

Pearson BTEC Uzbekistan Level 7 Professional Diploma in

Strategic Management

Unit 10: Corporate Strategy; Concepts, Planning and Implementation

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

References to third party material made in this document are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this document is correct at time of publication.

ISBN 978 1 446 96209 1

All the material in this publication is copyright
© Pearson Education Limited 2019

Contents

Introduction	1
Unit 10: Corporate Strategy: Concepts, Planning and Implementation	3
Delivery guidance	3
Scheme of work	17
Lesson plan	33
Assignment brief	65

Introduction

This resource booklet is a companion to the Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery and of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the unit
- recommended resources to support the delivery of the unit
- a scheme of work that shows the topics, activities and assessments covered in the unit
- lesson plans with detailed guidance on how to deliver the lessons in the unit
- an assignment brief to support the assessment the unit.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the unit. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find assignment briefs, as well as tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for the unit. This resource list offers suggestions for textbooks, journals and websites that you can direct your learners to use and/or that you can use to complement delivery.

Unit 10: Corporate Strategy: Concepts, Planning and Implementation

Delivery guidance

Approaching the unit

The purpose of this unit is to introduce the concepts behind strategic planning and to introduce learners to the wide range of internal and external factors that influence strategic planning and the direction of an organisation's strategy. This will enable learners to develop and carry out a meaningful, well-informed and deliverable strategic plan.

Strategic planning is a logical and systematic process that requires those who develop strategies and plans to consider a wide range of factors, both internal and external, which influence strategic decision-making and, ultimately, the direction of an organisation's strategy.

It is important, therefore, that the teaching and learning for this unit follows a logical and systematic process. To provide a high-level indicator of how to sequence teaching for this unit, teachers should consider Figure 1, below, as the overarching guide to structure the teaching of this unit.

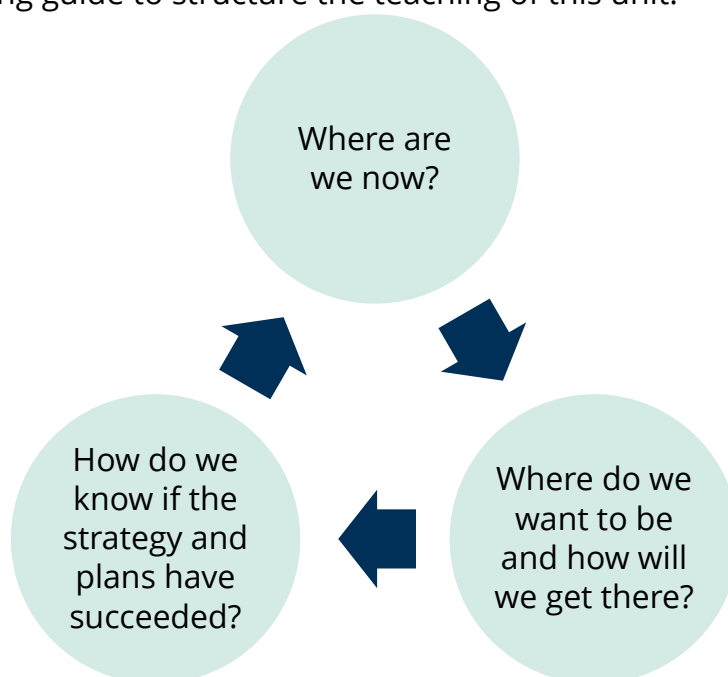


Figure 1: A strategy process

The model indicates a cyclical process that begins with an understanding of an organisation's current situation. Learning aims A, B and C ask the questions about the 'Where are we now?' stage of the cycle. Learning aims D and E ask the questions 'Where do we want to be, and how will we get there?'. These latter questions use the information gained through the first three learning aims to identify, select and develop strategic options. Finally, learning aim F is focused on the third stage in the cycle: 'How do we know if the strategy and plans have succeeded?'

While this unit only takes learners to the point where they can begin to evaluate the success, or lack of success, of a strategic plan, it is important for learners to understand and appreciate the cyclical nature of strategy development in an organisation.

For learners to be able to meet the requirements of each learning aim, it is important that the delivery of this unit follows the sequencing of the learning aims. Learners would also benefit from a delivery programme that links the teaching of this unit and the teaching of Unit 3: Strategic Change Management; so these units are best delivered in parallel. This is because any new strategy and associated plans will require some form of change within an organisation. Understanding how to deliver change (the focus of Unit 3) will support learners as they consider learning aims B and F in this unit.

Teaching and learning should be learner-centred so that learners become an integral and active part of teaching lessons. To support this, the scheme of work and lesson plans do not rely only on teacher-led presentations, but are a combination of presentations, paired activities and class-based discussion. This approach will encourage engagement in the learning and interaction between learners and so will improve their confidence, communication skills and the ability to work in a team.

In addition to encouraging learners to carry out appropriate research, learners will work in pairs to help to further develop communication and teamworking, delivering presentations based on knowledge gained during a lesson and reading and discussing relevant textbooks and articles. It is important to highlight that level 7 learners will need to engage in wider reading and research so that they can become inquisitive and enquiring learners, and, ultimately, informed and confident strategic managers.

Learners should have access to centre- and/or locally-based resources that will support research activity and the further development of communication and IT skills. The scheme of work requires learners to carry out post-lesson reading and further research in private study; an opportunity to develop an enquiring mind.

Ideally, learning would be contextualised to a learner's place of work where concepts, theories and models can be explored further in real work situations; however this is not always possible. For those learners who do not have the opportunity to experience learning in a workplace, it will be necessary to provide a case study.

It is recommended that a single case study be identified to enable learners to apply their learning in their private study environment. The ideal case study would be of an organisation which the teacher is familiar with and where detailed information is available on the Internet. It is further recommended that the teacher select the organisation so that (s)he only has to be familiar with a single organisation.

It would be beneficial to all learners if they were exposed to the world of work at a strategic level. Guest speakers who can focus on a specific aspect of the unit will add real value to teaching and learning. Learners could engage in some research about the speaker and his/her organisation so that relevant questions can be prepared in advance.

In summary, teaching and learning for this unit must be logical and systematic, support classroom interaction and encourage learners to explore the concepts, theories and models introduced in formal settings through the learners' own independent research and reading.

Assessment model

Table 1 below provides an overview of how each learning aim will be assessed. Note that there are two approaches to the assessment, with most of the assessment focusing on learning aims A to E.

The first task (the strategic plan) captures all learning for the unit up to the point where a strategic plan needs to be implemented. The second task requires learners to 'think forward' by assuming that the recommended strategic option has been accepted by the organisation and is now to be carried out. It is necessary for learners to have an appreciation of how a strategic plan is implemented and how its success, or lack of success, will be measured and evaluated.

It is very important for learners to understand that all assessment criteria, and therefore all learning aims, must be met to achieve a pass. Learners must view each independent task as linked: to meet the learning aims effectively and gain a deep understanding of the strategy process they must make the connections, as indicated in Figure 1.

