an indication of general strengths and weaknesses across the 25 programs surveyed.

The choice of 10% as a benchmark figure for comparative performance is arbitrary. However, I have assumed that 10% is a fair adjustment for field of study variations beyond which performance could reasonably said to be strong or in need of improvement.

Tables 4 and 5 include three stand alone items (Student Feedback, Resource Availability, and Overall Satisfaction). However, the following analysis is primarily based on reference to the 17 items covering:

- Communication and Support (6 items);
- Student Engagement (6 items); and
- Clear and Consistent Program (5 items).

Program comparisons – reading horizontally

It will be noted that the programs surveyed are presented in three groups separated by a solid black line. There are four things to note about these groups:

- First, the groups are arranged in terms of numbers of respondents – group 1, up to 14 respondents; group 2, between 15 to 40 respondents; group 3, more than 40 respondents;
- Second, the first group is predominantly comprised of Certificate level programs, while Diploma and Advanced Diploma programs fall in the second and third groups;
- Third, strong performance is most obvious in the first group of programs and poorer performance is most obvious in the second and third groups – indeed, of the eight programs that underperform the university outcome by more than 10% on 9 or more of 17 items, five fall in the third group; and
• Of the eight programs that underperform the university by more than 10% on 9 or more of 17 items, 4 are at Advanced Diploma level and 2 at Diploma level.

It is worth noting, despite the significantly smaller SSS respondent numbers in 2001 and 2002 for RMIT Business, that the same pattern is evident. A total of 19 programs was surveyed in 2001 and 2002. The six Certificate level programs consistently outperformed the university outcomes, the performance of the four Diploma level programs surveyed was mixed, and the nine Advanced Diploma level programs surveyed underperformed the university by 10% or more on all but two items.

*Item comparisons – reading vertically*

Based on the percentage of respondents who agreed/strongly agreed, of the 17 items those with strongest performance across all programs are:
• The teachers have a good knowledge of the subject they are teaching;
• This program helps you develop your problem solving skills;
• Assessment tasks are clearly linked to the stated learning outcomes of the program;
• Assessment tasks are an appropriate measure of what you have learnt.

When identifying the items of poorest performance, the data referred to is the percentage of respondents who disagreed/strongly disagreed. These data are not presented with this report. However, copies can be provided by request to Rob Sheehan. The disagree/strongly disagree percentages provide a good indicator of where effort might best be expended in terms of program quality improvement measures.

Based on the percentage of respondents who disagreed/strongly disagreed, of the 17 items those with the poorest performance across all programs are:
• The staff make an effort to understand the difficulties you have with your learning;
• You are encouraged by your teachers to do well;
• Teachers regularly tell you how you are performing;
• You were given a clear idea of what you could achieve by the end of the program;
• You got all the information you needed to make choices about your program;
• You are easily able to talk to your teachers when required.

*Student Feedback Item:* It is instructive to note the outcomes for one of the stand alone items on the SSS – ‘*During the program teachers seek feedback from students about their satisfaction with the program*’. For this item, using the disagree/strongly disagree percentages, 13 programs scored worse than the RMIT Business outcome. Using the agree/strongly disagree percentages, the RMIT Business outcome was 7 percentage points lower than the outcome for the university as a whole.
These outcomes are, again, quite consistent with the outcomes from the 2001 and 2002 surveys.

The nature of the two groups of items is somewhat different. The areas of best performance tend to be in areas of program design and discipline expertise. Those where performance is poorer tend to be in areas that have to do with teaching style, interactivity and communication between staff and students. That being so, it seems unlikely that program renewal/design changes, including shifts to training packages, are likely to significantly improve student evaluations on these items in and of themselves. While they may have some influence, the task would appear to be an even more demanding one – that of securing shifts in the way many people teach rather than what they teach and the program structures within which they operate.

It must be borne in mind that the SSS requests students to respond on their program experience, not on their individual course level experience. Without access to consistently collected and analysed course level data it is not possible to differentiate between those courses in a program that students would evaluate as excellent, and those students would evaluate as needing significant improvement.

**Preamble to recommendations**

There are numerous grounds on which the internal and external program level student evaluation data might be questioned. Nonetheless, it is proposed that the data presented in this report should be acted upon for a variety of reasons that include the following:

- The consistency of student evaluations over time, even given small numbers of respondents in 2001 and 2002, in terms of items where underperformance occurs, the qualification levels (Diploma and Advanced Diploma) where under-performance occurs, and the individual programs where underperformance occurs;
- On the externally administered ANTA Student Outcomes Survey (SOS), of the 18 items, RMIT’s mean scores over three years ranked it last for 18 Victorian TAFE providers on 16 items and in the bottom 3 on the remaining items, with Business making up about one-third of the university’s contribution to that outcome;
- Again from the SOS, in the two fields of study covering most Business programs (Business, Administration, Economics, and Services, Hospitality, Transport) the RMIT mean outcome for each of those fields of study is below the Victorian mean except for one item for one field of study.

