### SESSION PLAN

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

**ELEMENT:** Element 2 – The components of the IMC mix, their role and purpose in the marketing strategy

## **LEARNING OUTCOME 2**

**Evaluate the effectiveness of different marketing communications channels to achieve business objectives (weighting 20%)**

* 1. Identify the components of the IMC Mix
  2. Explain the diverse nature and purpose of advertising in the IMC plan
  3. Explain the nature and purpose of public relations, sponsorship and product placement in the IMC plan
  4. Explain the role and nature of direct marketing (DM) methods including sales promotion, personal selling, telemarketing and direct response activities
  5. Explain the concept of corporate and internal communications
  6. Assess dynamic interactive media

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

**SESSION TOPICS:** Session 1: The components of the IMC mix

Session 2: The diverse nature and purpose of advertising in the IMC plan

Session 3: The nature and purpose of public relations, sponsorship and product placement in the IMC plan

Session 4: The role and nature of direct marketing (DM) methods including sales promotion, personal selling, telemarketing and direct response activities

Session 5: The concept of corporate and internal communications

Session 6: Dynamic interactive media

**Note to tutors: these are the recommended session outlines for learning outcome 2, element 2 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.**

**SESSION 1: The components of the IMC Mix**

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **2 hours total** | Introduction to session and learning outcomes  Element 2 LO2. Evaluate the effectiveness of different marketing communications channels to achieve business objectives | Begin the session by asking students to share the examples they have found of different types of advertising and promotion (Allow 10 minutes for discussion time).  Provide a brief recap on the previous session by reminding students of the core principles of IMC.  **Use 5UIMC Tutor Presentation E2.pptx**  Explain the learning outcome and what will be covered in the sessions. | 1-3 | Contribute to the opening discussion. |  |
|  | AC 2.1 Identify the components of the IMC mix  Background | Background (c60 mins including 15 mins reading time)   * Explain the process of planning the IMC mix and the need to start by creating meaningful objectives. * Explain the principles of media channel targeting and selecting the right media channel for the right audience * Introduce the principle that each media channel has a different job to do and refer to the study guide (Section 2.1) to discuss the DAGMAR model of consumer decision-making. (Allow fifteen minutes of reading time) | 4-8 | Listen, make notes and ask questions as necessary.  Contribute to **Class discussion**.  Prepare for Activity 2 covered in the next session by finding examples of two very different advertisements that are clearly intended to achieve different objectives. |  |
| The DAGMAR model of defining advertising goals. | Facilitate: **Class discussion**.  Use this video to help you: <https://www.youtube.com/watch?v=GYpUmiZ9LZo>  Allow 25 minutes of discussion time to check student’s understanding of the DAGMAR model. |  | Contribute to **Class discussion.** |  |
| Media channel objectives | Facilitate: Group Activity 1. (Allow 20 minutes of research time and 10 minutes for discussion.)  Ask students to read through the brief for Activity 1. Using the activity template, have students select one of the brands (Amazon, Toyota or Starbucks) and, as a group ask them to research the media channels that could be used to achieve the objectives set out in the activity**.**  Debrief the activity bringing out the following key points:   * Media channels are carefully selected as part of the strategic IMC campaign * All media channels have certain features and benefits that make them more effective to meet an objective than others. For example, radio is not the best media to promote a perfume; women’s magazines ads including a fragrance sample strip will be far more effective. |  | Research media channels for the selected brand.  Complete Activity 1. | **5UIMC E2 LO2 Activity 1: Planning the media plan** |
|  |  | Brief on Activity 2 to be undertaken as homework.  Ask students to read the brief for Activity 2 and come prepared to discuss two examples of different advertisements that they find. |  | Complete Activity 2. | **5UIMC E2 LO2 Activity 2 -Advertising Effectiveness Awards** |
|  | Review of session and learning outcomes | Encourage questions. |  | Listen and ask questions as necessary. |  |

