

 **ELEVATE YOUR LEARNING**

# Module

## 05 | Designing a Customer Growth Strategy

**Topic 3:**  
**Gaining a  
Competitive  
Advantage**



University  
of Regina

**Hill | levene**  
SCHOOLS OF BUSINESS



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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. BUSINESS MODEL BASICS:

Understand the key parts of business models, like resources, activities, and partners. Learn to use and analyze them on a Business Model Canvas.

##### 2. SWOT SUPERPOWER:

Get good at SWOT analysis. Figure out what your business is great at (strengths), where it needs work (weaknesses), and spot external opportunities and threats.

##### 3. GROWING A BUSINESS SMARTLY:

Figure out how businesses can grow by entering new markets, using social media influencers, and making partnerships with others.

##### 4. PARTNERSHIPS AND INDEPENDENCE:

See how partnerships can help but can also be problematic. Understand how to work with others for success and build skills to stand strong on your own.

### 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 how to develop a more advanced growth funnel for business success.

**Desired Understanding:** Students will understand the critical components of a business model, including key resources, activities, and partnerships. They will comprehend the significance of capabilities in creating competitive advantages and recognize the role of SWOT analysis in strategic decision-making.

**Use Several Years from Now:** Students will be able to apply the knowledge of business model elements and SWOT analysis in real-world scenarios, devising effective growth strategies and making informed business decisions.

### MISUNDERSTANDINGS:

**Misconception 1.** Assuming that all resources and activities automatically lead to competitive advantages.

**Misconception 2.** A focus solely on your weaknesses will help alleviate challenges to your competitive advantage.

**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 we make sure that when we plan to sell things using a growth funnel, it respects and fits well with the special traditions and values of different cultures, especially those of Indigenous communities?

**Question 2:** In what ways might tangible and intangible resources play a different role in the business model when considering the cultural and environmental aspects of an Indigenous community? (*hint: intangible resources include: reputation, credibility, and legitimacy*)

**Question 3:** How can entrepreneurs navigate the challenge of maintaining self-reliance while engaging in partnerships that align with the cultural values of an Indigenous community in a cross-curricular setting? (*hint: make sure any partnerships developed with Indigenous communities are built on long-term trust, and are meaningful*)

**KNOWLEDGE:**

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

*Students will know...*

**■ Examples:**

Students will know the essentials of crafting an effective growth funnel in a business model. They'll understand the role of key resources, activities, and partnerships in driving the value proposition and creating competitive advantages. Exploring tangible and intangible resources, they'll learn about the diverse elements influencing business capabilities.

The SWOT Analysis concept will enable them to assess internal strengths and weaknesses, along with external opportunities and threats. Students will gain insights into strategic planning, coordination, and leveraging differences for successful partnerships, emphasizing the value of self-reliance in business operations.

**SKILLS:**

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

*Students will be able to...*

**■ Example:**

Students will be able to develop effective growth funnel strategies by identifying and leveraging key resources, analyzing competitive advantages, and forming partnerships. They will be able to conduct SWOT analyses, employ the "matching and converting technique," and emphasize self-reliance in business operations.

## 1 PRE-TEACHING b)

ACQUIRE AN UNDERSTANDING OF THE RELEVANT CONTEXTS AND TERMINOLOGIES.

### WHAT ARE KEY RESOURCES (TANGIBLE RESOURCES AND INTANGIBLE RESOURCES)?

**Key resources** (2) can be tangible or intangible. Tangible resources are physical, such as money, assets, or people<sup>1</sup>. Intangible resources are not physical, such as knowledge or good reputation.

### WHAT ARE KEY ACTIVITIES?

**Key activities** consist of anything you need to do that drives your value proposition forward.

### WHAT ARE KEY PARTNERS?

**Key partners** are agreements between companies that typically seek to create value for the involved companies and their customers by enhancing the capabilities within any business model domain.<sup>2-3</sup>

### WHAT IS A COMPETITIVE ADVANTAGE?

A **competitive advantage** is something that sets you apart from your competition.<sup>4</sup>

### WHAT IS A COMPETITIVE DISADVANTAGE?

It is important to note that not all resources and capabilities yield **competitive advantages**; in fact, the lack of some resources and capabilities may put your company at a **competitive disadvantage**.

### WHAT IS MATCHING AND CONVERTING TECHNIQUE?

Entrepreneurs typically employ the “matching and converting technique” where they combine various elements, such as a strength and an opportunity, in order to create strategies that fuel growth and meet objectives.<sup>10-11</sup>

### WHAT IS SWOT?

SWOT (Strengths, Weaknesses, Opportunities, Threats):

A SWOT Analysis (3) illuminates your competitive advantages and areas where capabilities may be developed to make improvement.<sup>5-6</sup>

Strengths and weaknesses are *internal* to your business, in that you have direct control over them. On the other hand, opportunities and threats are external to your company meaning you don't have as much control over them, but they affect your business and therefore must be considered into any growth funnel strategy.

<sup>1</sup>Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99-120.

<sup>2</sup>Kandemir, D., Yaprak, A., & Cavusgil, S. T. (2006). Alliance orientation: Conceptualization, measurement, and impact on market performance. *Journal of the Academy of Marketing Science*, 34(3), 324-340.

<sup>3</sup>Flanagan, P. (1993). Strategic alliances keep customers plugged in. *Management Review*, 82(3), 24.

<sup>4</sup>Porter, M. (1985). *Competitive advantage: Creating and sustaining superior performance*. The Free Press.

