### SESSION PLAN

**COURSE:** ABE Level 5 Integrated Marketing Communications

**ELEMENT:** Element 1 – The theories, concepts and principles of integrated marketing communications

## **LEARNING OUTCOME 1**

**Discuss the concept and principles of integrated marketing communications (IMC) (weighting 20%)**

* 1. Explain the role of IMC in a variety of settings
  2. Explain the purpose, benefits and barriers of a fully integrated marketing communications campaign
  3. Discuss the ethical aspects involved in IMC

**NUMBER OF SESSIONS:** Three - approximately twelve to thirteen hours in total (plus homework tasks and self-study)

**SESSION TOPICS:** Session 1: The concepts, principles and role of IMC

Session 2: The purpose, benefits and barriers of a fully integrated marketing communications campaign

Session 3: The ethical aspects involved in IMC

**Note to tutors: these are the recommended session outlines for learning outcome 1, element 1 of ABE Level 5 Integrated Marketing Communications. You should follow the plan, using the resources (referenced as ‘slides’) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible. Homework tasks are in addition to reading the recommended texts referenced in the study guide.**

### SESSION 1: The concepts, principles and role of IMC

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| **Approx. duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **4 hours in total** | **Introduction to the unit** | Facilitate: **Class discussion**   * Start the session by providing students with an overview of the unit and its learning outcomes. * Check their levels of existing knowledge and understanding and encourage discussion about the subject of IMC. * Set out some learning objectives based on the students’ responses and the learning outcomes. |  | Contribute to **Class discussion**  What do you already know about marketing and integrated marketing communications?   * Share your knowledge and experience of other courses where you have learned the core concepts or simply of your understanding of what IMC might involve. * Ask learners to write down the three key things that they want to learn from this unit and share these with the class. |  |
|  | **Introduction to session and learning outcomes**  LO1 Discuss the concept and  principles of integrated  marketing communications | Facilitate**: Learning with PowerPoint slides**  **Use 5UIMC Tutor Presentation E1.pptx.**   * Introduce the session and what is going to be covered. * Explain the learning outcome and assessment criteria. | 1-4 | Listen, make notes and ask questions as necessary. |  |
|  | AC 1.1 Explain the role of IMC in a variety of settings | Facilitate**: Learning with PowerPoint slides**   * Explain the nature of integrated marketing communications. * Provide a definition of IMC, making it clear how IMC differs from the traditional ‘modular’ view of marketing communications. | 5-7 | Listen, make notes and ask questions as necessary. |  |
| **The theories of communication** | Facilitate**: Learning with PowerPoint slides**   * Explain the basic principles of communication and how messages are sent and received. * Expand on the principle by explaining Katz and Lazarsfeld models of how communication is spread by opinion leaders. * Explain how people engage with a message based on the level of importance and relevance to the individual using the Elaboration Likelihood model. * Finally, explain how these theories relate to IMC and their importance to the marketing effort. | 8-12 | Listen, make notes and ask questions as necessary. |  |
|  | Facilitate**: Class Activity 1**   * Ask students to work in groups and read the brief for Activity 1. * Encourage students to explore the concepts provided in the weblinks and to think critically about the Starbucks case study. * Answer questions and encourage groups to share what they have written. * Provide feedback and encourage peer reviews. * Debrief the activity bringing out the following key points: * Consumers want brands to focus on what they are good at and what they are known for. * Consumers feel uncomfortable when brands try to move outside of the area of specialism (for example, McDonald’s doesn’t have the public’s permission to talk about fine dining). |  | **Activity 1: Communication breakdown for Starbucks**    Read through the Starbucks ‘Race for Life’ case study and identify four reasons why the brand’s good intentions failed as a marketing communications strategy.  Make recommendations for an alternative approach that you believe would have achieved a better result. | **5UIMC E1 LO1 Activity 1 - Communication breakdown for Starbucks** |
| **The changing nature of the IMC landscape** | Facilitate**: Learning with PowerPoint slides**   * Explain the trends and changes in IMC and the key drivers of change. * Pay particular attention to how digital media channels and technology enables marketers to move from mass marketing methods to personalisation at scale. | 13-14 | Listen, make notes and ask questions as necessary. |  |
| Facilitate**: Class discussion**   * Ask students to identify all the media channels that they engage with and ones are their favourites. * Encourage students to discuss the traditional and digital channels they prefer and to explain their choices. * Bring to discussion together by examining the demographic of the class and how media preferences might change for different audience segments. |  | Contribute to **Class discussion**  Consider all the media channels that you interact with.  Which ones are your favourites and why?  Discuss how these preferences might change depending on the audience type. |  |
|  |  | **Brief homework task**  Ask students to prepare for the next session by watching this video and coming ready to discuss the key learning points about the purpose and benefits of IMC <https://youtu.be/2I0tHcCuNz4> (5.34 mins) |  | **Homework task**  Watch this video and come prepared to discuss the key points at the next session.  What are the core purpose of IMC and what benefits does it provide for marketers in all industries and market sectors? | **Homework task** |