The proposition advanced here is that sufficient information exists on which to base a view and to adopt relevant responses. If, at a minimum, the position is that Business wishes to protect profile via the allocation of SCH through the Profiles process, and to sustain commercial operations through reference to benchmarked quality delivery, then it would seem wiser to respond than to wait on further data from the same sources (that is, from the SOS in January, and from another SSS round in May 2004).
Recommendations

It is recommended that RMIT Business:

1. Commits resources to identifying the apparent strengths in the following high-performing programs, with an outcome of proposing means to generalise the incorporation of those strengths into other programs:
   • C4061 Cert IV (Real Estate);
   • C0014 Graduate Certificate (Org Leadership);
   • C5137 Diploma in Business (Management);
   • C6041 Advanced Diploma (Legal Practice).

2. For those programs (or their successor programs) where performance on more than 12 of 17 items in the 2003 SSS is 10% or more below the university outcome, program teams are directed to develop specific enhancements to teaching practice and program design, consistent with an analysis of the data, and to submit to the relevant VET Director improvement plans for 2004 which specify the proposed actions and expected outcomes, and that the outcomes are reported by program leaders in the 2004 annual program reports. Programs falling under this criterion are:
   • C6027 Advanced Diploma (Accountancy) – 14 items;
   • FS003 Foundation Studies – 13 items;
   • C6036 Advanced Diploma in Information Technology – 16 items.

3. The Academic Development Unit develop by mid-November 2003 a schedule of professional development activities for 2004 for TAFE teachers, for endorsement by the VET Executive, that specifically address the following matters:
   • Provision of formative feedback to students;
   • Teaching strategies for large groups – creative use of teaching time/space;
   • Development of student-focused course and program guides and other course and program information.

4. That the VET Executive is requested to develop proposals for establishing benchmarking relationships with other TAFE providers for up to three Diploma or Advanced Diploma programs.

5. Subject to advice on employee relations issues, that the VET Executive and the ADU develop mechanisms for more consistent approaches to course level student evaluation in VET programs, and in the first instance in Advanced Diploma Programs, with the expectation that such approaches can be piloted no later than the commencement of Semester 2, 2004, and that RMIT Business, through the Associate Dean (Academic Development), seeks support from the Quality Consultancy Unit and the Institutional Research Consultancy Unit to achieve this outcome. Further, that the work undertaken in School of Marketing (VET) is considered as a potential model for some of this work.

Further recommendations will be submitted regarding Higher Education programs once an analysis of the Program Experience Survey data is finalised.
It is intended that an overall analysis of qualitative data from the 2002 and 2003 SSS and PES will be completed by the end of October, 2003. Additional recommendations will be submitted based on that analysis. At this stage, without the benefit of the 2003 PES data, it is anticipated that two of the recommendations will centre on the needs of international students, and on the need to improve levels of customer service at key service delivery points, especially School reception areas.

Table 1

| Communication & Support Items - Percentage point variation of Business outcomes from RMIT outcomes - Student Satisfaction Survey 2002 and 2003 |
|---|---|---|---|---|---|
| Item 1 | Item 2 | Item 3 | Item 4 | Item 5 | Item 6 |
| 2002 | 2003 |

Table 2

| Student Engagement Items - Percentage point variation of Business outcomes from RMIT outcomes - Student Satisfaction Survey 2002 and 2003 |
|---|---|---|---|---|---|
| Item 1 | Item 2 | Item 3 | Item 4 | Item 5 | Item 6 |
| 2002 | 2003 |
Table 3

<table>
<thead>
<tr>
<th>Clear &amp; Consistent Program Items - Percentage point variation of Business outcomes from RMIT outcomes - Student Satisfaction Survey 2002 and 2003</th>
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<tbody>
<tr>
<td>Item 1</td>
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<tr>
<td></td>
</tr>
<tr>
<td>University - % agree/strongly agree</td>
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<tr>
<td>Business - % agree/strongly agree</td>
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<tr>
<td>C4057 Cert IV Conv Prac (n=14)</td>
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<tr>
<td>C4061 Cert IV Real Estate (n=7)</td>
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<tr>
<td>C4064 Cert IV Advertising (n=7)</td>
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<tr>
<td>C4065 Cert IV Public Rel (n=14)</td>
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<tr>
<td>C4121 Cert IV Marketing (n=14)</td>
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<tr>
<td>C5083 Dip Bus Mgt (Dual) (n=13)</td>
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<td>C6035 AdvDip Bus Mgt (n=9)</td>
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<tr>
<td>C0014 GC Org L'ship (n=9)</td>
</tr>
<tr>
<td>C2118 Cert II Effect&amp;Safe WP (n=15)</td>
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<tr>
<td>C5136 Dip Administration (n=25)</td>
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<tr>
<td>C5141 Dip Fin Services Conv (n=17)</td>
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<tr>
<td>C6027 AdvDip Accountancy (n=30)</td>
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<tr>
<td>C6030 AdvDip Advertising (n=34)</td>
</tr>
<tr>
<td>C6031 AdvDip Public Rel (n=35)</td>
</tr>
<tr>
<td>C6033 AdvDip Marketing (n=38)</td>
</tr>
<tr>
<td>FS003 Foundation Studies (n=74)</td>
</tr>
<tr>
<td>C4109 Cert IV Fin Services (n=50)</td>
</tr>
<tr>
<td>C5080 Dip Bus Bank&amp;Fin (n=49)</td>
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<td>C5082 Dip Bus Mgt (n=45)</td>
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<td>C5137 Dip Bus Mgt (n=57)</td>
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<tr>
<td>C6032 Cert IV Int'l Trade (n=72)</td>
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<td>C6036 AdvDip IT (n=55)</td>
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<td>C6041 AdvDip Legal Prac (n=72)</td>
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<td>C6053 AdvDip Marketing (n=40)</td>
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<tr>
<td>C6061 AdvDip Advertising (n=71)</td>
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</table>
Communications and Support Items