### SESSION 2: The diverse nature and purpose of advertising in the IMC plan

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **2 hours total** | AC 2.2 Explain the diverse nature and purpose of advertising in the IMC plan  The principles of advertising | **Use 5UIMC Tutor Presentation E2.pptx**  **Background**  Start the discussion by defining advertising and explore its role as a key component of the IMC campaign.  Refer to the types of advertising strategy including brand positioning, transactional, functional and corporate communications, and their function in different markets and sectors. | 9-10 | Listen, make notes and respond to questions. |  |
| Facilitate: Group Activity 2.   * Ask groups to use the ads that they found as homework to create a poster of at least A4 size that includes the ads and the following analysis:   + An explanation of the probably objectives of the ads. What do you believe they are trying to do?   + Description of the likely target audience   + Definition of the creative approach and what they think is the appeal to the target audience. * Ask students to present their posters to the rest of the groups and encourage them to share their thoughts about how they believe these ads will meet their probable objectives.   Debrief the activity by discussing what improvements could be made help make the ads more effective:  Highlight the importance of branding; message clarity and whether there is visual and verbal continuity.  Use this site to give examples of different advertising approaches:  <http://www.advertisingarchives.co.uk/?service=category&action=show_content_page&language=en&category=14&pid=61> |  | **Activity 2 report back**  Assess and analyse the two ads that you have selected for this task. |  |
| Media channel planning | Facilitate: Learning with PowerPoint slides:   * Explain the different types of traditional and digital media channels that brands use to advertise their products/services. * Give students an overview of the advertising planning process and explain what is involved at each stage. * End the session with an explanation of how marketers measure advertising effectiveness, referring to the model Advertising Analytics 2.0. Refer to the study guide section 2.2 for more information. * Encourage students to read the article ‘Advertising Analytics 2.0’ in the Harvard Business Review: <https://hbr.org/2013/03/advertising-analytics-20> | 11-14 | Read ‘Advertising Analytics 2.0’ and prepare for the next session. |  |
|  |  | Brief Homework task  Ask students to read the brief for Activity 3 (undertaking in the next session) and come prepared to the next session with some initial thoughts for their draft press release. |  | Read and understand the requirements for Activity 3 and come prepared to create a PR release. | **Homework task** |
|  | Review of session and learning outcomes | Encourage questions. |  | Listen and ask questions as necessary |  |

### SESSION 3: Explain the nature and purpose of public relations, sponsorship and product placement in the IMC plan

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **2 hours total** | AC 2.3 Explain the nature and purpose of public relations, sponsorship and product placement in the IMC plan | **Use 5UIMC Tutor Presentation E2.pptx**  Background  Start the discussion with a recap the previous session and the nature and purpose of advertising as part of the IMC mix. | 15 | Listen, make notes and ask questions as necessary |  |
| PR in the IMC campaign | Facilitate: Learning with PowerPoint slides:  Explain what is meant by public relations and explain the principles of Paid/Owned/Earned marketing content and specifically in relation to public relations, sponsorship and product placement.  Introduce the concept of PR and use this video to help you explain its role and purpose: <https://www.youtube.com/watch?v=UCiK5-R2c0I> (1.8 mins)  Explain the media toolkit and techniques that marketers use to gain earned media coverage. | 16  17 |  |  |
|  | Facilitate: Class discussion – asking students to give examples of any high-profile PR campaigns that they may have seen.  Bring out the following points:   * The most effective PR campaigns are tightly targeted to appeal to a specific audience. * The best PR campaigns are those that tell a compelling story. * The most successful PR campaigns are part of a wider integrated marketing communications campaign. |  | Contribute to Class discussion |  |
| Facilitate: Class Activity 3  Encourage students to share the draft press releases with the group to gather and give feedback about how effective you believe the press release will be at gaining coverage for the cause. (Allow 20 mins for students to share and 10 mins for your feedback.)  Debrief the activity bringing out the following key points:   * Editors need a constant flow of good content for their media. * Brands are a great source of content, but it must be relevant, newsworthy, interesting and impactful. * Brands must think carefully about what content will resonate with the target audience and focus on providing stories that will engage; heavily self-promoting the brand through a PR story will quickly lose reader attention and interest. |  |  | **5UIMC E2 LO2 Activity 3 - Animals are not clowns** |
|  | The role of the influencer | Facilitate: Learning with PowerPoint slides:   * Introduce the concept of the ‘Influencer’ as part of the PR campaign and discuss their role and the different types of influencers that brands use. * Explain how influencers can be an important component of viral campaigns and the principles behind viral marketing. * Show this video as an example: <https://www.youtube.com/watch?v=-cRXRxepsKo&list=PL2ybp44kdS16tumLv6DnRpAF2m93AuMsv> (1.1 mins) | 18  19 | Listen, make notes and ask questions as necessary |  |
|  | PR and crisis management  Brand sponsorship | Facilitate: Class discussion  Refer to the study guide and ask students to read the case study in section 2.3 ‘How Pepsi jumped in the wrong direction’.  Ask students to discuss how organisations use public relations to manage bad publicity and limit damage to the brand's reputation. | 20 | Contribute to **Class discussion** |  |
| Facilitate: Learning with PowerPoint slides.  Introduce the concept of sponsorship and the different roles and purposes of including social, sports, cultural and environmental.  Facilitate: Class discussion.  Ask students to give examples of high profile brand sponsorships (prompt them if needed by giving the example of the Olympic Games. <https://www.olympic.org/sponsors>)  Discuss the benefits and drawbacks of sponsorship including the risks to brand reputation.  Explain to students that sponsorship and event marketing are closely connected and how organisations use event marketing to build the brand image. | 21  22 | Listen, make notes and ask questions as necessary.  Contribute to **Class discussion** |  |
|  | Review of session and learning outcomes | Encourage questions. |  | Listen and ask questions as necessary. |  |