Learning aim	Key content areas	Recommended assessment approach
A Understand an organisation's external environment	<p>A1 Tools to analyse the external environment and sector</p> <p>A2 Impact on an organisation of environmental change</p> <p>A3 External stakeholders</p>	The creation of an informed and well-developed strategic plan that would provide high-level direction to an organisation
B Understand an organisation's internal environment	<p>B1 Tools to analyse the internal environment</p> <p>B2 Organisational culture and values</p> <p>B3 Internal stakeholders</p>	

Learning aim	Key content areas	Recommended assessment approach
C Be able to review an organisation's strategic plans	C1 Tools to analyse an organisation's strategy C2 Market positioning	
D Be able to develop strategic options	D1 Tools and techniques used to support the development of strategic options D2 Strategic options	
E Be able to produce a strategic plan	E1 Success criteria E2 Approaches to developing a strategy	
F Understand how to implement a strategic plan	F1 Capacity to implement a strategic F2 Stakeholder communication F3 Monitoring and evaluating the implementations of a strategic plan	A briefing paper that suggests how a strategic plan should be communicated, implemented, monitored and evaluated

Table 1: Assessment overview by learning aim.

Assessment guidance

The following provides guidance on what learners must include in the assessment tasks if they are to achieve the assessment criteria and learning aims.

Learning aims A to E: Task 1

The strategic plan must be produced for a high-level, strategic audience. The plan must provide sufficient information and evidence that is supported by appropriate justification and recommendations so that a strategic option would be acceptable to the stakeholders.

While this plan does not require a specific format, it does suggest the following outline structure to a strategic plan:

- setting the scene and background information
- a scan or survey of the organisation's environment using relevant tools and techniques
- a review of an organisation's current strategic plan using relevant tools and techniques
- consideration of alternative strategic options using appropriate tools and techniques
- key success criteria that will be used to inform the second task.

Notes:

- Where stated, the use of specific tools and techniques must be fully justified and there must be a clear indication of why other tools and techniques were not used.
- Assessment criterion E.P2 will be measured based on the overall content of the strategic plan. This plan will show that different approaches to developing a strategy, and its supporting plan, have been analysed before the plan has been produced.
- Where assessment criteria require learners to be critical, this will need to be sufficiently demonstrated. Learners must reach their own conclusions based on an informed understanding, and the application of knowledge, in the context of a specific organisation.

Learning aim F: Task 2

This briefing document on how the plan would be carried out must be logically linked to the strategic plan required for Task 1.

Learners are not required to implement a strategic plan; however they must indicate how they would communicate, implement, monitor and evaluate the strategic plan once the plan had been agreed by the organisation.

Consideration of all four aspects (communication, implementation, monitoring and evaluation) must be present in the briefing paper.

As with the first task, this plan does not require a specific format for the briefing document. Learners who are employed, and will be basing their learning in their workplace, may wish to use a format that is 'house styled' to their organisation. Whichever format a learner uses, it must be appropriate for the audience, i.e. a strategic level briefing document.

Getting started

The following notes provide a recommended outline for the delivery of this unit.

Guidance advice on the delivery of the end-of-unit assessment

As you teach this qualification you will notice that some of the units take a different approach to others for how to deliver the end-of-unit assessment. Some units suggest introducing the unit assessment during the course of the programme of study, while others suggest you introduce the assessment at the end of the programme of study.

If you would like to have the opportunity to feed back to your learners during the teaching of the unit, it is suggested that you make some time during lessons later in the unit programme to introduce the assessment (for example, about lesson seven of a ten-lesson unit). This way you can give guidance, make clear the assessment requirements, and also mark the unit and give feedback to your learners, to help with their progress.

Alternatively, you can give out the assessment in the final lesson and mark the unit, and give feedback once the programme for that unit is complete.

Unit 10: Corporate Strategy: Concepts, Planning and Implementation

Introduction

Ideally, learners will be contextualising learning by referencing their own organisation. Alternatively, the teacher will need to provide learners with a named organisation they can use: this is necessary so that all learners are able to conduct some background research, irrespective of which organisation is used to provide context.

Learners are to be encouraged to engage in wider reading through those sources stated in the Unit specification and this guide, as well as through other sources identified by the learners. This is necessary for learners to be able to fully justify their suggestions, decisions and recommendations in any class discussions, presentations, or assessment activity.

Learners will need to understand key concepts and models as stated in the SOW and LPs. They will need to critically analyse these models before using them so that they can demonstrate a deep understanding of a model's or concept's benefits, appropriateness to the context or situation, and any weaknesses the model may have.

Unit 10: Corporate Strategy: Concepts, Planning and Implementation

Lessons are organised into a range of different activities. Note that during class discussions you should:

- encourage interaction from all learners using questions and answers if necessary
- record key learner comments on the whiteboard.

During teacher presentations and class discussions learners should make notes.

Lesson 1 of the programme for this unit is to be used to introduce the unit as well as introducing key strategic concepts, tools and techniques.

Learning aim A: Understand an organisation's external environment

The theme for this learning aim is an organisation's external environment.

For the topic A1, delivered in lesson 2, learners will focus on organisations' external, macro environments and the concepts and techniques that will enable them to conduct an external environmental analysis.

Through a combination of teacher-led presentations, paired activity and class discussion, learners will use a case study to explore an organisation's external context and, through the application of models such as PESTLE and Porter's Five Forces, they will work out the organisation's strategic position within its macro environment and industry sector.

To reinforce this learning, learners will be directed to read from two different texts about macro environments and environmental scanning.

For topic A2, delivered in lesson 3, the combination of teacher presentations, paired activity and a class discussion continue in exploring the impact of organisational change on an organisation. The theme for lesson 3 is the impact of changes in an organisation's macro environment.

Learners will be given a range of impact factors that could affect the environment of the same organisation used in the case study in the first topic (A1) above. Learners will research their given factor and its possible impact, produce and then deliver a presentation to the class.

As each presentation will focus on a different factor, it is important that all key points from each impact factor are looked at by each of the presenting teams.

The teacher uses the class discussion to make sure all learners can appreciate the impact of all the factors, including those that they did not research and importantly that they are aware of how most of those factors are connected.

To reinforce this learning, learners will be directed to read from two different texts about the impact of changes in macro environments.

Unit 10: Corporate Strategy: Concepts, Planning and Implementation

Lesson 4 (topic A3) concludes the teaching and learning for this learning aim and is focused on external stakeholders and conducting an external stakeholder analysis.

Following the same approach as the previous lesson, this lesson's activities require learners to build on theory input from the teacher and to conduct an external stakeholder analysis on a different case study (or the same case study, if the teacher thinks this is appropriate).

Learners will present their findings from the analysis before the class discussion further explores stakeholder analysis and its value.

To reinforce this learning, learners will be directed to read from two different texts about the influence and power of external stakeholders.

Learning aim B: Understand an organisation's internal environment

The learning aim of this theme is concerned with an organisation's internal environment (its culture and its values).

