### SESSION PLAN

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

**ELEMENT:** Element 3 – The role of IMC in brand marketing

## **LEARNING OUTCOME 3**

**Discuss the role of IMC in building, positioning and differentiating brands** **(weighting 20%)**

1. Demonstrate the ability to apply the principles of brand marketing
2. Discuss customer behaviour and the customer journey
3. Explain how IMC can be used to position the brand in different markets and sectors
4. Discuss the influence of different on and off-line media channels on the brand’s positioning

**NUMBER OF SESSIONS:** Four - approximately 12 hours in total (plus homework tasks and self-study)

**SESSION TOPICS:** Session 1: The principles of brand marketing

Session 2: Customer behaviour and the customer journey

Session 3: Positioning the brand in different markets and sectors

Session 4: The influence of different on and off-line media channels on the brand’s positioning

**Note to tutors: these are the recommended session outlines for learning outcome 3, element 3 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 principles of brand marketing**

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **3 hours** | Reminder of LO2 | Facilitate: Class discussion.    The components of the IMC mix, their role and purpose in the marketing strategy   * Ask students to reflect on the previous element and to discuss their understanding of the key concepts of IMC measurement and research data. * Draw the discussion together by highlighting the components of the IMC campaign and how each channel has a different role to play. Encourage students to give examples. | 2 | Contribute to **Class discussion.**  What do you remember most from the session that addressed thecomponents of the IMC mix, their role and purpose in the marketing strategy?  Provide your thoughts and give examples to support your arguments. |  |
| Introduction to session and learning outcomes | **Use 5UIMC Tutor Presentation E3.pptx: PowerPoint**  Element 3 LO3. The role of IMC in brand marketing.  Explain the learning outcome and what will be covered in the sessions.  Ask students what they have learned about the purpose of brand marketing following the previous session. | 3-4 | Listen, make notes and ask questions as necessary. |  |
| AC 3.1 Demonstrate the ability to apply the principles of brand marketing | Facilitate: Learning with PowerPoint slides  Start the discussion by explaining the structure of branding and the different levels of a brand.  Define the meaning of a brand to the group; explain what it is and what it is not.  Explain the concept of brand equity, identity and positioning as the three key components of the brand.  Show students this video to help illustrate your key points and to introduce students to the concept of the power of a brand: <https://youtu.be/sQLlPC_alT8> | 5-9 | Listen, make notes and ask questions as necessary. |  |
|  | The three components of a brand | Facilitate: Learning with PowerPoint slides.  Introduce the concept of the three components of a brand emphasising brand equity, brand identity and brand positioning.  Explain the nature of brand equity and brand identity over the next few slides and that brand positioning is part of the segmentation, targeting and positioning concept to be discussed later in the session. | 10 | Listen, make notes and ask questions as necessary. |  |
|  | The concept of brand equity | Facilitate: learning with PowerPoint slides.  Explain the concept of brand equity and how organisations calculate the value of the brand.  Refer to the study guide section 3.1 and visit this website and examples of brand value to support your key points:  <https://www.thebalance.com/how-to-calculate-your-brand-s-value-2295186> | 11-12 | Listen, make notes and ask questions as necessary. |  |
|  | The concept of brand identity | Facilitate: learning with PowerPoint slides.  Describe brand identity and explain how this is the personality of the brand.  Explain the purpose of the brand identity to engage with the target consumer and describe the components of brand identity using the example given on the slide. Show an example of a website (live or a **print-out that you have prepared in advance**) that demonstrates these elements. | 13 | Listen, make notes and ask questions as necessary. |  |
|  | The power of a brand | Facilitate: learning with PowerPoint slides  Explain the power of the brand and the benefits a strong brand can have for the business.  Explain the value of a strong brand for the consumer and highlight how a brand can have both functional and psychological benefits.  Explain how brands are communicated to the target consumer. | 14-15 | Listen, make notes and ask questions as necessary. |  |
| Facilitate: Class Activity 1  Use Activity 1 The Power of the Brand.  Ask students to work as a group to research two of the following brands and explain why they believe they are so successful. What makes them loved; respected; memorable and so on? Compare and contrast the brands to highlight the differences between them.   * Facebook * Coca-Cola * Amazon * Disney * Toyota   Debrief the activity bringing out the following key points:   * Brands have many components, both physical and emotional. * Consumers can develop deep feelings about a brand and this heavily influences the value of the brand and its equity. |  | **Activity 1 The Power of the Brand**  Research and analysis two different brands to identify the key success factors. | **5UIMC E3 LO3 Activity 1 - The Power of the Brand** |
| Facilitate: Class discussion.   * Ask students to watch this video and then work in groups to discuss the importance of the brand as part of the consumer value proposition: <https://youtu.be/iey4s5JcN-o> * Draw the discussion together by discussing the power of the brand and its value to the business |  | Contribute to **Class discussion**  Brands have a financial value for a business, but they also represent value for the consumer.  Discuss the rational and psychological value giving reasons for your arguments. |  |
| Brief Homework task.  Close the session by asking students to prepare for the next session by reading study guide section 3.2. |  | Prepare for the next session by reading **section 3.2 of the study guide** to understand the concept of consumer segmentation | **Homework task** |
|  | Review of session and learning outcomes | Encourage questions |  | Ask questions and make notes. |  |