**SESSION 4: The role and nature of direct marketing (DM) methods**

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **2 hours total** | AC 2.4 Explain the role and nature of Direct Marketing (DM) methods including sales promotion, personal selling, telemarketing and direct response activities | **Use 5UIMC Tutor Presentation E2.pptx**  Background  Start the session by recapping on the previous IMC channels:   * Advertising * PR and Influencers * Sponsorship and events. | 23 | Listen, make notes and ask questions as necessary. |  |
|  | Methods of direct marketing | Facilitate: Learning with PowerPoint slides:  Provide students with a definition of Direct Marketing (DM) including sales promotion, personal selling, telemarketing and direct response activities. Refer to section 2.4 of the study guide for a detailed description, and to explain personal selling techniques including face-to-face and telemarketing. Download the presentation here to help you.  <http://www.powershow.com/view/3d97ed-NGQwN/Personal_Selling_powerpoint_ppt_presentation>   * Show students the model of how marketers plan and implement DM campaigns * Ask students to think about what might be the most important success factor involved in DM before revealing the next slide. | 24-25 | Listen, make notes and ask questions as necessary |  |
| DM and the importance of customer data | * Explain the importance of capturing and managing data to ensure DM meets its objectives and protects the brand’s reputation. * Explain the importance of marketers adhering to regulations affecting data security and face-to-face selling. Refer to permission marketing involving emails, text messaging and mail methods and the issues of unsolicited marketing. * Use this video to help illustrate your key points: <https://www.youtube.com/watch?v=_glX11LMcKI> (1.21 mins) | 26-27 |  |  |
| Sales promotion | Facilitate: Learning with PowerPoint slides   * Introduce the concept of sales promotion ensuring students understand the meaning and purpose by referring to section 2.4 of the study guide for more detail. * Explain the advantages and disadvantages of using DM as part of the IMC campaign and draw on examples to help illustrate your key points. * Show students this video and then discuss the strategy. Was JC Decaux right or wrong to send their direct mailer? <https://youtu.be/KKwat90h4Pc> | 28-30 | Listen, make notes and ask questions as necessary. |  |
|  | Facilitate: Class discussion  Ask students about their own experiences and when they have encountered discounting, gifting, competitions, product sampling and experiential marketing. |  | Contribute to **Class discussion**  What are your own experiences of sales promotions?  Discuss the impact that various techniques can have on a brand. For example, price discounting; free gifts and so on. |  |
|  | Facilitate: Group Activity  Ask students to work in pairs to imagine that they are the Brand Managers for KitKat and that they have planned direct mail into the DM campaign.  Have students write the agency brief for this mailer, making reasonable assumptions about:   * The target consumer segment * The target retail channel * The campaign objectives (quantitative and qualitative) * The key performance indicators * The consumer response (brand positioning; attitudes; opinions etc.).   Debrief the activity bringing out the following key points:   * DM activity most be tightly targeted at a specific consumer or buyer segment. * Messages must be clear and relevant but also highly creative to cut through the noise of the many other messages. * DM needs a powerful call-to-action to encourage consumers/buyers to respond in the way brands need them to. * DM is easier to measure than some other media but metrics must be meaningful and result in actionable insights.   Review students’ direct mail agency brief described in Activity 4.  Encourage group discussion and provide feedback about how effective their brief might be. |  | Write the agency brief for the KitKat campaign. | **5UIMC E2 LO2 Activity 4 - The KitKat Campaign** |
|  | Review of session and learning outcomes | Encourage questions. |  | Listen and ask questions as necessary. |  |