The focus of lesson 5 is an introduction to the theories, concepts and models that will enable them to conduct an internal environmental analysis.

Through a combination of teacher presentations, paired activity and class discussion, learners will consider the value of using models such as SWOT, McKinsey's 7S, the Strategic Triangle and financial modelling as ways in which to establish the internal capacities and capabilities of an organisation.

To reinforce this learning, learners will be directed to read from two different texts on the influence and power of internal stakeholders.

The theme of lesson 6 looks at the culture and values of organisations. The style of delivery continues to be through the combination of teacher presentations, paired activity and class discussion. Learners will consider the value to an organisation of following concepts such as strategic positioning from a cultural perspective, cultural influences, the cultural web and organisational ethics as ways in which the internal context of an organisation can be shaped.

To reinforce this learning, learners will be directed to read from two different texts on the topics of the wider Uzbek culture and values, and how Uzbek culture and values may influence the internal aspects of an Uzbek organisation.

Lesson 7 concludes the teaching and learning for the learning aim, by carrying out an internal stakeholder analysis in an organisation.

This lesson's activities require learners to build on theoretical input from the teacher, and conduct an internal stakeholder analysis on the same organisation that was the focus of lesson 6.

Unit 10: Corporate Strategy: Concepts, Planning and Implementation

Learners will present their findings from the analysis before the class discussion further explores stakeholder analysis and its value.

To prepare for learning aims C, D and E, learners will be directed to read from two different texts, where the focus of the reading is on organisational strategy and planning.

Learning aim C: Be able to review an organisation's strategic plans

The theme of this learning aim is an organisation's current strategic plans and how to review those plans.

Lesson 8 introduces learners to the tools and techniques that will enable them to review an organisation's current strategic plans (topic C1).

Through a combination of teacher presentations and class discussion learners will consider the relationship between the strategy evaluation framework and the strategy evaluation process. This is followed by teacher presentations and class discussion: learners explore the value to organisations of the Strategy Pyramid and Strategy Statement as models to evaluate an organisation's strategic planning.

To reinforce this learning, learners will be directed to work in pairs to investigate an organisation's aims, goals and objectives using the concepts and tools covered in lesson 8. Each pair will deliver a short presentation at the beginning of the next lesson.

Lesson 9 begins with short learner presentations which lead on to market positioning (topic C2). Teacher presentations, paired activity and a class discussion explore the relationships between concepts such as markets, competitors, industry, and sectors.

Through a combination of teacher-led presentations, paired activity and class discussion, learners will consider the value of following concepts such as strategic positioning to an organisation. They will look at the organisation from a cultural perspective, its cultural influences, the cultural web and its organisational ethics as ways in which to determine the internal context of an organisation.

This is followed by teacher presentations and a class discussion where learners apply the BCG matrix and Porter's Five Forces analysis to an organisation to establish what its market position is within its industry/sector.

To reinforce this learning, learners will be directed to read from two different texts where the topic is on market positioning.

Unit 10: Corporate Strategy: Concepts, Planning and Implementation

Learning aim D: Be able to develop strategic options

The theme of this learning aim is the development of an organisation's strategic options.

Lesson 10 introduces learners to the tools and techniques that will enable them to review an organisation's strategic options (topics D1 and D2).

Through a combination of teacher-led presentations and class discussion, learners will consider the value of the Strategy Clock and Ansoff Matrix to an organisation when determining its strategic options.

This is followed by teacher presentations and a class discussion, where learners will consider the value to an organisation of the VMOST and VIRO concepts when determining an organisation's strategic options.

To reinforce this learning, learners will be directed to work in pairs to investigate a given strategic option as private study. Each pair will deliver a short presentation at the beginning of the next lesson.

Lesson 11 begins with learner presentations which discuss the given strategic options. A teacher presentation, paired activity, case study analysis and a class discussion explore ways of analysing strategic options before recommending an option for the case study organisation.

To reinforce this learning, learners will be directed to read from two different texts on the topic of strategic options.

Learning aim E: Be able to produce a strategic plan

The theme of this learning aim is the development of an organisation's strategic options into a plan.

Lesson 12 introduces learners to the theories, concepts and models that will enable them to produce a strategic plan based on the selected strategic option.

Through a combination of teacher presentations and class discussion learners will consider the value of using critical success factors and key performance indicators when producing an organisation's strategic plan.

This is followed by further teacher presentations and class discussion in which learners consider deliberate and emergent strategies in the context of Uzbekistan.

To reinforce this learning, learners will be directed to work in pairs to research organisations in Uzbekistan to identify one which adopts the emergent strategy and one which adopts the deliberate strategy. Each pair will deliver a short presentation at the beginning of lesson 13.

Unit 10: Corporate Strategy: Concepts, Planning and Implementation

Lesson 13 begins with learner presentations; these lead into a teacher presentation and class discussion which explore the value of resources in an organisation as well as its capabilities to be able to deliver a strategic plan (topic E2).

To reinforce this learning, learners will be directed to read from two different texts about the topic of resource options and utilisation.

Learning aim F: Understand how to implement a strategic plan

The theme of this learning aim is how to implement a strategic plan for an organisation.

The theme of stakeholder communication (topic F2) is delivered in lesson 14. Teacher-led presentations, paired activities and class discussion will enable learners to explore the concepts of strategic engagement and stakeholder mapping.

Learners will work in pairs on a case study to apply a stakeholder SWOT analysis, alongside stakeholder mapping to support the development of an outline stakeholder engagement plan. They will present their stakeholder plans to the class, who will review them.

To reinforce this learning, learners will be directed to read from two different texts on the topic of stakeholder communication.

Part of lesson 15 is targeted at monitoring and evaluating the implementation of a strategic plan and includes teacher-led presentations and a class discussion which looks at the value of scenario planning and simulation when monitoring and evaluating a strategic plan.

As this is the final lesson for this unit, learners will be able to discuss the assessment and the teacher can deal with any final questions, queries and comments.

Details of links to other BTEC units and qualifications

This unit links to:

- Unit 3: Strategic Change Management.