**SESSION 2: Customer behaviour and the customer journey**

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **3 hours** | Reminder of Session 1 | Start the session by briefly reviewing the previous session and asking students what they remember most about brand marketing.  Encourage students to discuss the value of the brand to both the business and the consumer. |  |  |  |
| AC 3.2 Discuss customer behaviour and the customer journey | Introduce Session 2.  **Use 5UIMC Tutor Presentation E3.pptx**  Ask students what they learned by reading section 3.2 of the study guide discussed at the end of the previous session to check their levels of understanding.  Encourage students to explain the concepts of consumer segmentation and the decision-making process. | 16 | Listen, make notes and answer and ask questions as necessary. |  |
| The STP concept and model | Facilitate: learning with PowerPoint slides.  Introduce the principles of Kotler’s STP model; emphasise the importance of segmentation, targeting and brand positioning being completely aligned and that the brand’s position exists only in the mind of the consumer. | 17-18 | Listen and ask questions as necessary. |  |
| Consumer segmentation | Facilitate: learning with PowerPoint slides.   * Explain the principles and purpose of customer segmentation and the bases that marketers use to identify customer similarities. (Demographics; geography; behaviours; needs and wants, etc.). * Explain the difference between consumer segmentation and business-to-business segmentation. * Explain the criteria for segmentation in both B2B and B2C markets and highlight how a segment must meet all these requirements for it to be viable. | 19-21 | Listen, make notes and answer and ask questions as necessary. |  |
| Consumer targeting | Facilitate: learning with PowerPoint slides   * Introduce the concept of consumer targeting and explain the four strategies that marketers use. * Emphasise the purpose of targeting and how marketers create the right IMC campaigns to reach the ideal target segments. | 22 | Listen, make notes and answer and ask questions as necessary. |  |
| Brand positioning | Facilitate: learning with PowerPoint slides   * Introduce the concept of brand positioning and explain how marketers seek a unique space in their chosen market. * Emphasise the need for brands to develop the position based on a competitive advantage that is of high perceived value to the consumer. | 23 | Listen, make notes and answer and ask questions as necessary. |  |
| The consumer decision process | Facilitate: learning with PowerPoint slides   * Introduce the concept of the decision-making process and link this to the segmentation principles. For example, Early Adopters may be more open to innovation than other segments. * Explain the models of customer decision-making process, starting with McKinsey’s Dynamic Model (Court et al 2009) * Introduce the concept of Google’s ‘Moments of Truth’ (Lecinsky 2011). Use this video to help you: <https://youtu.be/UwQhK4U-N2k> * Explain the principles of the ‘See, Think, Do’ framework (Kaushik 2016). Have students watch the video included in this article: <https://www.kaushik.net/avinash/see-think-do-care-win-content-marketing-measurement/> | 24-28 | Listen, make notes and answer and ask questions as necessary. |  |
