

 **ELEVATE YOUR LEARNING**

Module

05 | Designing a Customer Growth Strategy

Topic 4:
**Developing Customer
Growth Strategies
Using SWOT**

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1 PRE-TEACHING a) (BEFORE THE CLASSROOM: PREPARING FOR TEACHING):

IDENTIFY THE MAIN AIMS, GOALS, AND OUTCOMES OF THE MODULE.

LEARNING OUTCOMES:

■ Example:

1. DISCOVERING STRENGTHS AND WEAKNESSES:

Learn to identify what a business is good at (strengths) and where it may need improvement (weaknesses).

2. THINKING LIKE A STRATEGIST:

Understand how to come up with smart plans (strategies) for a business by matching its strengths with good opportunities and finding ways to deal with challenges.

3. GROWING A BUSINESS SMARTLY:

Learn the “matching and converting technique” to create cool strategies. Mix what you’re good at with what’s out there to grow your business smartly.

4. MAKING SMART BUSINESS CHOICES:

Get better at making decisions for a business by looking at all the information, thinking strategically, and choosing the best ways to succeed.

ENDURING UNDERSTANDINGS:

What understandings about the big ideas are desired? (what do you want students to understand and be able to use several years from now).

What misunderstandings are predictable?

■ Examples:

Students will understand:

Big Idea: Students will understand the strategic development process using tools like the SWOT matrix and the matching and converting technique for business growth.

Desired Understanding: Students will understand the importance of identifying internal strengths and weaknesses, external opportunities, and threats in shaping effective business strategies. They will comprehend how to leverage strengths, address weaknesses, seize opportunities, and mitigate threats for successful entrepreneurial endeavors.

Use Several Years from Now: Students will be able to apply the principles of strategic analysis and matching techniques to various business scenarios.

MISUNDERSTANDINGS:

Misconception 1. A possible misunderstanding may involve overlooking the interconnectedness of internal and external factors, failing to grasp how changes in one aspect can impact the entire business landscape.

QUESTIONS FOR DEEP UNDERSTANDING:

What provocative questions will foster inquiry into the content when applied into different contexts or areas of application? (this uses open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding).

Possible topics of interest...

Indigenous contexts, Multicultural applications, cross-curricular applications...

■ Examples:

Question 1: How can recognizing and incorporating cultural nuances within the strengths of a business, identified in the SWOT matrix, enhance its appeal and relevance to diverse communities, particularly Indigenous ones? *(hint: you may want to pair strengths with social missions to alleviate weaknesses in sustainable environmental social or other cultural issues)*

Question 2: In the identification of opportunities, how might collaboration across diverse disciplines, such as arts, sciences, and humanities, contribute to a more comprehensive and innovative approach to customer growth strategies? *(hint: always be exploring innovation in other disciplines)*

Question 3: When leveraging opportunities and addressing weaknesses, how can businesses ensure their marketing strategies are not only inclusive of multicultural perspectives but also open to addressing potential challenges, fostering a positive and diverse customer experience? *(hint: be open to diverse perspectives and cultures, but seek to avoid cultural co-opting)*

KNOWLEDGE:

What knowledge will students acquire as a result of this unit?

Students will know...

■ Examples:

Students will know how to develop a SWOT matrix, utilize the matching and converting technique, and apply business model canvas knowledge to formulate strategies for customer growth. This practical knowledge is illustrated through a case study, transitioning from straws to slushies, allowing students to understand the dynamics of internal strengths and weaknesses, external opportunities and threats, and the strategic decision-making process in a business context.

SKILLS:

What skills will students acquire as a result of this unit?

Students will be able to...

■ Example:

Students will be able to analyze business dynamics by creating SWOT matrices, utilizing the matching and converting technique, and applying the business model canvas.

1 PRE-TEACHING b)

ACQUIRE AN UNDERSTANDING OF THE RELEVANT CONTEXTS AND TERMINOLOGIES.

WHAT IS SWOT MATRIX?

