### SESSION PLAN

**COURSE:** ABE Level 6 Strategic Marketing

**ELEMENT:** Element 3 – Measuring the impact of marketing strategy

## **LEARNING OUTCOME 1**

**Develop implementation plans and management control mechanisms to support a marketing strategy (Weighting 15%)**

3.1 Appraise the nature of control and critically evaluate different approaches to the control process

3.2 Critically evaluate the importance of implementation as part of the overall process of planning and control and assess the problems in implementing marketing plans

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

**SESSION TOPICS:** Session 1: Control and approaches to performance assessment

Session 2: Evaluation of implementation processes

**Note to tutors: this is the recommended session plan for learning outcome 3, element 3 of the 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: Control and approaches to performance assessment

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 4.5 hours | Introduction to session and learning outcomes | Use file: **6USM Tutor Presentation E3.pptx**  Assessment criterion 3.1 Appraise the nature of control and critically evaluate different approaches to the control process | 1-4 | Class discussion |  |
| Control | Start by explaining Mockler’s definition of control and give examples for each part of the definition.  Talk through the concepts of control, giving examples for both closed and open loop and evaluating the respective strengths and weaknesses of each.  Explain the features of each approach to control, leading **Class discussion** on slides 7-8around when each approach is most appropriate, and the strengths and weaknesses of each.  **Facilitate Activity** **1.** Assign each group an approach to present to the class to give examples of each in action. | 5-8 | Slide 7-8 - **Class discussion** and evaluation of each of the approaches to control.  **Activity 1** - In groups, choose an organisation to manage and write the steps you would take to assert a specific model of control. | **6USM E3 LO3 Activity 1 – Models of control** |
| Marketing information systems | Explain what a marketing information system is and why it’s important to an organisation, including how it is managed, accessed and stored. Lead a **Class discussion** on slide 10 where learners contribute to what each element of the IMS may include, how information is gathered, using different industries and locally relevant organisations as prompts. | 9-11 | Slide 10 - **Class discussion** of what each element of the MIS may include. |  |
|  | Performance assessments, gaps, opportunities | (Note that we will come to efficient metrics and KPIs later). Explain the importance of assessing performance over time in relation to an organisation’s competitive advantage and place in the market.  Use the example of a management audit to express how important it is to hold management to account for the performance of the organisation and its strategy as a whole when it comes to achieving marketing and other objectives - and how to spot gaps and opportunities.  Consider approaches such as SWOT and value chain analysis as part of the audit process. Lead **Class discussion** (slide 13) on how to carry out management audit.  **Facilitate Activity** **2.** | 12-13 | Slide 13 - **Class discussion** giving examples of how to audit each point of the management audit, using different organisations as inspiration.  **Activity 2** - Individually, in class or as homework, write a plan for how you would go about carrying out an audit in terms of communication and process | **6USM E3 LO3 Activity 2 – Auditing** |
|  | Review of session and learning outcomes | Learners should be confident in understanding how an organisation seeks to control their strategies and assess the performance of these over time. |  | Ask any questions covering uncertainties. |  |

### SESSION 2: Evaluation of implementation processes

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative assessment** |
| 4.5 hours | Introduction to session and learning outcomes | Use file: **6USM Tutor Presentation E3.pptx**  Assessment criterion 3.2 Critically evaluate the importance of implementation as part of the overall process of planning and control and assess the problems in implementing marketing plans | 14 | As a class, recall the importance of SMART goal framework. |  |
|  | Implementation processes, weak implementation and improving implementation | Introduce the importance of an implementation process for the successful and correct implementation of the process, talking through task breakdown, task timing and schedule, task ownership. Contextualise this by using the example of a simple strategy in a local organisation as an example.  Express that lack of progress at many stages in the organisation’s process and output (as discovered in an audit or analysis) indicates a strategic implementation failure. Explain the pressures that have an impact on implementation capabilities (slide 16) and lead a **Class discussion** to uncover specific examples, using different industries and organisations as a starting point. Give an overview of how to think about improving implementation in an organisation by solving internal and external pressures.   Detail the differences between strategic drift and strategic dilution, focusing on when they may occur and how to prevent and respond.  **Facilitate Activity** **3.** | 15-19 | Slide 16 - **Class discussion** on each of the pressures - external and internal - impacting implementation capabilities, and how these can be solved.  **Activity 3** - in small groups, consider a promotional strategy you have been aware of recently. Consider some of the implementation challenges this may have included. | **6USM E3 LO3 Activity 3– Implementation challenges** |
|  | Internal issues - internal marketing, fit, and stakeholder commitment | Explain internal fit and give examples of how to ensure that the strategy being followed can reasonably be achieved by the resources (team, financial and equipment etc) at hand - i.e. the internal structures.  Closely linked to this, explain how to monitor core competencies that are depended upon to successfully implement agreed upon strategies i.e. departmental reviews, employee surveys, HR department. Use examples of different competencies and encourage **Class discussion** on how to monitor these.   Introduce the importance of internal marketing in an organisation as a requirement for successful implementation.  Express this involves selling the vision, the objectives and the strategy. On screen 22, lead a **Class brainstorm** on methods of internal marketing focusing on different budgets, channels, organisation sizes, industries etc.  Explain how effective internal marketing is closely intertwined with stakeholder-buy-in and consider engaging different types of stakeholders as defined in Element 1.  **Facilitate Activity** **4.** | 20-23 | Slide 21 - **Class discussion** on monitoring competencies as a key part of internal issues with implementation.   Slide 22 - **Class brainstorm** of ideas for internal marketing.  **Activity 4** - following on from exercise 3, complete a plan for internal marketing and competencies, and present this back to the class, showing how this could help solve some of the issues encountered. | **6USM E3 LO3 Activity 4 – Internal marketing** |
|  | Review of session and learning outcomes | Learners should be confident in the implementation part of strategy including monitoring successes and addressing failures. |  |  |  |