| Facilitate: Class discussion.  Allow time to discuss all three models and draw conclusions about the different approaches. Ask students which model they believe is most effective in understanding consumer behaviour.  Ask students to think about a time when they made a major purchase. Have them consider the process they went through to make their decision. (Allow 5 minutes thinking time.)  Discuss their experiences. (Allow ten minutes for discussion.) |  | Contribute to **Class discussion.**  Consumers move through a defined process to reach a purchase decision. How might this process differ for high involvement/high value purchases?  Provide reasons for your arguments.  Give examples of your own purchase behaviours and discuss whether they reflect the marketing models. |  |
|  | Facilitate: Paired Activity 2.  Brief students on Activity 2. (Allow fifteen minutes of thinking time.)  Ask students to work in teams of two or three to read through the case study included in the activity brief. Ask them to identify the consumer’s probable journey to purchase.  Ask them to create a poster that illustrates Robert’s journey using Google’s Micro Moments <https://www.thinkwithgoogle.com/marketing-resources/micro-moments/>  Answer questions and encourage students to identify the most important moments in the journey.  Debrief the activity bringing out the following key points:   * Consumers and buyers follow a process of decision-making and that this is mostly a logical progression from awareness, to search and section. * But technology has enabled that process to speed up and enable consumers and buyers to follow a more flexible path that might involve many searches. * The post purchase stage is critical for brands to keep the consumer/buyer loyal and to promote good reviews about a product or service. |  | **Activity 2: Going for gold**  Identify the consumer journey for a high value/high involvement purchase. | **5UIMC E3 LO3 Activity 2 - Going for gold** |
| The diffusion of innovation (Rogers 1995) | Facilitate: learning with PowerPoint slides.  Introduce the concept of the diffusion of innovation and how some consumers and buyers are more adventurous than others; open to new ideas and wanting to be the first to try them.  Highlight the influence this has on consumer targeting and brand positioning and IMC media channel choices.  Facilitate Class Discussion. | 28 | Contribute to **Class discussion.** |  |
|  | Facilitate: Class Activity 3.  Introduce Activity 3 and allow students 30 minutes to prepare a presentation to discuss their strategies.  Ask students to read through the brief and have them take the role of the marketing manager for a drug company that specialises in finding treatments for migraine headaches.  Debrief the activity bringing out the following key points:   * Consumers and buyers will consciously or subconsciously evaluate the features and benefits of a product/service and will sometimes be prepared to trade ne for the other. * Consumers/buyers attach a value to the feature and/or benefit and prioritise them. * Products/services must have the mandatory features and benefits before consumers/buyers are prepared to trade off. For example, a smartphone must have a camera; instant messaging and call ability before consumers will be prepared to trade off voice-activation or virtual reality capability. |  | **Activity 3: Brands recruit the brave and the bold**  Exploring the trade-off between risk and benefits | **5UIMC E3 LO3 Activity 3 - Brands recruit the brave and the bold** |
|  | Brief Homework task (video).  Ask students to watch the video in preparation for the next session:  <https://www.youtube.com/watch?v=EfRrD3we0Hg> |  | Listen and ask questions as necessary.  Individual task as homework. | **Homework task** |
| Review of session and learning outcomes | Encourage questions. |  | Listen and ask questions as necessary. |  |