### SESSION 2: The purpose, benefits and barriers of a fully integrated marketing communications campaign

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| **4-5 hours** | Reminder of Session 1 | **Use 5UIMC Tutor Presentation E1.pptx.**  Facilitate: **Class discussion**   * Ask students to discuss three key learnings from the previous sessions that addressed the concepts of the communications process and the changing IMC landscape. * Draw the discussion together by focusing on the core models and the drivers of IMC change. |  | Contribute to **Class discussion**  What do you remember most from the session that addressed the core principle of communications and the more complex theories of dissemination through opinion leaders?  Provide your thoughts and give examples to support your arguments. |  |
| Review of Homework task | Facilitate: **Class discussion**   * Ask students what they learned from watching the video in the Homework Task. * Encourage them to explain the principles and purpose of IMC bringing the discussion together by exploring the benefits. |  | Contribute to **Class discussion**  What did you learn from watching the video set as the Homework Task?  Discuss your understanding of the principles and purpose of IMC.  Provide your thoughts and give examples to support your arguments. |  |
| AC 1.2 Discuss the purpose, benefits, and barriers of a fully integrated marketing communications campaign  Introduction to session and learning outcomes | Facilitate**: Learning with PowerPoint slides**   * Explain the key purpose and principles of IMC; its advantages and importance to the consumer and the organisation. * Introduce the various media channels and touchpoints that are involved in an IMC campaign and refer to their relevance to consumer journey. * Explain the advantages of IMC paying particular attention to the principle of efficacy (efficiency and effectiveness). | 15-19 | Listen, make notes and ask questions as necessary. |  |
| Facilitate: **Class discussion**   * Explore the example of O2’s IMC campaign in more detail and encourage students to discuss the approach. * Draw the discussion together by identifying how their plan appears to move the consumer through the journey to purchase by providing initial awareness through cinema advertising to conversion at point of purchase. | 20 | Contribute to **Class discussion**  Discuss the example of O2 and explore their likely strategy.  How is the brand able to move the consumer through the decision journey and what is the advantage of presenting them with a seamless brand experience? |  |
| How IMC contributes to the marketing strategy | Facilitate**: Learning with PowerPoint slides**   * Explain the concept of corporate objectives and how marketing objectives support the organisational goals. * Refer to the model that illustrates how objectives, strategies and tactics ladder up and down the organisation. * Identify the factors that need to be in place to enable successful IMC thinking and implementation. | 21-22 | Listen, make notes and ask questions as necessary. |  |
| Facilitate**: Class Activity 2**   * Ask students to work in groups and explain the brief in this activity task. * Encourage students to think about the principles of good communications and how they can engage the audience with their message. * Ask groups to share their podcasts and provide feedback. * Encourage peer reviews and discussion about what students have recorded.   Debrief the activity bringing out the following key points:   * Communication is at the very heart of our lives; if we communicate well, we are more successful than those who don’t. * It’s the same for brands; the better they are at communicating with us, the more they can build a successful, lasting relationship. * So IMC makes perfect sense are a method to ensure that target audiences see a consistent, relevant and seamless brand communication at every and all touchpoints. | 23 | **Class Activity 2: IMC and smart marketing**  This is your opportunity to share your knowledge and understanding about IMC.  Read through the activity brief and work in a group to create a podcast that can be recorded on any smart device. Explain the principles and purpose of IMC and how it contributes to overarching corporate objectives. | **5UIMC E1 LO1 Activity 2 - IMC and smart marketing** |
| **Brief homework/break task**   * Ask students to read the article by MMC Learning on the website in preparation for the next session. * Pay particular attention to the section that addresses the barriers and blockages of IMC adoption. * <http://multimediamarketing.com/mkc/marketingcommunications/> |  | **Homework/break task**  Read the article by MMC Learning and come prepared to discuss your learnings at the next part of the session.  Pay particular attention to the barriers to IMC and be ready to explain why the concept may not be adopted by an organisation. | **Homework/break task** |
| Homework/break task debrief | Facilitate: **Class discussion**   * Ask what they learned by reading the article briefed in Homework/break task. * Encourage discussion about the benefits and drawbacks of the IMC concept and encourage a balanced debate. * Draw the conversion together by asking students what their approach would be if they were the marketing manager of a major firm. |  | Contribute to **Class discussion**  What were the key takeout’s for you from reading the article briefed in the Homework/break task?  Discuss the barriers to firms adopting the IMC principle and give your own opinion about whether you support or reject it. |  |
|  | Facilitate**: Learning with PowerPoint slides**   * Explain the barriers to the IMC concept. * Provide a balanced view of the barriers to IMC compared to the benefits. | 24 | Listen, make notes and ask questions as necessary. |  |
| Facilitate: **Class Activity 3**   * Brief students on the task and ask them to work individually to complete it. * Encourage students to use the template to answer the brief.   Debrief the activity bringing out the following key points:   * Even though IMC is grounded in principles of marketing efficiency and effectiveness, not all organisations adopt it. * Mostly this is because the principles are misunderstood, and senior leadership lack the skills and knowledge needed to apply them. * Budget, human resources and lack of valuing the benefits also play a role in businesses not practicing IMC.   Review what students have written; ask and answer questions and encourage peer review. |  | **Class Activity 3**: **What’s stopping you?**  Read through the brief for this task and use the template provides to formulate your report.  Share your report with the class and be prepared to support your arguments with a sound rationale and examples. | **5UIMC E1 LO1 Activity 3 - What’s stopping you?** |
| **Brief Homework task**   * Ask students to consider the ethical imperative of marketing and IMC and to research the topic ready to discuss the key factors at the next session with real life examples. * This is an independent research task that can be carried out individually or in small groups. |  | **Homework task**  ‘Marketers should consider the ethical considerations in IMC and ensure that the marketing activity across the entire organisation complies with ethical standards’.  Carry out some research into ethical marketing principles ready to discuss your findings at the next session and to debate this statement with real life examples. | **Homework task** |

