### SESSION PLAN

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

**ELEMENT:** Element 5 – Implementing the IMC campaign

## **LEARNING OUTCOME 5**

**Apply the principles of planning and implementation to create fully integrated marketing communications campaigns for an organisation (weighting 30%)**

1. Discuss the process of implementing an IMC campaign
2. Explain the role of third party agencies in providing creative, media, and marketing services
3. Evaluate how business-to-business (B2B) marketing and business-to-customer (B2C) marketing differ and be able to recommend an appropriate approach for a specific organisation
4. Discuss how the IMC strategy is applied in different markets and sectors

**NUMBER OF SESSIONS:** Four - approximately 18 hours in total (plus homework tasks and self-study)

**SESSION TOPICS:** Session 1: The process of implementing the IMC campaign

Session 2: The role of third party agencies in providing creative, media, and marketing services

Session 3: How business-to-business marketing and business-to-customer marketing differ

Session 4: How the IMC strategy is applied in different markets and sectors

**Note to tutors: this is the recommended session plan for learning outcome 5, element 5 of ABE Level 5 Integrated Marketing Communications. You should follow the plan, using the resources (referenced as ‘slides’ here) 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 process of implementing the IMC campaign**

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **4.5 hours total** | Reminder of LO4 | Facilitate: **Class discussion**  Ask students to discuss three key learnings from the previous sessions that addressed IMC planning, management and performance measurement.  Draw the discussion together by highlighting the components of the IMC campaign and what needs to be measured. Encourage students to explain the role of quantitative and quantitative insights to inform the IMC campaign. | 1-2 | Contribute to **Class discussion**  What do you remember most from the session that addressed the need for marketers to monitor, measure and manage the IMC campaign?  Provide your thoughts and give examples to support your arguments. |  |
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| Introduction to sessions and learning outcomes | Facilitate**: Learning with PowerPoint slides.**  **Use 5UIMC Tutor Presentation E5.pptx**  Start the session with an explanation of the learning outcomes and what will be covered in the sessions.  Remind students of the **brief** discussion about campaign planning and management and how this session will expand on the topics. | 3-4 | Listen, make notes and ask questions as necessary. |  |
|  | AC 5.1: The principles of IMC planning and implementation | Facilitate**: Class discussion.**  Ask students what they learned from reading the Smart Insights article required as the last **Homework task.**  Encourage students to make the links between the brand; its position and the role of media channels to help communicate the brand message.  <http://www.smartinsights.com/traffic-building-strategy/integrated-marketing-communications/integrated-marketing-campaigns-best-practice/> | 5-6 | Contribute to **Class discussion**  **What did you learn from reading the article in the last Homework task?**  What links are there between the brand; its values and positioning? How do media channels help to amplify the brand message?  Provide your thoughts and give a sound rationale to support your arguments. |  |
| Facilitate**: Learning with PowerPoint slides.**  Explain the concept of IMC planning and why it is an important to marketing success.  Introduce the SOSTAC (Smith 2011) planning process model.  Ask students to watch this video to help enhance the key points of the model: [https://youtu.be/3S4gm\_8lBQs](https://youtu.be/3S4gm_8lBQs%20%20) (1 min 16s)  Explain the Malcolm McDonald Four Stage process (2008) to help students to understand the different approaches.  Emphasise how the process starts with an exploration of the current situation for the organisation and explain the PESTLE concept.  Describe how this model is used as the foundation for the SWOT analysis that helps to inform IMC direction. | 7-12 | Listen, make notes and ask questions as necessary. |  |
| Facilitate**: Class discussion.**  Use slide 13 as the basis for a discussion about how consumer behaviour and the media landscape is presenting new challenges to marketers.  Encourage students to provide examples based on their own experience (Allow ten minutes of discussion time). | 13 | Contribute to **Class discussion**.  In what way does today’s media landscape present both great opportunities and serious threats to marketers?  How much of the change has been forced by consumer behaviour and preferences?  Provide your thoughts, give examples and a sound rationale to support your arguments. |  |
| Facilitate**: Class Activity 1: An integrated campaign for good**  Ask students to work in small groups and read through the brief for Activity 1 (Allow 30 minutes for them to develop their plans).  Debrief the activity by making the following key points:   * The charity sector is fiercely competitive, and brands must try harder than other sectors to generate revenue in the form of donations; they don’t produce a product or service to sell; they are reliant on people ‘buying’ their cause. * This means they must be highly creative in their choice of media channel, but also highly targeted; finding the right people with the means and the inclination to contribute.   Discuss what students have written and give and encourage peer feedback from the group. |  | **Activity 1: An integrated campaign for good.**  Charities and the Third Sector face special challenges in engaging with their target audience.  With so many organisations vying for our attention and our donations what would you recommend as a media channel plan that could cut through the nose? | **5UIMC E5 LO5 Activity 1 - An integrated campaign for good** |
|  |  | Brief **Homework task.**  Ask students to read this article about the role of agencies in IMC planning and to come prepared to discuss its themes at the next session:  <https://www.theguardian.com/media-network/2015/oct/22/unify-specialist-advertising-agencies-marketing-campaigns> |  | **Homework task**  Read through this article by the Guardian Newspaper about the role of agencies in IMC campaigns and come prepared to discuss the key points at the next session.  <https://www.theguardian.com/media-network/2015/oct/22/unify-specialist-advertising-agencies-marketing-campaigns> | **Homework task** |
|  | Review of session and learning outcome | Encourage questions. |  | Ask questions. |  |