Resources

Textbooks

Johnson G and Whittington R – *Exploring Strategy*, (11th Edition), Pearson Education Ltd (2017), ISBN-13: 9781292145129 (print) ISBN-13: 9781292191508 (electronic)

McClellan D – *Strategic Planning; As Easy as A, B, C*, Lulu Publishing (2015), ISBN-13: 9781483422442 (print) ISBN-13: 9781483422435 (electronic)

Puranam P and Vanneste B – *Corporate Strategy; Tools for Analysis and Decision Making*, Cambridge University Press (2016), ISBN-13: 9781107120914

Journals

European Management Journal (Elsevier)

Harvard Organisations Review (Harvard Organisations Publishing)

Journal of Organisations Strategy (Emerald)

Journal of Management Studies (John Wiley and Sons)

Strategic Change (John Wiley and Sons)

Strategy and Leadership (Emerald)

Websites

www.ft.com – Financial Times

www.iod.com – Institute of Directors

www.managers.org.uk – Chartered Management Institute

www.sps.org.uk – Strategic Planning Society

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Guided Learning Hours	45
Number of lessons	15
Duration of lessons	3 hours
Links to other units	Unit 3: Strategic Change Management

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Classroom resources
1	<p>Introduction to the unit and its assessment</p> <p>Introduction to the concept of strategy and strategic planning</p> <p>Introduction to strategic tools and techniques</p>		<ul style="list-style-type: none"> • Lead in: Introduction to the unit content, assessment criteria and additional resources. • Teacher presentation (PS1): Definitions of strategy; key strategy and planning concepts; key strategic models. • Teacher-led discussion: The role and importance of strategic planning in 21st century Uzbekistan. • Paired activity: Learners explore the question: How does an organisation's strategy fit with the definitions of strategy, key strategy, and planning concepts? 	<p>Unit specification</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>Mini case study for paired activity (AS1)</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Teacher presentation (PS2): An overview of strategic tools and techniques used in this unit. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to investigate the wider external organisational environment in Uzbekistan and how it can impact on all organisations. 	
2	<p>Topic A1</p> <p>Tools to analyse the external environment and sector</p>		<ul style="list-style-type: none"> • Lead in: Review of lesson 1. • Teacher-led discussion: Based on the private study task to investigate the wider external organisational environment in Uzbekistan, which affects all organisations. • Teacher presentation (PS3): Strategic positioning: macro environments and industry; environmental scanning (PESTLE); Porter’s Five Forces analysis. • Paired activity: Using the internet, learners to assess an organisation’s external environment using PESTLE and Porter’s Five Forces analysis. • Paired activity: Each pair of learners to present findings from their assessment to the class. • Teacher-led discussion: Review the findings of the presentations. 	<p>Lesson 1 private study task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>Flipchart and pens</p> <p>Internet-connected computers</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts about macro environments and environmental scanning, to reinforce learning. 	
3	<p>Topic A2</p> <p>Impact on an organisation of environmental change</p>		<ul style="list-style-type: none"> • Lead in: Review of lesson 2. • Teacher-led discussion: Based on the private study task about macro environments and environmental scanning. • Paired activity: Each pair of learners to be given a different impact factor to research. • Paired activity: Each pair of learners to present findings from the research to the class. • Teacher-led discussion: Based on the presentations. • Teacher presentation (PS4): Teacher to summarise and consolidate the theme of the lesson. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts about the impact of changes in macro environments, to reinforce learning. 	<p>Lesson 2 private study task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>Flipchart and pens</p> <p>Internet-connected computers</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
4	Topic A3 External stakeholders		<ul style="list-style-type: none"> • Lead in: Review of lesson 3. • Teacher-led discussion: Based on the private study task about the impact of changes in macro environments. • Teacher presentation (PS5): Strategic positioning – stakeholders; stakeholder groups; stakeholder analysis and mapping. • Paired activity: Using a case study, learners to conduct an external stakeholder analysis of an organisation. • Paired activity: Each pair of learners to present findings from the analysis to the class. • Teacher-led discussion: Review the findings shared through each of the presentations. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts on the influence and power of external stakeholders, to reinforce learning. 	Lesson 3 private study task suggested answer Presentation slides and notes Whiteboard and pens Flipchart and pens Mini case study for paired activity (AS2)
5	Topic B1 Tools to analyse the internal environment		<ul style="list-style-type: none"> • Lead in: Review of lesson 4. • Teacher-led discussion: Based on the private study task about the influence and power of external stakeholders. 	Lesson 4 private study task suggested answer Presentation slides and notes

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Teacher presentation (PS6): Internal analysis (SWOT/TOWS); McKinsey's 7S model. • Teacher-led discussion: Based on the value of these tools when determining the internal context of an organisation. • Teacher presentation (PS7): Strategic triangle; financial modelling. • Teacher-led discussion: Based on the value of the above tools when determining the internal context of an organisation. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts about the influence and power of internal stakeholders, to reinforce learning. 	Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
6	Topic B2 Organisational culture and values		<ul style="list-style-type: none"> • Lead in: Review of lesson 5. • Teacher-led discussion: Based on the private study task about the influence and power of external stakeholders. • Teacher presentation (PS8): Strategic positioning – culture, cultural influences. • Teacher-led discussion: Based on the value of these concepts when determining the internal context of an organisation. • Teacher presentation (PS9): Cultural web, organisation ethics. • Teacher-led discussion: Based on the value of these concepts when determining the internal context of an organisation. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners investigate the wider Uzbek culture and values, and how these could influence the internal aspects of an Uzbek organisation. 	Lesson 5 private study task suggested answer Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
7	Topic B3 Internal stakeholders		<ul style="list-style-type: none"> • Lead in: Review of lesson 6. • Teacher-led discussion: Based on the private study task about the wider Uzbek culture and values and how these could influence the internal aspects of an Uzbek organisation. • Teacher presentation (PS10): Internal stakeholder context, internal stakeholder analysis. • Paired activity: Using the case study or organisation considered in the previous lesson, learners to conduct a stakeholder analysis of an organisation. • Paired activity: Each pair of learners to present findings from the analysis to the class. • Teacher-led discussion: Review the findings shared in each of the presentations. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts about organisational strategy and planning, to prepare them for the next set of lessons about reviewing an organisation's strategic plans. 	<p>Lesson 6 private study task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>Mini case study for paired activity (AS3)</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
8	Topic C1 Tools and techniques to evaluate an organisation's strategy		<ul style="list-style-type: none"> • Lead in: Review of lesson 7. • Teacher-led discussion: Based on the private study task about organisational strategy and planning. • Teacher presentation (PS11): Strategy Evaluation Framework; Strategy Evaluation Process. • Teacher-led discussion: Based on the relationship between these concepts when determining an organisation's current strategy. • Teacher presentation (PS12): Strategy Pyramid; Strategy Statement. • Teacher-led discussion: Based on the way organisations can use the above tools to help evaluate their strategic planning. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: In pairs, learners to investigate an organisation's aims, goals and objectives, using the concepts and tools covered in this lesson. Each pair of learners to deliver a short presentation at the beginning of lesson 9. 	Lesson 7 private study task suggested answer Presentation slides and notes Whiteboard and pens Mini case study for private study task (AS4)
9	Topic C2 Market positioning		<ul style="list-style-type: none"> • Lead in: Review of lesson 8. 	Lesson 8 private study task suggested answer