SWOT Matrix: (Strengths, Weaknesses, Opportunities, Threats)

Internal	Strengths	Weaknesses
External	Opportunities	Threats

1 PRE-TEACHING c)

WATCH THE VIDEO (MODULE #5, TOPIC #4). *You can find the transcription in the box below the video on the website. You may want to copy this for your reference.*

1 PRE-TEACHING d)

GAIN INSIGHTS INTO THE INDIVIDUAL NEEDS OF YOUR STUDENTS. *(Refer to the teacher's toolkit. This toolkit is a separate document available on the teacher's page of the Imagineur course.)*

1 PRE-TEACHING e)

DEVELOP AN UNDERSTANDING OF POSSIBLE EFFECTIVE STRATEGIES AND METHODS FOR TEACHING THE CONTENT. *(Refer to the teacher's toolkit. This toolkit is a separate document available on the teacher's page of the Imagineur course.)*

1 PRE-TEACHING f)

FAMILIARIZE YOURSELF WITH THE "ELEVATE YOUR LEARNING" ONLINE, PRINTABLE PDF EXERCISES AND EXAMPLES THAT WILL BE USED DURING THE MODULE. *(Refer to the online "Elevate Your Learning" Exercise PDF for this topic.)*

"Elevate Your Learning" Exercise PDF structure for this topic:

MODULE 5, EXERCISE 4

Use the SWOT Matrix to Identify New Areas for Customer Growth

- **Activity one:** Apply the matching and converting technique to screamfix
- **Activity two:** Apply the matching and converting technique to your business
- **Activity three:** Write a paragraph and reflect on your responses in activity one

1 PRE-TEACHING g)

LOOK AT THE COMPONENTS OF A LESSON PLAN *(you can either use the example – you can find it down below in the "Teaching" section below or create your own lesson plan). Prepare for assessment and evaluation strategies, encompassing formative assessment, summative assessment, self-assessment, and peer-assessment.*

1 PRE-TEACHING h)

PREPARE WARM-UP ACTIVITIES FROM THE LESSON PLAN AND LEARN ABOUT DIFFERENT TOOLS *(for example digital tools).*

1 PRE-TEACHING i)

ESTABLISH A TIMELINE FOR THE MODULE TO ENSURE EFFECTIVE PACING.

A suggested timeline would be as follows:

PRE-TEACHING (1.30-2.30)	TEACHING (40M- 1 HOUR)	POST-TEACHING (30M-50M)
<ul style="list-style-type: none"> • Watch the video (5m) • Gain insights (10m) • Understanding of effective strategies (10m) • Familiarize yourself with the exercises and examples (10m) • Look at the components of a lesson plan (25m) • Prepare warm-up activities using the examples (15m) • Learn about the digital and non-digital tools (15m) 	<ul style="list-style-type: none"> • Step 1: Warm-up activity (5m) • Step 2: Review the lesson plan (10m) • Step 3: Brainstorming activity (10m) • Step 4: Watching the video (5m) • Step 5: Work on activity one and two - Apply the matching and converting technique to screamfix (10m); Apply the matching and converting technique to your business (10m) 	<ul style="list-style-type: none"> • Work on the additional activity - Write a paragraph and reflect on your response in activity one (10m) • Discuss the topic (10m) • Self and peer assessment (10m)

2 TEACHING a) (IN THE CLASSROOM: COVERING THE CONTENT):

In the example lesson plan below, there are five learning steps outlined.

STEP 1: The first step, a warm-up activity, serves as a general icebreaker to focus the students.

STEP 2: Moving forward, guide your students through the lesson plan, addressing any questions they may have.

STEP 3: In the third step, we offer a topic-specific warm-up activity related to the upcoming video, it further focuses the students on the task and can allow the teacher some formative assessment before watching the video.

STEP 4: In the fourth step, watch the engaging video.

STEP 5: In the final step, we provide exciting activities for students to apply their understanding from the video, which can be used for formative assessment.

Further discussion and reflection are in the "POST-TEACHING" section following this one.

LEARNING STEP 1

WARM - UP

Outcomes: Icebreaking

Activities: Warm-up activity

■ **Example of a warm-up activity:**

- Conduct a Kahoot session and ask students to mention some strengths and weaknesses for the high-tech pen business idea.
 - Encourage them to share their answers in the class for discussion.
-

Resources: In this activity you can use the following Online tools:

Kahoot

1. **Google Doc** (for written responses) **Tutorial**
 2. **Audacity** (for recording their responses as a voice) **Tutorial**
 3. **Flip** (for recording their responses as a video) **Tutorial**
-

Assessment: Diagnostic assessment: Engaging in the warm-up activity can provide essential insights, including the identification of students' individual strengths and weaknesses in both academic knowledge and practical aspects, such as their access to the internet and digital tools for communication via email.