**SESSION 2: The role of third party agencies in providing creative, media, and marketing services**

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
|  | Introduction to session and learning outcomes | Facilitate**: Class discussion**   * Ask students what they remember most about session 1. * Encourage them to discuss the basic steps in the planning process and pay particular attention to the SOSTAC and other popular models. * Ask students to identify some of the benefits of taking a planned approach to IMC. | 14-15 | Contribute to **Class discussion**  What do you remember most from Session 1? Which of the popular IMC planning models do you remember and can you explain their principles?  Draw some conclusions about the benefits of taking a planned approach. |  |
| **4.5 Hours** | AC 5.2 Explain the role of third-party agencies in providing creative, media and marketing services | **Use 5UIMC Tutor Presentation E5.pptx**  Facilitate**: Class discussion.**   * Ask students what they learned from reading the Guardian article required as their last Homework task * Draw the discussion together by exploring whether integration or specialisation are the most appropriate structure in today’s marketing environment.   <https://www.theguardian.com/media-network/2015/oct/22/unify-specialist-advertising-agencies-marketing-campaigns> | 16 | Contribute to **Class discussion**  What did you learn from reading the article in the Guardian Newspaper? Do you think agencies are right to specialise or should they focus on providing a fully integrated service?  Provide your thoughts and give examples to support your arguments. |  |
| Facilitate**: Learning with PowerPoint slides**   * Explain the different types of agency and their role in supporting brands in the planning and implementation of the IMC campaign. Use this video to help explain your key points: <https://youtu.be/lPRRu7N29cw> * Next, ask students to watch the video on slide 18 <https://youtu.be/QWFDonRCgAE> and to think about the benefits and the drawbacks of employing a third-party marketing specialist. | 17-18 | Listen, make notes and ask questions as necessary. |  |
| Facilitate**: Paired Activity 2**  **Use Activity 2: Time to Hire the Help**  Brief students on this activity and encourage them to carry out a critical analysis of the benefits and drawbacks of employing an agency to support the IMC planning and implementation.  Debrief the activity by making the following key points:   * Marketing services agencies provide highly specialised skills that can be beyond the reach of some organisations. * The agency sector has become fragmented to reflect changing media and consumer behaviours. Digital; social; programmatic, etc. all require dedicated skills and a general agency can provide the breadth but probably not the depth of service required by client brands. * Agencies historically pay employees much more than brands in their attempts to attract the best talent; making an in-house function even more expensive for brands wanting to recruit their own people. * The outputs from any agency will only ever be as good as the client brief they are given which makes this a vitally important document and a skill in itself to create.   Discuss what students have written and give and encourage peer feedback from the group. |  | **Paired Activity 2: Time to Hire the Help**  To demonstrate your understanding of the different types of marketing agency; their features and benefits.  Working in pairs read through the activity brief and be prepared to share your proposals and thoughts. | **5UIMC E5 LO5 Activity 2: Time to Hire the Help** |
| Business-to-business marketing and IMC strategies | **Brief Homework task**  Ask students to watch this video and come to discuss the difference between b2b and b2c marketing <https://youtu.be/NfJoYqvg4E8>.  Encourage students to critically evaluate what makes a successful b2b marketing strategy. |  | **Homework task**  Watch this video in preparation for the next session and come prepared to discuss the difference between b2b and b2c marketing.  Pay particular attention to the characteristics of a good b2b marketing strategy. | **Homework task** |
| Review of session and learning outcome | Encourage questions. |  | Ask questions. |  |