**SESSION 3: The ethical aspects involved in IMC**

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| **4 hours** | Reminder of Session 2 | **Use 5UIMC Tutor Presentation E1.pptx.**  Facilitate: **Class discussion**   * Ask what three things they remember most from session 3. * Draw the conversion together by exploring the barriers to IMC that the students identified in Class activity 3. |  | Contribute to **Class discussion**  What were the key takeout’s for you from the previous session?  What three things do you remember most about the barriers to effective IMC?  Provide your contribution to the group and give examples to support your arguments. |  |
|  | Homework task | Facilitate: **Class discussion**   * Ask what they found from their research into ethical aspects of IMC. * Encourage discussion about the key issues and concerns and draw the discussion together by asking students to provide their own opinions about ethical brand behaviour. |  | Contribute to **Class discussion**  What did you find in your research into ethical marketing and IMC?  Why are marketers advised to pay attention to ethics and public opinion?  Provide an explanation of your research and your opinion ethical brand behaviour. |  |
|  | AC 1.3 Discuss the ethical aspects involved in IMC | Facilitate**: Learning with PowerPoint slides**   * Explain the principles of ethical IMC and the benefits to both the brand and the consumer of ethical marketing behaviours. * Highlight the benefits to the brand and the wider society of ethical marketing communications. * Explain the negative perceptions about marketing communications and identify the arguments and counter arguments. | 25-28 | Listen, make notes and ask questions as necessary. | . |
| Facilitate: **Class Activity 4**  Ask students to read through the VW case study and the brief included in this activity and be prepared to discuss their findings using a PowerPoint or other presentation.  Debrief the activity bringing out the following key points:   * The consumer is becoming more concerned about ethics in marketing as major issues of environmental and human exploitation have been heavily publicised. * Many consumers care about people and the planet and, with increasing global communications networks, news about bad brand behaviour travels fast. * Consumers will reject brands that don’t have the right moral compass and principles e.g. size zero models that feature in fashion ads; animal fur used in clothing; intensively farmed meat are all issues that the public is becoming increasingly unlikely to tolerate.   Provide constructive feedback and encourage students to do the same. |  | **Class Activity 4: Keeping it clean**  Ethical marketing reaches beyond communications to impact on every aspect of the organisation and its brand perception.  Read the brief for this activity and, as a pressure group, explain how would you encourage VW to take greater care in the operations to protect the brand’s reputation? | **5UIMC E1 LO1 Activity 4 - Keeping it clean** |
|  | Homework task | **Brief Homework task**  Ask students to prepare for the next session by gathering as many examples as they can of different media channel marketing communications.  They could use smartphones to capture images or radio commercials; cut ads out of newspapers and magazines and so on |  | **Homework task**  IMC involves a complex mix of media channels and touchpoints.  Researchthe media to find examples of ads and PR articles that you find.  Come to the next session prepared with at least two examples of different ads and PR content. | **Homework task** |
|  | **Review of session and learning outcomes** |  | 29 | Listen, make notes and ask questions as necessary. |  |