**SESSION PLAN**

**COURSE: Level 4 Dynamic Business Environments**

**ELEMENT 4: Analysing competitive environments**

**LEARNING OUTCOME 4**

**Discuss how analysing competitive environments enables the development of successful business strategies (Weighting 10%)**

4.1 Discuss relevant frameworks to analyse competitor environment trends

4.2 Identify methods in which an organisation can gain competitive advantage in response to competitor analysis

**NUMBER OF SESSIONS:** Two- approximately 7 hours in total

**SESSION TOPICS:** Session 1: Discuss relevant frameworks to analyse competitor environment trends

Session 2: Identify methods in which an organisation can gain competitive advantage in response to competitor analysis

**Note to tutors: This is the recommended session plan for Learning Outcome 4, Element 4 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 relevant frameworks to analyse competitor environmental trends (3 hours)**

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session and learning outcomes | Assessment criterion 4.1: Discuss relevant frameworks to analyse competitor environmental trends  Use 4UBE: Tutor Presentation E4 | 1-4 |  |  |
| Sources of competitor information | Explain the importance of each of the following in terms of helping to understand competitor trends:   * Government statistics * Benchmarking * News sources * Industry experts * Trade associations * Competitor reports | 5 | Students to listen and take notes  Students to complete paired activity and debrief | Activity 1, LO4, Competitor trends |
| Porter’s Five Forces analysis | Explain the main 5 aspects of this framework:   * Bargaining supply of suppliers * Threat of new entrants * Threat of substitutes * Bargaining power of buyers * Industry rivalry | 6-7 | Students to listen, take notes and fully participate in group activity | Activity 2, LO4, Porter’s five forces |
| VRIN | Explain the framework and emphasise its importance in shaping organisational strategy:   * Valuable * Rare * Inimitable * Non-sustainable | 8 | Students to take notes and participate in paired activity | Activity 3, LO4, VRIN |
| Review of session and learning outcomes |  |  |  |  |

**SESSION 2: Identify methods in which an organisation can gain competitive advantage in response to competitor analysis  
(4 hours)**

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session and learning outcomes | Assessment criterion 4.2: Identify methods in which an organisation can gain competitive advantage in response to competitor analysis  Use 4UBE: Tutor Presentation E4 | 9 |  |  |
| Tools for strategic competitive analysis | Explain the main aspects of Ansoff’s Growth model   * Market penetration * Product development * Market development * Diversification   and Porter’s Generic strategy   * Cost leadership * Cost focus * Differentiation * Differentiation focus | 10-11 | Students to listen and take notes |  |
| Analysis of an organisation’s competitive environment | Explain the Coca-Cola case study in the study guide and how Porter’s Five Forces model applies. | 12 | Students to engage, take notes and complete group activity | Activity 4, LO4, Real world application of Ansoff’s matrix |
| Strategic implications of the analysis | Reinforce the importance of organisational strategy.   * Looks to the long term * Makes up the strategic plan * Needs input from across the whole organisation   Give examples to demonstrate Ansoff’s growth model and Porter’s generic strategy applying in practice | 13 | Students to listen and take notes |  |
| Review of session and learning outcomes |  |  |  |  |