**SESSION 5: The concept of corporate and internal communications**

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **2 hours total** | AC 2.5 Explain the nature and purpose of public relations, sponsorship and product placement in the IMC plan | **Use 5UIMC Tutor Presentation E2.pptx**  Session 4 recap.  Start the session with a recap on the previous session and briefly discuss the concepts of direct marketing.  Ask students what they remember most about the topics covered including   * Direct mail * Personal selling * Sales promotion | 31 | Listen, make notes, answer and ask questions as necessary. |  |
| Background  Explain the role and purpose of corporate and internal communications as part of the IMC strategy. Show students the two types of corporate stakeholders (Internal and external). | 32 | Listen, make notes, and ask questions as necessary. |  |
| Facilitate: Class discussion  Using the PowerPoint slides, encourage students to discuss the benefits for marketers of creating a consistent brand image.  Refer to the study guide section 2.5 and use this website to provide examples of the different types of corporate communications.  <http://www.tradepressservices.com/types-corporate-communications/> | 33 | Contribute to **Class discussion**  In what way does a seamless internal and external corporate communications campaign help to build a brand’s reputation? |  |
| Facilitate: Group Activity  Encourage students to read through the brief and to take the role of communications specialists working for a major bank.  Ask students to respond by giving their thoughts about:   * The likely internal and external stakeholder groups. * The media channels they would recommend that would reach each different stakeholder segment. * The purpose of the channel; what is the job to be done and the justification for the channel choice.   Review what the students have written for **Activity 5** providing them with feedback about how accurate you believe their analysis has been. |  | **Activity 5**  Planning and analyzing the touchpoints used in corporate communications | **5UIMC E2 LO2 Activity 5 - Banking on good corporate communications** |
|  | Review of session and learning outcomes | Encourage questions. |  | Listen and ask questions as necessary. |  |

**SESSION 6: Dynamic interactive media**

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **2 hours total** | AC 2.6 Assess dynamic interactive media | **Use 5UIMC Tutor Presentation E2.pptx**  Session 5 recap.  Start the session with a recap on the previous session and ask students to write down the top three topics discussed. These should include:   * The role and purpose of corporate and internal communications as part of the IMC strategy. * The advantages to the organisation and its employees of consistent brand communications. * How seamless corporate communications can help position and build the brand.   Review the responses and discuss any topics that were not well remembered.  (Allow 5 minutes thinking time and ten minutes discussion time.) | 34 | Listen, make notes, answer and ask questions as necessary. |  |
| Background   * Introduce students to interactive media and its possibilities in today’s digital marketing environment. Refer to the study guide Section 2.6 and use this video to help you: <https://www.youtube.com/watch?v=qNjlML1-rqU> (1.2 mins) * Use this video to provide an example of how Nike use interactive media out-of-home: <https://youtu.be/KPjyc2E1JDQ> (1.3 mins) |  | Listen, make notes, answer and ask questions as necessary. |  |
| The role of social media | Facilitate: Learning with PowerPoint slides:   * Explain the role of social media, search and other interactive media to provide a two-way dialogue between consumers and brands. | 35 | Listen, make notes, answer and ask questions as necessary. |  |
| Facilitate: Class discussion  Ask students to give their own examples of how brands are using channels to interact with the consumer (If necessary prompt them to talk about Facebook, Twitter, Instagram etc.) Ask:  Which brands do you interact with on social media?  Are there brands that you encourage interaction with by signing up to alerts and newsletters?  And which ones do you find annoying and would prefer not to see on your favourite social channels? |  | Contribute to **Class discussion** |  |
| The scope of social media  Explain social media in the wider context of social networks, web logs, microblogging, viral marketing, podcasting, email marketing, SMS, affiliate marketing. Use this video to help you highlight the key points: <https://youtu.be/fwdSel-pIM8> |  | Listen, make notes, and ask questions as necessary. |  |
|  | The scope of interactive media | Facilitate: Learning with PowerPoint slides  Explain the scope of interactive media including   * Augmented reality * Banner and pop-up ads; rich media ads * Microsites * Online video and online gaming   Use this presentation to help you:  <https://www.slideshare.net/davidlamas/interactive-media-9148088> (Slides 21 to 41)  Facilitate: Class discussion  Show students this video example from HP of interactive social media in action: <https://youtu.be/CqXkfvErPsU> (4.11 mins) |  | Listen, make notes, and ask questions as necessary. |  |
|  |  | Facilitate: Paired Activity 6   * Have students work in pairs and ask them to read the brief given in Activity 6. * Select or ask for volunteer groups to share their articles. * Encourage peer feedback. * Provide constructive feedback and answer any questions.   Debrief the activity bringing out the following key points:   * The media landscape is changing all the time, driven by digital and technology. * Brands need to keep pace with change; identify opportunities to exploit innovation and be creative. * New technologies such as augmented reality and artificial intelligence enable brands to provide a greater level of entertainment, engagement and even customer service. |  | Complete Activity 6 | **5UIMC E2 LO2 Activity 6 - Brand must be remarkable to be seen and heard** |
|  |  | Brief on Homework task.  Ask students to prepare for the next session reading section 3.1 of the study guide ‘The Principles of Brand Marketing’ and to come prepared to talk about the purpose and objectives of brand marketing. |  | Listen and ask questions as necessary  Individual task as homework. Read section 3.1 of the study guide ‘The Principles of Brand Marketing’ | **Homework task** |
|  | Round up and close | Finalise the session with a round up and review of learning outcomes; the key topics and themes. Encourage questions. |  | Ask questions. |  |