### SESSION PLANS

**COURSE:** ABE Level 6 Business strategy and Decision-Making

**ELEMENT:** Element 4: Strategic Decision-Making

## **LEARNING OUTCOME 4**

**4. Apply techniques to support recommendations for strategic decision-making in different contexts** **(weighting 25%)**

**ASSESSMENT CRITERIA**: 4.1 Examine approaches to strategic management in different contexts

4.2 Apply decision-making techniques and tools

4.3 Evaluate identified options against specified criteria using decision-making techniques

4.4 Make recommendations for strategic development in a specified business and organisational context

**NUMBER OF SESSIONS:** Four- approximately sixteen hours in total (plus self-study)

**SESSION TOPICS:** Session 1: Strategic decision management

Session 2: Decision-making processes

Session 3: Success criteria

Session 4: Strategy recommendation

**Note to tutors: this is the recommended session plan for learning outcome 4, element 4 of the ABE Level 6 Business Strategy and Decision-Making. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 1: Strategic decision management

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **3-4 hours total** | Introduction to session and learning outcomes for element 4 | Use file: **6UBSD Presentation E4**  Assessment criterion 4.1 | 1-5 | Review of homework and element 3 |  |
|  | Strategic intent | Input – concepts of **Strategic intent:**   * Deliberate and emergent strategies * Realised and unrealised goals   Stages in the life cycle  Decision circumstances – planned, enforced, learning and command | 6-11 | **Class discussion and Q&A**on strategic intent  Meanings and circumstances for key terminology e.g. enforced strategy |  |
|  | Organisational and leadership factors | Input – **Organisational factors**   * Review of Mintzberg’s 10 schools   Approaches of **leadership and management** in context of strategy   * Hersey and Blanchard situational leadership model * Entrepreneurial opportunity recognition * Review of models for organisational and leadership structures and styles, culture, parenting and hierarchy * Ashridge portfolio matrix | 12-17 | **Class discussion**on models to be used for option development – linked to analysis and forecast  **Class discussion**: based on applying Mintzberg’s Schools to companies – see case companies suggested  **Class discussion** on leadership and management styles for strategic decision |  |
|  | Stakeholder influences | Input – **Stakeholder influence** on decision-making  Power/Influence matrix (Mendelow) | 18-19 | Session activity (1): Case study from resources pack – power/influence matrix | **6UBSD E4 LO4 Activity 1** – Stakeholder power and interest matrix |
|  | Review of session and learning outcomes | Run through session outcomes to demonstrate coverage  Recap Question and Answer  Homework briefing for strategic intent at Raj Hotels | 20 | Q&A involvement.  Homework and study guide reading for Learning outcome 4. | **6UBSD E4 LO4 Activity 2** – Homework – Strategic intent |

### SESSION 2: Decision-making processes

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **3-4 hours total** | Introduction to session and learning outcomes  Recap session 1 | Use file: **6UBSD Presentation E4**  Assessment criterion 4.2 | 21-22 | Review of homework from activity (2)  Discussion on outcomes and presentations from students |  |
|  | Decision-making processes | Input approaches to **decision-making:**  Review of organisational factors  Dependencies’  Vroom & Yetton decision-making model and organisational characteristics | 23-25 | Session activity (3): Part one  Apply Vroom & Yetton model to case study options from different management characteristics | **6UBSD E4 LO4 Activity 3** – Grande Construction (Part one) |
|  | Problem-solving | Input- **Problem-solving**:   * Definition * Review of (creative) problem-solving * Decision-making processes | 26-27 | Session Activity (3): Part two:  Problem solving – from case study in resources pack – developing solutions and actions | **6UBSD E4 LO4 Activity 3** – Grande Construction (Part Two) |
|  | Stakeholder response | Input – **Stakeholder response**  Game theory    Market (supplier, competitor and customer) response).  Consider longer term impacts on substitutes and new entrants  Review Porter’s 5 Forces | 28-32 | **Class questions and discussion** on 5 Force analysis based on market response to option actions (based on game theory and price war potential)  Session activity (3): Part three Prisoner’s dilemma – competitor response to advertising/price-cutting  Feedback to include discussion on how else to use this for other parts of supply chain (e.g. customers, suppliers) | **6UBSD E4 LO4 Activity 3** – Grande Construction (Part three) |
|  | Review of session and learning outcomes | Run through session outcomes to demonstrate coverage.  Recap Question and Answer.  Homework briefing. | 33 | Q&A involvement.  Homework and study guide pre- reading for Learning outcome 4. | **6UBSD E4 LO4 Activity 4** – Homework – Decision processes |