Notes: 1. Confidentiality: Let your student know about the following statement if needed:
"Your responses will be used for educational purposes only and will be kept confidential. Thank you for your thoughtful feedback!"

2. To design the warm-up activity, consider the following notes:
- Think about the varied backgrounds and needs of the students.
 - Utilize the outcomes of the warm-up activities to gauge the current level of understanding among students.

This information may serve as a diagnostic assessment, a form of pre-assessment or a pre-test where teachers can evaluate students' strengths, weaknesses, knowledge, and skills before their instruction.

Record the students' responses in their e-portfolios (**Google Sites**, **WordPress**, **Tutorial**, or...), so you may want to use them later as part of your formative assessment.

LEARNING STEP 2

REVIEWING THE LESSON PLAN

Outcomes: Introduce and review the Lesson Plan with the students to:

- Provide students with a clear understanding of what to expect during the lesson.
- Clarify the learning objectives and outcomes and provide an opportunity for students to ask questions about the objectives and outcomes.
- Provide an opportunity for students to ask questions or seek clarification on any aspect of the lesson plan.

Activities: Reviewing the Lesson Plan

Resources: Provided below in learning step 3.

Assessment: Diagnostic assessment: Participating in a thorough review of the lesson plan offers vital insights, facilitating the identification of students' individual needs in both academic knowledge and practical aspects. Additionally, this process can unveil opportunities to incorporate diverse instructional methods, address specific learning styles, and foster a more inclusive and engaging learning environment.

You may want to ask the students to record their responses in a [Google Sheet](#) and save it in their e-portfolios.

■ **Google Sheet**

No.	Activity	Concern/Question	Date

Notes: None

LEARNING STEP 3

A TOPIC-SPECIFIC WARM-UP

Outcomes: Brainstorming activities to:

- a) Prepares students for the upcoming lesson.
- b) Guide students' attention to the key themes or concepts they will be exploring and gauge their grasp of the topic.
- c) Identify misconceptions and adapt your teaching accordingly.

Activity: ■ **Example:**

You can take the following steps for the topic-specific warm-up activity.

1. Present a scenario of a new paperless note-taking technology.
2. Use Microsoft Whiteboard, create two sections: Opportunities and Threats.
3. Students list opportunities and threats collaboratively.
4. Discuss some of them in class.

Resources: [Microsoft Whiteboard](#)

Assessment: Formative assessment, an ongoing feedback process, is crucial for adapting teaching methods. In this efficient formative assessment using Microsoft Whiteboard, students engage with a scenario of a new paperless note-taking technology. They collaboratively list opportunities and threats on the digital platform. The two sections, Opportunities and Threats, offer a structured approach to analyze the scenario. During the class discussion, educators can delve into selected opportunities and threats, allowing students to articulate and refine their insights. This activity not only evaluates their analytical skills but also fosters collaborative thinking in a concise and interactive manner.

Notes: None

LEARNING STEP 4**WATCH THE VIDEO** (MODULE #5, TOPIC #4).

Outcomes:

- How to create a SWOT matrix to serve as the base for strategy development.
- How to develop customer growth strategies based on the SWOT matrix.

Activity: Watching the video

Resources: The video is provided in course website; you can find the transcripts in a text box immediately below each video.

Notes: None

LEARNING STEP 5**IN THE ONLINE EXERCISES: “ACTIVITY ONE & TWO”**

ACTIVITY ONE: Apply the matching and converting technique to screamfix.

ACTIVITY TWO: Apply the matching and converting technique to your business.

Outcomes: Putting the students’ knowledge/understanding from the video into practice

Activity: Activity one: Apply the matching and converting technique to screamfix
Activity two: Apply the matching and converting technique to your business

Resources: Resources are provided in the online website, in the “Elevate Your Learning” exercise PDF for this topic.

[Activity one and two \(You can find these activities on the “Elevate Your Learning” exercise PDF for this topic.\)](#)

You may want to give the students the exercises in this activity via Google Forms ([Tutorial](#)).

If you learn how to sort responses from Google Forms to Google Sheets, it can help you manage the assessment below.

