### SESSION PLAN

**COURSE:** ABE Level 6 Strategic Marketing

**ELEMENT:** Element 1 – Understanding Market-led Strategic Management

## **LEARNING OUTCOME 1**

**Critically evaluate the factors that underpin marketing as a key strategic factor in organisational performance**

1.1 Evaluate the ideas underpinning a market orientation approach and the marketing concept

1.2 Appraise the characteristics of market-driven strategies

**NUMBER OF SESSIONS:** Two - approximately twelve hours in total, plus self-study.

**SESSION TOPICS:** Session 1: Strategy, management and stakeholders

Session 2: Appraising the 3Cs of marketing strategy

**Note to tutors: this is the recommended session plan for learning outcome 1, element 1 of ABE Level 6 Strategic Marketing. 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: Strategy, management and stakeholders

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 5 hours | Introduction to session and learning outcomes | Use file: **6USM Tutor Presentation E1.pptx**  Assessment criterion 1.1: Evaluate the ideas underpinning a market orientation approach and the marketing concept | 1-4 | As a class, discuss your understanding of how marketing and strategy intersect. |  |
| Strategy | Discuss what we mean when we talk about strategy, giving specific and locally relevant examples within an organisation to illustrate each of: *strategic planning, strategic management, strategic choice, strategic implementation*  **Facilitate Class discussion.** | 5-6 | Slide 5 - **Class discussion** definitions of strategy - learners to describe their own understanding. |  |
| Management and marketing | What is management? When describing the process, encourage learner **discussion** on times they’ve encountered management - either in management roles, as employees, or as customers. Be sure to cover each stage of the management process: *Planning, Organising, Leading, Controlling.* Give locally relevant, specific examples for each to ground learners’ personal contributions.  Slide 7 - **Class discussion** of experience with management.  Explain how marketing and management engage, and how marketing is managed: *Processes, Relationships, Functions.*  Slide 10 - **Class discussion** of the value of each definition of marketing - strengths and weaknesses.  Give a brief overview of what is included in the Marketing Mix, asking learners to define each of the 4Ps and 3Ps - being ready to give the exact definitions with locally relevant examples of each. (Note that this will be covered in more detail in later elements).  Slide 11 - **Class discussion** around Marketing Mix focused on personal experiences of how each element has impacted their personal buying decisions.  **Facilitate Activity** **1.** | 7-11 | Contribute to the **Class discussions**.  **Activity 1** - In groups, choose a locally relevant organisation and write down a list of tasks the manager may undertake.  Think of the key stages of management: Planning, Organising, Leading and Controlling; and consider the importance of processes, relationships and functions. These could be daily, weekly, monthly or quarterly.  Be prepared to present your assessment to the class for discussion. | **6USM E1 LO1 Activity 1 – Understanding management** |
|  | Stakeholders | Explain the definitions of stakeholders and take a locally relevant organisation as an examples, giving learners the chance to categorise and discuss.  Explain the input stakeholders have in a strategy and why they are valued - giving each stakeholder a reason. Use this to introduce the mapping activity.  **Facilitate Activity** **2.** | 12-15 | Slide 12 - class list of all stakeholders for a local organisation  **Activity 2** - In groups or individually as homework, complete a stakeholder map for the local organisation discussed in class. | **6USM E1 LO1 Activity 2 – Stakeholder mapping** |
|  | Review of session and learning outcomes | Learners should be confident in understanding the place and interaction of strategy and management, and key roles in an organisation. |  | Ask any questions covering uncertainties. |  |

### SESSION 2: Appraising the 3Cs of marketing strategy

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative assessment** |
| 7 hours | Introduction to session and learning outcomes | Use file: **6USM Tutor Presentation E1.pptx**  Assessment criterion 1.2 Appraise the characteristics of market-driven strategies | 16 | As a class, recall what was covered in the last session. |  |
|  | Market-driven strategies and the 5Cs of marketing strategy | Define a market-driven strategy and lead discussion on organisations that may be considered market-driven. Explain non-market-driven approaches to contrast.  Slide 17 - **Class discussion** of how to spot characteristics of market-driven organisations.  Identify, define and explain the approach of each of the market strategies, giving locally-specific examples for each where possible: *Leaders, Nichers, Challengers and Followers.*  **Facilitate Activity** **3.** Allocate one to each group to present on each strategy and ensure group evaluation of each.  Explain the 3Cs of marketing strategy with an overview of each and how they interact. | 17-19 | Contribute to the **Class discussion.**  **Activity 3** - in groups, prepare and present on your allocated market strategies. | **6USM E1 LO1 Activity 3 – Understanding market strategies** |
|  | Company | Explain the importance of identifying organisation capabilities and how to integrate these into strategy including collective learning, requirements for training.  Ask learners to lead on discussion of SWOT analysis as a tool, including evaluation of strengths and weaknesses as a model.  Explain each of the 5Ms and lead a group SWOT analysis for one of them as an example, using a specific locally relevant examples as a starting point, then split into groups to do the same exercise for the final 4. **Facilitate Activity** **4.** | 20-22 | Slide 21 - discuss SWOT analysis, where in the business each aspect is most useful, and evaluate usefulness of the framework. Give specific examples you’ve used this framework.  **Activity 4** - in groups, conduct a SWOT analysis for one of the 5Ms within a local organisation, present and discuss with class. | **6USM E1 LO1 Activity 4 – The 5Ms** |
|  | Customers | Describe how the relationship with the customer is central to any marketing activity built on strategy to avoid a one-size-fits-all approach, giving locally relevant examples in different industries of customer needs and organisation solutions, and of the consumer buying process.  **Facilitate Activity** **5.**  Ensure discussion covers factors that impact consumer buying process: - *personal, social, psychological, cultural* - making sure to focus on locally relevant examples.  Slide 26 - **Class discussion** of factors that impact buying decisions.  Discuss the difference between customer types and segments (note that we will come back to effective targeting and segmentation later) and how these impact strategy and decisions, ensuring learners evaluate using different types of segmenting for different products or industries.  **Class discussion** on what makes a segment effective.  **Facilitate Activity** **6.** | 23-27 | Contribute to the **Class discussions.**  **Activity 5 -** in groups, prepare a presentation on how you may appeal to one of the customer types.  **Activity 6** - in pairs, discuss the difference between consumer and organisational purchase decisions. | **6USM E1 LO1 Activity 5 – Appealing to different types of customers**  **6USM E1 LO1 Activity 6 – Understanding purchase decisions** |
|  | Competitors | (Express that more detail on how to discover, audit and track competitors will come later.)  Explain the differential advantage in relation to alternatives, giving specific and locally relevant examples for each of the factors that organisations may promote as their advantage - led by learners’ own experiences.  Encourage them to mention how organisations communicate that differential advantage through marketing.  Slide 28 - **Class discussion** of differential advantages they are aware of in different industries  Explain Porter’s Generic Strategy and encourage learners to match these approaches with the examples they've discussed, ensuring you have locally relevant examples for each.  Define competitiveness and how it links to differential advantages and competitors, and outline each of the approaches and when it may be relevant to use them and brief the private study and essay writing.  **Brief Activity** **7.** | 28-32 | Contribute to the **Class discussion.**  **Activity 7** - individually, in class or as homework, write a short essay describing each of the approaches to competitiveness, appraising the strengths and weaknesses of each and when each may be appropriate to use. | **6USM E1 LO1 Activity 7 – Evaluating approaches to competitiveness** |
|  | Review of session and learning outcomes | Learners should now understand the 3Cs and how different aspects of an organisation and its environment impact strategic decisions. |  |  |  |