### SESSION 3: Success criteria

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **3-4 hours** | Introduction to session and learning outcomes  Recap session 2 | Use file: **6UBSD Presentation E4**  Assessment criterion 4.3 | 34-35 | Review of homework  Discussion and Q&A on pre-reading |  |
|  | Success criteria | Input - Definition of **success criteria** and models to be applied and how to use them.  Explanations for models in success criteria development and how to apply them   * Gap analysis * Balanced scorecard * Value chain * Ishikawa’s fishbone diagram   Define Critical success factors. | 36-41 | Q&A on meanings of models and how they are used for development of success criteria  Session Activity (5): Success criteria - applying models to develop criteria. Giving feedback  Define and discuss CSF as a contributor to success criteria | **6UBSD E4 LO4 Activity 5** – Developing success criteria |
|  | Introduction to SAFe | Input – Suitability, acceptability, feasibility evaluation (**SAFe)**   * Definitions and coverage * Techniques and models | 42-43 | *Class discussion on* Suitability, Acceptability, Feasibility (SAFe) –factors, models, measurements could be used to test. |  |
|  | Review of session and learning outcomes | Run through session outcomes to demonstrate coverage.  Recap Question and Answer.  Homework briefing. | 44 | Q&A involvement.  Homework and study guide reading for Learning outcome 4. | **6UBSD E4 LO4 Activity 6** – Homework - SAFe |

### SESSION 4: Strategy recommendation

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **3 hours total** | Introduction to session and learning outcomes  Recap session 3 | Use file: **6UBSD Presentation E4**  Assessment criterion 4.4 | 45-46 | Review of homework.  Discussion on outcomes and presentations from students. |  |
|  | Performance measurement | Input – **Performance** measurement   * Basis for measuring forecast performance – economic, products/markets, profitability, financial markets and effectiveness * Performance comparisons | 47-49 | **Class questions**: Apply performance measurement methods to Raj Group from Tata’s perspective |  |
|  | SAFe analysis | Input – Methods **for SAFe**   * Suitability – use of ranking and decision trees * Acceptability – based on risk, returns and reactions including CBA and shareholder value * Feasibility - financial, people, operations and resources | 50-62 | Session activity (7) Part one:  Suitability assessment – evaluate options for Apple and Toyota based on suitability criteria  Session activity (7) Part two:  Acceptability assessment for Apple and Toyota. Consider non-financial benefits  **Class discussion**: Feasibility considerations – impact on financial feasibility, people, operations | **6UBSD E4 LO4 Activity 7** – SAFe Assessment (Part One)  **6UBSD E4 LO4 Activity 7** – SAFe Assessment (Part Two) |
|  | Future proofing | Input – **Future-proofing**   * Definition and issues * Review impact and probability * Risk analysis – RAID and FME(C)A * Risk response | 63-67 | Session Activity (7) Part three:  Recommendation and risk response.  Summarising SAFe outcomes. | **6UBSD E4 LO4 Activity 7** – SAFe Assessment (Part Three) |
|  | Review of session and learning outcomes | Run through session outcomes to demonstrate coverage  Recap Question and Answer.  Revision briefing | 68 | Q&A involvement.  Homework and study guide reading for Learning outcome 4. | **6UBSD E4 LO4 Activity 8** – Homework – Recommendations and assessment preparation. |