**SESSION 3: Positioning the brand in different markets and sectors**

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 3 hours | Recap session 2. | Facilitate: Class discussion.   * Start the session by recapping on the principles of consumer segmentation. * Encourage students to identify the models and concepts paying particular attention to the contemporary behaviours involving digital and mobile devices. * Reflect on the Homework task. Ask students what they learned from watching the video by McKinsey & Co that was briefed in Session 3.2 (Allow ten minutes for discussion.). | 29-30 | Contribute to **Class discussion.**  What do we know about how consumer behave when making a purchase decision?  What conclusions can you draw from the video in the Homework task?  Give examples and support your argument with a rationale. |  |
| AC 3.3 Explain how IMC can be used to position the brand in different markets and sectors | **Use 5UIMC Tutor Presentation E3.pptx:**  Facilitate: learning with PowerPoint slides.  Revisit the concept of brand positioning.  Emphasise its importance as the roadmap for IMC channel planning.  Discuss how brand harmony builds trust and loyalty. | 31 | Listen and ask questions as necessary. |  |
| Facilitate: Class discussion.  Use this case study video about fast-food giant McDonald’s to help stimulate discussion: <https://youtu.be/c2qUqhpXVFA>  (4.26 mins)  Ask students to describe how McDonald’s segments its consumer markets and organises its marketing team to manage the STP strategy. (Allow ten minutes of thinking time and fifteen minutes for discussion.) | 32 | Contribute to **Class discussion**  How does McDonald’s organise its marketing function to serve its target consumer segments?  What do you think are the benefits of their approach?  Support your argument with a rationale. |  |
|  | Brief Homework/break task.  Ask students to read this article by Ericsson concerning media content and brand positioning and be prepared to discuss it at the next session.  <http://www.ericsson.com/broadcastandmedia/creative/why-does-a-brand-need-an-editorial-positioning/> |  | Listen and ask questions as necessary  Individual task as homework | **Homework/ break task** |
| Review of session and learning outcomes | Debrief the homework/break task bringing out the following key points:   * Digital is enabling brands to become their own media channel * Partnerships with media are becoming more common; brands use them to amplify their own position * Traditional advertising is becoming less popular as brands seek a deeper connection with consumers and use media channels to achieve this. |  | Listen and ask questions as necessary. |  |

**SESSION 4: The influence of different on and off-line media channels on the brand’s positioning**

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **3 hours** | Recap session 3. | Facilitate: Class discussion.  Start the session by briefly reviewing the previous session and asking students what they remember most about the STP models.  Encourage students to discuss the importance of positioning the brand in the minds of the target consumer segment. |  | Contribute to **Class discussion**  What is your understanding of the STP model and how does it help marketers to manage the brand?  Support your argument with a rationale. |  |
| AC 3.4 Discuss the influence of different on and offline media channels on the brand’s positioning | **Use 5UIMC Tutor Presentation.pptx: PowerPoint**  Facilitate: Class discussion.  Ask students what they learned by reading the Ericsson article required for the Homework task.  Allow ten minutes to explore their understanding of how media channels and content is part of the brand’s positioning strategy. | 33-34 | Contribute to **Class discussion.**  How do media channels influence the positioning of the brand?  Discuss giving examples and support your argument with a rationale. |  |
| Facilitate: learning with PowerPoint slides.  Introduce students to the concept of channel choice to reinforce the brand values and explain the impact of consumer trust.  Explain the attributes of different media channels.  Highlight the trend for brands to create their own media channels and how this is influencing today’s media channel landscape.  Emphasise the implications for IMC. | 35-37 | Listen and ask questions as necessary. |  |
| Facilitate small groups and ask students to read the brief for Activity 4.  Allow students twenty minutes to create their theme and PowerPoint slides.  Have students present their findings.  Debrief the activity bringing out the following key points:   * Discuss students’ findings and provide feedback about how accurately they have reflected the STP principles. * Brands target specific consumer segments and strive to position themselves in the right way to appeal to that target. * Targeting consumer involves using the right media with the right message to appeal to the consumer groups. * When brands occupy the wrong position, it can be time-consuming and costly to correct it (e.g. Burberry fell from being a top-end aspirational brand to a mass market brand as a younger demographic discovered greater wealth during the 1980s and 1990s). |  | **Activity 4.** Being seen in all the right places.  Develop proposals for media channels that will be effective to launch the new Rolls Royce model. | **5UIMC E3 LO3 Activity 4 - Being seen in all the right places** |
| Brief Homework task.  Ask students to watch the following video in preparation for the next session and encourage them to arrive prepared to discuss marketing measurement and metrics. <https://youtu.be/zdp6CWUcxjA> |  | **Homework task**  Watch the following video of a marketing measurement event that provides three key speakers’ advice about how to assess marketing performance. <https://youtu.be/zdp6CWUcxjA>  Come to the next session prepared to discuss your thoughts. | **Homework task** |
|  | Review of session and learning outcomes | Encourage questions. |  | Listen and ask questions as necessary. |  |