**SESSION PLAN**

**COURSE: Level 4 Dynamic Business Environments**

**ELEMENT 2: Analysing External Environments**

**LEARNING OUTCOME 2**

**Discuss how analysing external environments enables the development of successful business strategies (Weighting 30%)**

2.1 Discuss frameworks to analyse external environmental trends

2.2 Apply relevant frameworks to analyse external environmental trends

**NUMBER OF SESSIONS:** Two - approximately 14 hours in total

**SESSION TOPICS:** Session 1: Discuss frameworks to analyse external environmental trends

Session 2: Apply relevant frameworks to analyse external environmental trends

**Note to tutors: This is the recommended session plan for Learning Outcome 2, Element 2 of ABE Level 4 Dynamic Business Environments. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible. Note: sessions are designed so that they can be ‘chunked down’ depending on the delivery timetable.**

**SESSION 1: Discuss frameworks to analyse external environmental trends (7 hours)**

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session and learning outcomes | Assessment criterion 2.1: Discuss frameworks to analyse external environmental trends  4UDBE Tutor Presentation E2 | 1-4 |  |  |
| Sources of information | Explain the key features of the following as sources of external information:   * **Government**: This wide range of information is used for social and economic policy-making as well as providing a detailed overview of a country’s population and how it is likely to evolve * **News sources**: A news source is an individual, publication, document or record that seeks to provide timely information. Examples may include; broadcasts, information from Governments, official records and witness statements * **Industry experts/bodies**: Industry experts are likely to have worked or be involved in that particular area. Perhaps they will join the board or volunteer to be involved in some, usually high profile, ways * **Trade associations**: A trade association is an organisation founded and funded by organisations from within a specific sector * **Banks**: Are sources of funds, investment advice, savings opportunities. Banks can also offer guidance and information about how to successfully run a business and advise on issues regarding security | 5 | Students to listen, take notes and engage in group activity | Activity 1, LO2, Sources of information |
| Class discussion: Tutor to lead a class discussion to reinforce learning from the previous session. Each key source of external information to be reviewed and supported by real world examples.  Discussion outcomes:   * To check understanding of the features of the above sources of external information * To provide illustrative examples of where and how each source of external information can be located |  | Students to participate in class discussion offering ideas, making suggestions and asking questions  Students to also take notes |  |
| The PESTLE framework | Divide class into groups and allocate one of the above sources to each group. Group to consider the advantages and disadvantages of their allocated source  Explain the purpose and key principles of a PESTLE framework:   * What the acronym means: Political, Economic, Social, Technological, Legal and Environment * How it works: Consists of 6 categories of external factors that will impact on an organisations performance. All 6 categories always apply, no exceptions. All 6 categories are inevitably interrelated. * What is included in each category: Local, regional, national, global external factors. These factors can be categorised according to their relative significance or by geography. | 7-15 | Participate in group discussions  Groups to present their findings back to the rest of the class  Students to take notes and participate in paired activity | Activity 2, LO2, PESTLE |
| Class discussion: Tutor to facilitate a class discussion to ensure full understanding of how PESTLE works and the interrelationship between the external and internal environments.  Discussion outcomes:   * To emphasise the importance of why an organisation needs to understand the external environment * To explain that the external environmental analysis using the PESTLE framework must be fully completed prior to considering the implications for organisational performance (which can be internal and external) |  | Students to participate in class discussion offering ideas, making suggestions, ask questions and consolidate understanding  Students to also take notes |  |
| Review of session and learning outcomes | Ask what your key learning points from this session are |  | Engage in class debrief, sharing key learning points |  |

**SESSION 2: Apply relevant frameworks to analyse environmental trends (7 hours)**

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session and learning outcomes | Assessment criterion 2.2: Apply relevant frameworks to analyse environmental trends  4UDBE Tutor Presentation E2 | 6 |  |  |
| Application of the PESTLE framework | Divide class into groups so they can each consider:   * The main external factors under each category of the PESTLE framework: All 6 categories to be completed. For the issues raised under each category, these need to be prioritised or categorised. * Explain how some external factors may appear in more than one category although under different contexts. (e.g. A political factor may also have economic and legal external implications for an organisation) * Explain how the factors they uncover will impact an organisation of the student’s choice: NB Give particular emphasis to firstly identifying and understanding the external factor(s) prior to considering the implications for an organisations performance. * Also, explain how the implications for an organisations performance could be internal (i.e. inside the organisation) or external (i.e. outside the organisation) |  | Students to fully participate in group activity  Different groups to be asked to share their findings (suggest on category/letter per group) with the rest of the class | Activity 3, LO2, External factors and PESTLE |
| Internal analysis findings | Explain in more detail:   * How the external factors (i.e. PESTLE factors) will impact an organisations performance * Building on the previous session, explain how the implications of these external factors must be measured in terms of:   1. Key internal and external stakeholder impacts  2. Cost, resource, opportunity cost and risk   * The principles of an open loop system which means an organisation is inevitably dependent of the external environment for its longer-term survival. * Conversely a closed loop system is where an organisation can survive for the longer term independently of the external environment. * Explain whether all organisations are open loop i.e. completely dependent on the external environment to survive. |  | Students to listen, take notes and look to check understanding from prior group discussion  Students to complete group activity | Activity 4, LO2, Internal and external environments |
|  | Class discussion: Tutor to lead a class discussion about the importance of systems theory in the context of linking the external and internal environments.  Discussion outcomes:   * To ensure students understand the key principles of systems theory * To check student awareness and understanding of the differences between open loop and closed loop systems |  | Students to participate in class discussion offering ideas, making suggestions, ask questions and consolidate understanding  Students to also take notes |  |
| Review of session and learning outcomes | Discuss with students key learning points covered in this session |  | To listen to and engage in debrief discussion for this session |  |