Assessment: Formative assessment involves gathering ongoing feedback to inform teaching adjustments. Utilize tools like Google Forms to collect student responses, organizing them in a Google Sheet with a designated section for constructive feedback.

Notes:

1. Confidentiality Note: Let your student know about the following statement if needed:
“Your responses will be used for educational purposes only and will be kept confidential. Thank you for your thoughtful feedback!”

3 POST-TEACHING

(IN THE CLASSROOM: DEEPENING KNOWLEDGE AND DISCUSSING NEXT STEPS):

In the first step of this phase, we provide additional activities to deepen students' comprehension of the topic, and we recommend using the results for summative assessment. Moving on to the second step, create an opportunity at the end of the topic for students to express their opinions. Encourage discussions with questions that foster a deep understanding of the topic and gather their thoughts on how they would like the course to progress. In the final step, students can reflect on their learning and provide feedback on their peers' work through self and peer assessment.

STEP a)

ACTIVITY THREE: Write a paragraph and reflect on your responses in activity one.

Offers additional activities for enhanced comprehension, utilizing results for summative assessment.

Outcomes: Concluding the topic

Activity: Activity three: Write a paragraph and reflect on your responses in activity one

Resources: [You can find this activity on the “Elevate Your Learning” exercise PDF for this topic](#)

You can offer your students to respond in different forms such as:

Video: You can use [Flip \(Tutorial\)](#)

Audio: You can use [Audacity \(Tutorial\)](#)

Written: You can use [Google Doc](#)

Assessment: Summative assessment: It evaluates learning outcomes at the end of a period, typically with exams or final projects, to measure overall understanding and proficiency. It provides a comprehensive overview of students' knowledge and skills. You may want to design a rubric for this exercise.

You can offer your students to respond in different forms such as:

Video: You can use [Flip \(Tutorial\)](#)

Audio: You can use [Audacity \(Tutorial\)](#)

Written: You can use [Kahoot \(Tutorial\)](#)

Notes: Confidentiality Note: Let your student know about the following statement if needed:
“Your responses will be used for educational purposes only and will be kept confidential.
Thank you for your thoughtful feedback!”

STEP b)**DISCUSSION**

Facilitate student expression through end-of-topic opinion sharing, fostering deep understanding and course progression insights.

Outcomes: Discussing how to move forward

Activity: [Discussion](#)

■ **An example:**

a) Some questions for deep understanding could be as follows:

1. How can recognizing and incorporating cultural nuances within the strengths of a business, identified in the SWOT matrix, enhance its appeal and relevance to diverse communities, particularly Indigenous ones? (*hint: you may want to pair strengths with social missions to alleviate weaknesses in sustainable environmental social or other cultural issues*)
2. In the identification of opportunities, how might collaboration across diverse disciplines, such as arts, sciences, and humanities, contribute to a more comprehensive and innovative approach to customer growth strategies? (*hint: always be exploring innovation in other disciplines*)
3. When leveraging opportunities and addressing weaknesses, how can businesses ensure their marketing strategies are not only inclusive of multicultural perspectives but also open to addressing potential challenges, fostering a positive and diverse customer experience? (*hint: be open to diverse perspectives and cultures, but seek to avoid cultural co-opting*)

b) Some discussion questions could be as follows:

1. What aspects of the course content or teaching methods did you find most beneficial to your learning experience?
2. Were there any challenges or aspects of the topic that you found particularly difficult or unclear?
3. Do you have any suggestions for improving the course, whether related to content delivery, activities, or assessments?
4. Were there specific approaches that resonated with your learning style?
5. How confident do you feel in applying the principles of strategic analysis and matching techniques to real-world scenarios after completing this exercise?

Resources: You may want to utilize [Kahoot \(Tutorial\)](#) for collecting responses, benefiting from its features such as real-time interaction and anonymous responses.

Notes: None




STEP c)**SELF AND PEER ASSESSMENTS**

Foster reflection and feedback in the final step, engaging students in self and peer assessment for a comprehensive learning experience.

Outcomes: Students could comment on their learning as well as their peers'.

Activity: • Self-assessment

■ **Example:**

Are you confident in:	  
Apply the principles of strategic analysis and matching techniques?	

• Peer-assessment:

■ **Example:**

- Pair your students together.
- Invite them to share their responses in activity two.
- Ask them to write a paragraph discussing both the strengths and the areas of growth of their peers' responses.