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Paired activity: Learners to present findings from private study task. • Teacher-led discussion: Based on the private study task about an organisation's aims, goals and objectives, and the learner presentations. • Teacher presentation (PS13): Markets and competitors; industry and sectors. • Teacher-led discussion: Based on the relationship between the two concepts when determining an organisation's market position. • Teacher presentation (PS14): BCG matrix; Porter's Five Forces analysis. • Teacher-led paired activity: Using a case study, learners apply the above tools to an organisation to determine its market position in its industry/sector. • Teacher-led discussion: Review the findings from the application of these tools. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts about market positioning, to reinforce learning. 	<p>Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>Mini case study for paired activity (AS5)</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
10	<p>Topic D1</p> <p>Tools and techniques used to support the development of strategic options</p>		<ul style="list-style-type: none"> • Lead in: Review of lesson 9. • Teacher-led discussion: Based on the private study task about market positioning. • Teacher presentation (PS15): The Strategy Clock; Ansoff Matrix. • Teacher-led discussion: Based on the value and relationship of the two concepts when determining an organisation's strategic options. • Teacher presentation (PS16): VMOST; VIRO. • Teacher-led discussion: Based on the value of the two concepts when determining an organisation's strategic options. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: In pairs, learners research a given strategic option. Each pair of learners to deliver a short presentation at the beginning of lesson 11. 	<p>Lesson 9 private study task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
11	Topic D2 Strategic options		<ul style="list-style-type: none"> • Lead in: Review of lesson 10. • Paired activity: Learners to present findings from private study task. • Teacher-led discussion: Based on the private study task about strategic options available to an organisation. • Teacher presentation (PS17): To ensure all key points for each strategic option have been addressed. • Paired activity: Using the same case study from lesson 9 and the learners' findings from their analysis of the case study, learners to recommend a strategic option for the organisation. • Paired activity: Learners to present their recommended strategic option, which must be fully justified. • Teacher-led discussion: Review the recommendations shared in each of the presentations. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts about strategic options, to reinforce learning. 	<p>Lesson 10 private study task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>Mini case study for paired activity (AS5) – same as for lesson 9</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
12	<p>Topics E1 and E2</p> <p>Success criteria (to produce a strategic plan)</p> <p>Approaches to developing a strategy</p>		<ul style="list-style-type: none"> • Lead in: Review of lesson 11. • Teacher-led discussion: Based on the private study task about strategic options. • Teacher presentation (PS18): Critical Success factors; Key Performance Indicators; Milestones; Benchmarking. • Teacher-led discussion: Based on the value of the above tools and concepts when producing an organisation's strategic plan. • Teacher presentation (PS19): Deliberate strategy, emergent strategy. • Teacher-led discussion: To discuss deliberate and emergent strategies in the Uzbek context. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: In pairs, learners research organisations in Uzbekistan to identify one that adopts the emergent strategy and one that adopts the deliberate strategy. Each pair of learners will deliver a short presentation at the beginning of lesson 13. 	<p>Lesson 11 private study task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
13	Topic F1 Capacity to implement a strategic plan		<ul style="list-style-type: none"> • Lead in: Review of lesson 12. • Paired activity: Learners to present findings from private study task in previous lesson. • Teacher-led discussion: Based on the learner presentations and the private study task about the use of emergent and deliberate strategies in Uzbekistan. • Teacher presentation (PS20): Strategic positioning – resources and capabilities to include threshold resource and distinctive resources, assessing resources for competitive advantage. • Teacher-led discussion: The value of the concepts when determining an organisation's strategic capacity to deliver competitive advantage. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts about resource options and utilisation to deliver strategic plans, to reinforce learning. 	<p>Lesson 12 private study task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
14	Topic F2 Stakeholder communication		<ul style="list-style-type: none"> • Lead in: Review of lesson 13. • Teacher-led discussion: Based on the private study task about resource options and utilisation to deliver strategic plans. • Teacher presentation (PS21): Stakeholder engagement plan and process; stakeholder mapping. • Paired activity: Learners to use a case study to conduct a stakeholder SWOT analysis and stakeholder mapping, as the basis for supporting an outline stakeholder engagement plan. • Paired activity: Learners to present their outline stakeholder engagement plan. • Teacher-led discussion: Review the outline plans shared in each of the presentations. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts about stakeholder communication, to reinforce learning. 	<p>Lesson 13 private study task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>Mini case study for paired activity (AS6)</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
15	<p>Topic F3</p> <p>Monitoring and evaluating the implementation of a strategic plan</p> <p>Unit Review</p> <p>Assessment workshop</p>	AW	<ul style="list-style-type: none"> • Lead in: Review of lesson 14. • Teacher-led discussion: Based on the private study task about stakeholder communications. • Teacher presentation (PS22): Strategy in action; scenario planning and simulation. • Teacher-led discussion: Based on the value of scenario planning and simulation when planning to monitor and evaluate a strategic plan. • Teacher-led discussion: To discuss the unit as a whole and to deal with any queries and concerns. • Teacher-led discussion: To consider the assessment. • Plenary: Teacher to confirm understanding and set the scene for the self-directed assessment research. 	<p>Lesson 14 private study task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>Assessment</p>

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Lesson no	1 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the unit, its assessment and the resources that will support their learning • become familiar with the concept of strategic concepts, planning and implementation • be aware of the tools and techniques used by managers when developing strategic plans.
--------------------------	---

Resources checklist	<ul style="list-style-type: none"> • Unit specification • PS1 and PS2: Presentation slides and notes • Whiteboard and pens • AS1: Mini case study for paired activity
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Introduction to the Unit specification's content, assessment criteria and additional resources. Ensure all learners' questions and concerns are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation (PS1): Definitions of strategy; key strategy and planning concepts, and key strategic models. <ul style="list-style-type: none"> ○ Teacher to present a range of definitions by different authors using textbooks, journals and websites. ○ Definitions to demonstrate how different authors have different views based on their perceptions and research. ○ Teacher to demonstrate how the definitions can be contradictory. ○ Teacher to demonstrate how some definitions support each other. ● Teacher-led discussion: The role and importance of strategic planning in 21st-century Uzbekistan. Key topics to discuss in the Uzbek context include: <ul style="list-style-type: none"> ○ determining strategic direction ○ supporting growth and expansion ○ operating in stable and volatile environments ○ operating in an international context ○ resourcing strategic plans. ● Paired activity: Learners to discuss the question: How does an organisation's strategy fit with the definitions of strategy, key strategy and planning concepts? ● Paired activity: Each pair of learners to present their answer to the question to the class.