<sup>5</sup>Pickton, D. W., & Wright, S. (1998). What's swot in strategic analysis? *Strategic Change*, 7(2), 101-109.

<sup>6</sup>Piercy, N., & Giles, W. (1989). Making SWOT analysis work. *Marketing Intelligence & Planning*, 7(5/6), 5-7.

## 1 PRE-TEACHING c)

WATCH THE VIDEO (MODULE #5, TOPIC #3). *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 3

#### Use the SWOT Tool to Analyze a Business

- **Activity one:** Build a screampflix SWOT matrix
- **Activity two:** Apply the SWOT matrix to your own business idea

## 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"> <li>• Watch the video (5m)</li> <li>• Gain insights (10m)</li> <li>• Understanding of effective strategies (10m)</li> <li>• Familiarize yourself with the exercises and examples (10m)</li> <li>• Look at the components of a lesson plan (25m)</li> <li>• Prepare warm-up activities using the examples (15m)</li> <li>• Learn about the digital and non-digital tools (15m)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Step 1:</b> Warm-up activity (5m)</li> <li>• <b>Step 2:</b> Review the lesson plan (10m)</li> <li>• <b>Step 3:</b> Brainstorming activity (10m)</li> <li>• <b>Step 4:</b> Watching the video (5m)</li> <li>• <b>Step 5:</b> Work on activity one - Build screamfix's SWOT matrix (10m)</li> </ul>	<ul style="list-style-type: none"> <li>• Work on the additional activity - Apply the SWOT matrix to your own business Idea (10m)</li> <li>• Discuss the topic (10m)</li> <li>• Self and peer assessment (10m)</li> </ul>

## 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

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**Outcomes:** Icebreaking

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**Activities:** Warm-up activity

■ **Example of a warm-up activity:**

- Ask students to pick their dream business (or favourite business)
  - Ask students to name the resources necessary to run that business and share their responses on Padlet
  - Quickly discuss the importance of each resource
- 

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

1. [Padlet](#)
  2. [Google Doc](#) (for written responses) [Tutorial](#)
  3. [Audacity](#) (for recording their responses as a voice) [Tutorial](#)
  4. [Flip](#) (for recording their responses as a video) [Tutorial](#)
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**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.

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- 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

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**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.

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**Activities:** Reviewing the Lesson Plan

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**Resources:** Provided below in learning step 3.

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**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

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**Notes:** None

**LEARNING STEP 3****A TOPIC-SPECIFIC WARM-UP**

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**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.

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**Activity:** ■ **Example:**

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

- 1.** Start by asking students about things they use or need when performing at peak levels (like during a test, or a sports competition). These could be objects, tools, skills, conditions, time, partners, etc.
- 2.** List their responses on the Mentimeter, emphasizing that these are the re-sources we use regularly.
- 3.** Briefly connect this discussion to the idea that to run effectively and compete with others, businesses also need certain things.

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**Resources:** [Mentimeter](#)

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**Assessment:** Formative assessment, an ongoing feedback process, is crucial for adapting teaching methods. In this brief and impactful activity using Mentimeter, students reflect on daily necessities, such as objects, tools, or skills. The responses are listed on Mentimeter, highlighting these as regular resources. This discussion seamlessly connects to the concept that businesses, like individuals, require specific elements to operate effectively. This activity not only prompts critical thinking about daily essentials but also introduces the foundational idea of essential resources for businesses, providing a succinct and informative formative assessment.

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**Notes:** None

**LEARNING STEP 4****WATCH THE VIDEO** (MODULE #5, TOPIC #3).

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- Outcomes:**
- Know the importance of key resources and activities when considering the capabilities required to create **competitive advantages**.
  - How to obtain new resources and activities through partnerships to build capabilities into your business model.
  - How to manage **partnerships** to drive growth and customer value.
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**Activity:** Watching the video

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

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**Notes:** None

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**LEARNING STEP 5****IN THE ONLINE EXERCISES: “ACTIVITY ONE”** ACTIVITY ONE: BUILD SCREAMFIX’S SWOT MATRIX

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

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**Activity:** Activity one: Build screamfix’s SWOT matrix

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

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

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.

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**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.

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**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 TWO: APPLY THE SWOT MATRIX TO YOUR OWN BUSINESS IDEA

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

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**Outcomes:** Concluding the topic

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**Activity:** Activity two: Apply the SWOT matrix to your own business idea

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**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 [Kahoot \(Tutorial\)](#)

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**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 \(Tutorial\)](#)

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**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.

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**Outcomes:** Discussing how to move forward

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**Activity:** [Discussion](#)

■ **An example:**

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

1. How can we make sure that when we plan to sell things using a growth funnel, it respects and fits well with the special traditions and values of different cultures, especially those of Indigenous communities?
2. In what ways might tangible and intangible resources play a different role in the business model when considering the cultural and environmental aspects of an Indigenous community? (*hint: intangible resources include: reputation, credibility, and legitimacy*)
3. How can entrepreneurs navigate the challenge of maintaining self-reliance while engaging in partnerships that align with the cultural values of an Indigenous community in a cross-curricular setting? (*hint: make sure any partnerships developed with Indigenous communities are built on long-term trust, and are meaningful*)

**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 knowledge of business model elements and SWOT analysis to real-world scenarios after completing this topic?

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

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**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 knowledge of business model elements and SWOT analysis?	

- 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 area of growth of their peers’ responses.