Item 1 The staff make an effort to understand the difficulties you have with your learning
Item 2 You normally receive helpful feedback from teachers
Item 3 You are encouraged by your teachers to do well
Item 4 Teachers regularly tell you how you are performing
Item 5 The teachers have a good knowledge of the subject they are teaching
Item 6 You are easily able to talk to your teachers when required

Student Engagement Items

Item 1 Skills you develop through the program match the skills you are required to develop on the job
Item 2 You feel you can use what you’ve learned in the program on the job/in every day life
Item 3 The topics covered in the program are interesting
Item 4 This program helps you develop your problem solving skills
Item 5 The topics covered in the program are sufficiently challenging for you
Item 6 This program has helped you develop your ability to work as a team member
### TABLE 5 - COMPARISON OF BUSINESS VET PROGRAMS WITH UNIVERSITY OUTCOME - 2003 STUDENT SATISFACTION SURVEY

<table>
<thead>
<tr>
<th>Clear &amp; Consistent Program Items</th>
<th>Student Feed'b'k</th>
<th>Resource Avail' ty</th>
<th>Overall Satisf'n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>Item 2</td>
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</table>

- **C4057 Cert IV Conv Prac (n=14)**
- **C4061 Cert IV Real Estate (n=7)**
- **C4064 Cert IV Advertising (n=7)**
- **C4065 Cert IV Public Rel (n=14)**
- **C4121 Cert IV Marketing (n=14)**
- **C5083 Dip Bus Mgt (Dual) (n=13)**
- **C6035 AdvDip Bus Mgt (n=9)**
- **C0014 GC Org L'ship (n=9)**
- **C2118 Cert II Effect&Safe WP (n=15)**
- **C5136 Dip Administration (n=25)**
- **C5141 Dip Fin Services Conv (n=17)**
- **C6027 AdvDip Accountancy (n=30)**
- **C6030 AdvDip Advertising (n=34)**
- **C6031 AdvDip Public Rel (n=35)**
- **C6033 AdvDip Marketing (n=38)**
- **FS003 Foundation Studies (n=74)**
- **C4109 Cert IV Fin Services (n=50)**
- **C5080 Dip Bus Bank&Fin (n=49)**
- **C5082 Dip Bus Mgt (n=45)**
- **C5137 Dip Bus Mgt (n=57)**
- **C6032 Cert IV Int'l Trade (n=72)**
- **C6036 AdvDip IT (n=55)**
Item 1 Assessment tasks are clearly linked to the stated learning outcomes of the program
Item 2 You were given a clear idea of what you could achieve by the end of the program
Item 3 You got all the information you needed to make choices about your program
Item 4 Assessment tasks are an appropriate measure of what you have learnt
Item 5 The information given to you by RMIT gave you a clear idea of where the program might lead in terms of future career and job prospects

During the program teachers seek feedback from students about their satisfaction with the program

Equipment or materials are usually available when you need them

Thinking in general about the program you are undertaking, how would you rate your program

NOTE TO TABLES 4 and 5

In the third group of programs on both tables the following programs are listed:
- C5082 Dip Bus Mgt;
- C5137 Dip Bus Mgt.

The outcomes for these two programs are quite divergent with C5082 performing comparatively poorly and C5137 perhaps the best of all Diploma and Advanced Diploma programs. This is surprising given that teachers teach across both programs. Some discussion with teachers in the programs reveals a number of possible explanations.

C5082 is an ‘old’ program which is not continuing beyond this year.

C5137 was introduced this year. From the outset, with the new cohort the teaching team adopted a number of specific, ‘high-touch’ strategies directly related to teaching practice, and to student support through program administration and learning management.

The demographic profile has shifted significantly and partly by design, as well.