Activities	Teaching notes
	<ul style="list-style-type: none"> ● Teacher presentation (PS2): An overview of strategic tools and techniques used in this unit. Teacher to explain that the following are a selection of key tools and techniques which will be explored further throughout the unit: <ul style="list-style-type: none"> ○ strategy framework ○ strategic positioning ○ environmental scanning (PESTLE/SWOT) ○ Porter’s Five Forces framework ○ strategy statement ○ stakeholder analysis.
<p>Concluding activity (20 minutes)</p>	<p>Teacher to confirm understanding and set the scene for the next lesson.</p>
<p>Private study</p>	<p>Learners to investigate the wider external organisation environment in Uzbekistan and how it can impact on all organisations.</p>

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Lesson no	2 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the wider external organisational environment which exists in Uzbekistan • understand the macro environment and industry aspects of strategic positioning • use tools and techniques to analyse an organisation's external environment.
--------------------------	--

Resources checklist	<ul style="list-style-type: none"> • Lesson 1 private study task suggested answer • PS3: presentation slides and notes • Whiteboard and pens • Flipchart and pens • Internet-connected computers
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Review of lesson 1. Ensure all learners' questions and concerns about lesson 1 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Based on the private study task –investigate the wider external organisational environment existing in Uzbekistan, which can impact on all organisations. <i>Note:</i> Teacher to have prepared a suggested answer to ensure all key points are discussed. • Teacher presentation (PS3): To include the following topics: <ul style="list-style-type: none"> ○ strategic positioning - macro environments; industry ○ environmental scanning (PESTLE) – political, economic, social, technological, legal, environmental ○ Porter's Five Forces analysis; - threat of substitutes, supplier power, buyer power, threat of new entrants, competitive rivalry. • Paired activity: Using the internet, learners to assess an organisation's external environment using PESTLE and Porter's Five Forces analysis. <i>Note:</i> Teacher to supervise this activity to ensure all learners engage with the task. • Paired activity: Each pair of learners to present findings from the assessment to the class. • Teacher-led discussion: Review the findings shared in each of the presentations.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts about macro environments and environmental scanning, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Lesson no	3 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the external factors which have an impact on an organisation's strategy • understand how these factors impact on an organisation's strategy • be able to conduct research.
--------------------------	---

Resources checklist	<ul style="list-style-type: none"> • Lesson 2 private study task notes of key points • PS4: Presentation slides and notes • Whiteboard and pens • Flipchart and pens • Internet-connected computers
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Review of lesson 2. Ensure all learners' questions and concerns about lesson 2 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: Based on the private study task about macro environments and environmental scanning. <i>Note:</i> Teacher to have prepared notes to ensure all key points of private study are discussed. ● Paired activity: Using the internet, each pair of learners is to research a specific impact factor. Suggested factors are changes influenced by: <ul style="list-style-type: none"> ○ artificial intelligence ○ robotics ○ climate change ○ the 'global village' ○ global supply chains. <i>Note:</i> Teacher to supervise this activity to ensure all learners engage with the task. <ul style="list-style-type: none"> ● Paired activity: Each pair of learners to present findings from the research to the class. ● Teacher-led discussion: Review the findings shared through each of the presentations. ● Teacher-led presentation (PS4): The presentation is to summarise and consolidate the theme of the lesson.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts about the impact of changes in macro environments, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Lesson no	4 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the concept of external stakeholders • understand different stakeholder groups • conduct a stakeholder analysis.
--------------------------	---

Resources checklist	<ul style="list-style-type: none"> • Lesson 3 private study task notes of key points. • PS5: Presentation slides and notes. • Whiteboard and pens. • Flipchart and pens. • AS2: Case study for paired activity
----------------------------	---

Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Review of lesson 3. Ensure all learners' questions and concerns about lesson 3 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: Based on the private study task about the impact of changes in macro environments. <i>Note:</i> Teacher to have prepared notes to ensure all key points of private study are discussed. ● Teacher presentation (PS5): To include the following topics: <ul style="list-style-type: none"> ○ strategy framework - strategic position (stakeholders) ○ stakeholder groups; economic, social, political, technological, community ○ stakeholder analysis and mapping; influence and impact, interest/power matrix. ● Paired activity: Using the case study each pair of learners is to conduct an external stakeholder analysis of an organisation. <ul style="list-style-type: none"> ○ Issue the mini case study (AS2). ○ Allow learners sufficient time to analyse the case study and respond to the question. ● Paired activity: Each pair of learners to present findings from their analysis to the class. ● Teacher-led discussion: Review the findings shared through each of the presentations.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts about the influence and power of external stakeholders, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Lesson no	5 (180 minutes)
Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • the concept of internal stakeholders • the internal context of an organisation • the value of analytical tools when determining the internal context of an organisation.
Resources checklist	<ul style="list-style-type: none"> • Lesson 4 private study task notes of key points • PS6 and PS7: Presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Review of lesson 4. Ensure all learners' questions and concerns about lesson 4 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: Based on the private study task about the influence and power of external stakeholders. <i>Note:</i> Teacher to have prepared notes to ensure all key points of private study are discussed. ● Teacher presentation (PS6): To include the following topics: <ul style="list-style-type: none"> ○ internal analysis - SWOT (TOWS) ○ McKinsey 7S model. ● Teacher-led discussion: Based on the value of the above tools when determining the internal context of an organisation. ● Teacher-led presentation (PS7): To include the following topics: <ul style="list-style-type: none"> ○ strategic triangle model ○ financial modelling and analysis ○ return on capital employed (ROCE) ○ return on investment (ROI) ○ gearing. ● Teacher-led discussion: Based on the value of the above tools when determining the internal context of an organisation.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts about the influence and power of internal stakeholders, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Lesson no	6 (180 minutes)
Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • the concept of culture in an organisational context • the factors that affect culture in an organisation • the value of theoretical concepts when determining the internal context of an organisation.
Resources checklist	<ul style="list-style-type: none"> • Lesson 5 private study task notes of key points • PS8 and PS9: Presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Review of lesson 5. Ensure all learners' questions and concerns about lesson 5 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: Based on the private study task about the influence and power of internal stakeholders. <i>Note:</i> Teacher to have prepared notes to ensure all key points of private study are discussed. ● Teacher presentation (PS8): To include the following topics: <ul style="list-style-type: none"> ○ strategy framework ○ strategic position (culture) ○ cultural influences; geographical (Hofstede's four dimensions), organisational field (categorisation and legitimacy), sub-cultures (based on activities, functional groups and location). ● Teacher-led discussion: Based on the value of these concepts when determining the internal context of an organisation. ● Teacher presentation (PS9): To include the following topics: <ul style="list-style-type: none"> ○ the cultural web ○ business ethics ● Teacher-led discussion: Based on the value of the above concepts when determining the internal context of an organisation.
Concluding activity (20 minutes)	<p>Plenary: Teacher to confirm understanding and set the scene for the next lesson.</p>
Private study	<p>Individual learner activity: Learners to investigate the wider Uzbek culture and values and how these could influence the internal aspects of an Uzbek organisation.</p>

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Lesson no	7 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand Uzbek culture and values and how these could influence the internal aspects of an organisation • understand the internal stakeholder context • conduct an internal stakeholder analysis.
--------------------------	---

Resources checklist	<ul style="list-style-type: none"> • Lesson 6 private study task suggested answer • PS10: Presentation slides and notes • Whiteboard and pens • AS3: Case study for paired activity
----------------------------	---

Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Review of lesson 6. Ensure all learners' questions and concerns about lesson 6 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: Based on the private study task about Uzbek culture and values and how these could influence the internal aspects of an organisation. <i>Note:</i> Teacher to have prepared a suggested answer to ensure all key points are discussed. ● Teacher-led presentation (PS10): To include the following topics: <ul style="list-style-type: none"> ○ internal stakeholder context; stakeholder groups, informal power, change champions, social networks ○ stakeholder analysis; influence and impact, interest/power matrix. ● Paired activity: Using the case study or organisation considered in the previous lesson (AS3), each pair of learners is to conduct an internal stakeholder analysis of an organisation. ● Paired activity: Each pair of learners to present findings from the analysis to the class. ● Teacher-led discussion: Review the findings shared in each of the presentations.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts about organisational strategy and planning to prepare them for the next set of lessons about reviewing an organisation's strategic plans.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Lesson no	8 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand key concepts used to determine an organisation's current strategic plans • understand why organisations use Corporate Strategy: Concepts, Planning and Implementation • conduct an internal stakeholder analysis.
--------------------------	--

Resources checklist	<ul style="list-style-type: none"> • Lesson 7 private study task notes of key points • PS11 and PS12: Presentation slides and notes • Whiteboard and pens • AS4: Mini case study for private study task
----------------------------	---

Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Review of lesson 7. Ensure all learners' questions and concerns about lesson 7 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: Based on the private study task about organisational strategy and planning. <i>Note:</i> Teacher to have prepared notes to ensure all key points of private study are discussed. ● Teacher presentation (PS11): To include the following topics: <ul style="list-style-type: none"> ○ strategy evaluation framework ○ strategy evaluation process. ● Teacher-led discussion: Based on the relationship between the above concepts when determining an organisation's current strategy. ● Teacher presentation (PS12): To include the following topics: <ul style="list-style-type: none"> ○ strategy pyramid ○ strategy statement. ● Teacher-led discussion: Based on the relationship between the above concepts when determining an organisation's current strategy.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	<p>Paired activity (AS4): Learners to investigate an organisation's aims, goals and objectives using the concepts and tools covered in this lesson. Each pair of learners to deliver a short presentation at the beginning of lesson 9.</p>

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Lesson no	9 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand key concepts used to determine an organisation's current strategic plans. • understand how organisations use Corporate Strategy: Concepts, Planning and Implementation • apply tools to an organisation to determine its market position in its industry/sector.
--------------------------	---

Resources checklist	<ul style="list-style-type: none"> • Lesson 8 private study task suggested answer • PS13 and PS14: presentation slides and notes • Whiteboard and pens • AS5: mini case study for paired activity
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Review of lesson 8. Ensure all learners' questions and concerns about lesson 8 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Paired activity: Learners to make presentations based on the private study task – investigate an organisation's aims, goals and objectives using the concepts and tools covered in lesson 8. ● Teacher-led discussion: Based on the private study task and the presentations. <i>Note:</i> Teacher to have prepared a suggested answer to ensure all key points are discussed. ● Teacher presentation (PS13): To include the following topics: <ul style="list-style-type: none"> ○ markets and competitors ○ industry and sectors. ● Teacher-led discussion: Based on the relationship between the two concepts when determining an organisation's market position. ● Teacher-led presentation (PS14): To include the following topics: <ul style="list-style-type: none"> ○ BCG matrix ○ Porter's Five Forces framework. ● Paired activity: Using the case study (AS5), each pair of learners is to apply the above tools to an organisation to determine its market position in its industry/sector. ● Teacher-led discussion: Review the findings about the application of the tools, shared through each of the presentations.
Concluding activity (20 minutes)	<p>Plenary: Teacher to confirm understanding and set the scene for the next lesson.</p>
Private study	<p>Individual learner activity: Learners to read one chapter from two different texts about market positioning, to reinforce learning.</p>

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Lesson no	10 (180 minutes)

Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • the concept of strategic options • conceptual models used to determine strategic options • the value of conceptual models used to inform the selection of strategic options.
--------------------------	---

Resources checklist	<ul style="list-style-type: none"> • Lesson 9 private study notes of key points • PS15 and PS16: Presentation slides and notes • Whiteboard and pens
----------------------------	--

Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Review of lesson 9. Ensure all learners' questions and concerns about lesson 9 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: Based on the private study task about market positioning. <i>Note:</i> Teacher to have prepared notes to ensure all key points of private study are discussed. ● Teacher presentation (PS15): To include the following topics: <ul style="list-style-type: none"> ○ strategy Clock ○ Ansoff matrix. ● Teacher-led discussion: Based on the value and relationship between the above concepts when determining an organisation's strategic options. ● Teacher presentation (PS16): To include the following topics: <ul style="list-style-type: none"> ○ VMOST ○ VIRO. ● Teacher-led discussion: Based on the value of the two concepts when determining an organisation's strategic options.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Paired activity: In pairs, learners to research a given strategic option. Each pair of learners will deliver a short presentation at the beginning of lesson 11.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Lesson no	11 (180 minutes)
Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • apply concepts and techniques to an organisation to analyse strategic options • recommend a strategic option for an organisation.
Resources checklist	<ul style="list-style-type: none"> • Lesson 10 private study task notes of key points • PS17: Presentation slides and notes • Whiteboard and pens • AS5: Mini case study for paired activity (same as that used for lesson 9)
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Review of lesson 10. Ensure all learners' questions and concerns about lesson 10 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Paired activity: Learners to make presentations based on the private study task – research a given strategic option as stated in the Unit specification. • Teacher-led discussion: Based on the private study task and the presentations. <i>Note:</i> Teacher to have prepared notes to ensure all key points of private study are discussed. • Teacher presentation (PS17): To ensure all key points for each strategic option have been addressed. • Paired activity: Using the same case study from lesson 9 (AS5) and the learners' findings from its analysis of the case study, learners develop a recommendation for a strategic option for the organisation. • Paired activity: Learners to present their recommended strategic option, which must be fully justified. • Teacher-led discussion: Review the recommendations shared in each of the presentations, linked to the private study task.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts about strategic options, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Lesson no	12 (180 minutes)
Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand performance measures used in the development of a strategic plan • understand alternative types of strategy • be able to differentiate between alternative strategic approaches.
Resources checklist	<ul style="list-style-type: none"> • Lesson 11 private study suggested answer • PS18 and PS19: Presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Review of lesson 11. Ensure all learners' questions and concerns about lesson 11 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: Based on the private study task about strategic options. <i>Note:</i> Teacher to have prepared notes to ensure all key points of private study are discussed. ● Teacher presentation (PS18): To include the following topics: <ul style="list-style-type: none"> ○ critical success factors. ○ key performance indicators. ○ milestones ○ benchmarking. ● Teacher-led discussion: Based on the value of the above tools and concepts when producing an organisation's strategic plan. ● Teacher-led presentation (PS19): To include the following topics: <ul style="list-style-type: none"> ○ deliberate strategy ○ emergent strategy. ● Teacher-led discussion: Based on the deliberate and emergent strategies in the Uzbek context.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	<p>Paired activity: In pairs, learners to research organisations in Uzbekistan to identify one that adopts the emergent strategy and one that adopts the deliberate strategy. Each pair will deliver a short presentation at the beginning of lesson 13.</p>

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Lesson no	13 (180 minutes)

Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • the use of emergent and deliberate strategies in Uzbekistan • how to assess and position resources • the value to resource utilisation of resource-focused concepts.
--------------------------	---

Resources checklist	<ul style="list-style-type: none"> • Lesson 12 private study suggested answer • PS20: Presentation slides and notes • Whiteboard and pens
----------------------------	---

Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Review of lesson 12. Ensure all learners' questions and concerns about lesson 12 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Paired activity: Learners to make presentations based on the private study task from the previous lesson – research organisations in Uzbekistan to identify one that adopts the emergent strategy and one that adopts the deliberate strategy. • Teacher-led discussion: Based on the private study task and learner presentations. <i>Note:</i> Teacher to have prepared a suggested answer to ensure all key points are discussed. • Teacher presentation (PS20): To include the following topics: <ul style="list-style-type: none"> ○ strategic positioning – resources ○ resource capabilities – threshold resources, distinctive recourses. • Teacher-led discussion: Based on the value of the concepts when determining an organisation's strategic capacity to deliver competitive advantage.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts about resource options and utilisation to deliver strategic plans, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Lesson no	14 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand a stakeholder engagement plan and process • conduct stakeholder mapping • develop an outline stakeholder engagement plan.
--------------------------	--

Resources checklist	<ul style="list-style-type: none"> • Lesson 13 private study suggested answer • PS21: Presentation slides and notes • Whiteboard and pens • AS6: Mini case study for paired activity
----------------------------	--

Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Review of lesson 13. Ensure all learners' questions and concerns about lesson 13 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: Based on the private study task about resource options and utilisation to deliver strategic plans. <i>Note:</i> Teacher to have prepared notes to ensure all key points of private study are discussed. ● Teacher presentation (PS21): To include the following topics: <ul style="list-style-type: none"> ○ stakeholder engagement plan and process ○ stakeholder mapping. ● Paired activity: Learners to use a case study (AS6) to conduct a stakeholder SWOT and stakeholder mapping analysis as the basis for supporting an outline stakeholder engagement plan. ● Paired activity: Learners to present their outline stakeholder engagement plan. ● Teacher-led discussion: Review the outline plans shared in each of the presentations.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts about stakeholder communication, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Lesson no	15 (180 minutes)

Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • how to monitor and evaluate a strategy • the value of scenario planning and simulation when planning to monitor and evaluate a strategic plan • the unit's assessment requirements.
--------------------------	--

Resources checklist	<ul style="list-style-type: none"> • Lesson 14 private study suggested answer • PS22: Presentation slides and notes • Whiteboard and pens • Unit authorised assignment brief • Unit specification
----------------------------	---

Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Review of lesson 14. Ensure all learners' questions and concerns about lesson 14 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: Based on the private study task about stakeholder communication. <i>Note:</i> Teacher to have prepared notes to ensure all key points of private study are discussed. ● Teacher presentation (PS22): To include the following topics: <ul style="list-style-type: none"> ○ strategy in action ○ scenario planning ○ simulation. ● Teacher-led discussion: Based on the value of scenario planning and simulation when planning to monitor and evaluate a strategic plan. ● Teacher-led discussion: To discuss the whole unit and to deal with any queries and concerns. ● Teacher-led discussion: To consider the assessment.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the self-directed assessment research.
Private study	Learners to prepare for final assessment.

Assignment brief

Qualification	Pearson BTEC Uzbekistan Level 7 Diploma in Strategic Management and Leadership
Unit	Unit 10: Corporate Strategy: Concepts, Planning and Implementation
Learning aims	<p>A Understand an organisation's external environment</p> <p>B Understand an organisation's internal environment</p> <p>C Be able to review an organisation's strategic plans</p> <p>D Be able to develop strategic options</p> <p>E Be able to produce a strategic plan</p> <p>F Understand how to implement a strategic plan.</p>
Assignment title	Supporting Organisational Growth through Strategic Planning
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	<p><i>This assignment must be answered in relation to the organisation you currently work in or an organisation of which you have knowledge.</i></p> <p>You are a management consultant who specialises in supporting businesses in Uzbekistan to develop and implement their strategic plans.</p> <p>The Managing Director of a small business is seeking funding from its bank to support its growth strategy. However, to support an application for funds, the bank has insisted that the application is supported by a strategic plan.</p> <p>You have been approached by the Managing Director to produce the strategic plan and to advise on how the plan should be implemented.</p>
---------------------------------------	---

Task 1	You are required to: <ul style="list-style-type: none"> produce a strategic plan, which will be presented to the board of the small business for consideration before submitting the application to the bank for additional funding.
Checklist of evidence required	<ul style="list-style-type: none"> A strategic plan of between 3200 and 3500 words produced in a recognised and appropriate format. A reference list in an appropriate format. The reference list is not included in the word count.

Criteria covered by this task:	
Unit/criterion reference	To achieve the criterion, you must show that you are able to:
A.P1	Analyse an organisation's external environment and sector using appropriate tools and techniques.
A.P2	Evaluate the impact on an organisation of significant changes in its environment and sector.
A.P3	Analyse the expectations and influences of an organisation's external stakeholders.
B.P1	Analyse an organisation's internal environment using appropriate tools and techniques.
B.P2	Evaluate the impact of an organisation's culture and values on strategic planning and implementation.
B.P3	Evaluate the impact of an organisation's internal stakeholders on strategic planning and implementation.
C.P1	Critically evaluate an organisation's current strategy and plans using appropriate tools and techniques.
C.P2	Analyse an organisation's current market position.
D.P1	Evaluate tools and techniques that are used to support the development of strategic options.
D.P2	Critically evaluate strategic options available to an organisation.
E.P1	Evaluate success criteria for a strategic option.
E.P2	Analyse approaches to developing a strategy and its supporting plan.

Sources of information to support you with this assignment	<ul style="list-style-type: none"> • Refer to the suggested resources in the Unit specification for this unit. • Refer to the suggested resources in the Unit specification for Unit 3: Strategic Change Management.
Other assessment materials attached to this assignment brief	None

Task 2	<p>You are required to:</p> <ul style="list-style-type: none"> • produce a briefing document, which recommends how the strategic plan should be communicated with stakeholders, implemented, monitored and evaluated.
Checklist of evidence required	<ul style="list-style-type: none"> • A briefing document of between 500 and 600 words produced in a recognised and appropriate format. • A reference list in an appropriate format. The reference list is not included in the word count.

Criteria covered by this task:	
Unit/criterion reference	To achieve the criterion, you must show that you are able to:
F.P1	Critically evaluate an organisation’s capacity to implement a strategic plan.
F.P2	Analyse approaches to stakeholder communication.
F.P3	Evaluate approaches to monitoring and evaluating the implementation of a strategic plan.

Sources of information to support you with this assignment	<ul style="list-style-type: none"> • Refer to the suggested resources in the Unit specification for this unit. • Refer to the suggested resources in the Unit specification for Unit 3: Strategic Change Management.
Other assessment materials attached to this assignment brief	None

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.

VAT Reg No GB 278 537121



ISBN 978-1-4469-6209-1
9 781446 962091 >