**SESSION THREE: How business-to-business marketing and business-to-customer marketing differ**

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
|  | Reminder of Session 2 | Facilitate: **Class discussion**  Ask students to discuss three key learnings from the previous sessions that addressed the importance of planning IMC campaigns and the role of third-party agencies.  Draw the discussion together by focusing on the core models such as SOSTAC and the others included in the session. | 19-20 | Contribute to **Class discussion.**  What do you remember most from the session that addressed the need for marketers to monitor, measure and manage the IMC campaign?  Provide your thoughts and give examples to support your arguments. |  |
|  | Introduction to the difference between B2B and B2C marketing | **Use 5UIMC Tutor Presentation E5.pptx**  Facilitate: **Class discussion re: homework task.**  Ask students what they learned from watching the video about the differences involved in b2b and b2c marketing.  Encourage them to describe the key differences between the two sectors and the required marketing approach.  Ask them to explain the critical success factors involved in b2b marketing. |  | Contribute to **Class discussion.**  What did you learn from watching the video about b2b marketing? Describe the unique characteristics of b2b sectors and explain what makes a good IMC campaign.  Contribute your thoughts and give a sound rationale and examples to support your arguments. |  |
| **4.5 hours** | AC 5.3 Evaluate how business-to-business marketing and business-to-customer marketing differ and be able to recommend an appropriate approach for a specific organisation | Facilitate**: Learning with PowerPoint slides**  Introduce the topic of business-to-business marketing and explain the supply chain model to identify the different b2b organisations (e.g. manufacturers, suppliers, logistics etc.) and why they need to market to other businesses.  Explain the principles of b2b marketing and the unique challenges that marketers face in engaging with their customers. Use this video to help enhance your key points: <https://youtu.be/NfJoYqvg4E8>  Explain the difference media channels used by b2b and b2c marketers highlighting the importance of personal contact and selling techniques for b2b customers.  Identify for students how b2b marketers differ in their approach to segment customers and positioning the brand. Explain the difference in brand trust between the two markets.  Explain how motivations and behaviours differ for b2b buyers and buying teams using Maslow’s Hierarchy of Needs model. | 21-27 | Listen, make notes and ask questions as necessary. |  |
| Facilitate**: Group activity 3: Same tune; different drum beat**  Brief students on the activity and ask them to work as a group to consider the two different roles included in the activity and to make notes about how the marketing challenges vary.  Encourage them to use the template provided in the Activity.  Debrief the activity by making the following key points:   * There are many similarities between consumer and buyer behaviours; they both focus on a specific need and want. * But buyers are usual making decisions about much larger value purchases and their motivations are different. If a buyer makes a mistake it could cost US$ millions and may lose them their job; if a consumer makes a mistake it make be a few US$ on an item of clothing that simply sits in the wardrobe. * The process of buying for a company can involve many people; a dedicated team and several layers of decision-makers; it can take time and require specialist skills. * Consumer behaviour can be instant, impulsive and involve only the consumer themselves. * The point is that marketers need to understand these different behaviours and drivers to ensure they develop the right IMC strategies.   Discuss what students have written and encourage the group to provide constructive feedback. |  | **Activity 3: Same tune; different drum beat**  Read through the brief for this activity and consider the role of Ms A and Ms B.  Use the template provided to make notes about how their approach must be different to one another’s.  Share your thoughts with the group and support your arguments with examples and a sound rationale. | **5UIMC E5 LO5 Activity 3: Same tune; different drum beat** |
|  | **Brief Homework task.**  Ask students to watch this webinar about product and services marketing in preparation for the next session and make notes for a discussion. <https://youtu.be/RLEZk8sGeZQ> |  | **Homework task**  Watch this video that explains the marketing task in different markets and sectors.  Make some notes ready to discuss the key points during the next session.  <https://youtu.be/RLEZk8sGeZQ> (18.45 mins) | **Homework task** |
|  | Review of session and learning outcome | Encourage questions. |  | Ask questions. |  |

**SESSION 4: How the IMC strategy is applied in different markets and sectors**

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| **Approx. Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **4.5 hours** | Reminder of Session 3 | **Use 5UIMC Tutor Presentation E5.pptx**  Facilitate: **Class discussion.**  Ask students to discuss three key learnings from the previous sessions that addressed the different characteristics of b2b and b2c marketing.  Draw the discussion together by reflecting on **Group Activity 3** and encourage students to recall their analysis of the two marketing tasks. | 28 | Contribute to **Class discussion.**  What do you remember most from the session that addressed the difference between b2b and b2c marketing?  Use your findings from **Group** **Activity 3** as the basis for your discussions.  Provide your thoughts and give examples to support your arguments. |  |
| Homework review | Facilitate: **Class discussion**  Ask students what they learned from watching the video about marketing in different sectors and industries.  Encourage them to describe the difference between the service sector and consumer goods.  Pay particular attention to the intangibility of services and the need to bring them to life for the consumer and buyer. |  | Contribute to **Class discussion**  What did you learn from watching the webinar about marketing in different sectors and industries?  How does the approach to IMC differ for service brands and what are the key challenges they face?  Provide your thoughts and give examples to support your arguments. |  |
| AC 5.4 Understand how the IMC strategy is applied in different markets and sectors    Marketing in the service sector | Facilitate**: Learning with PowerPoint slides**  Introduce the session by explaining the different types of markets and sectors including the service industries; charities; public sector and organisations.  Explain the scope and growth of the service sector and its importance in today’s global marketplace.  Explain how service firms overcome the challenge of intangibility through their IMC strategy. Use this video to help enhance your key points: <https://youtu.be/Cuoi1QXNN98> (14 minutes) | 29-30 | Listen, make notes and ask questions as necessary. |  |
| Not-for-profit organisations | Facilitate**: Learning with PowerPoint slides**  Explain what is meant by the Not-for-Profit sector and identify the types of organisations that are included in the definition.  Explain the challenges that this sector faces and the broad range of stakeholders involved.  Ask students to watch this video to help illustrate the importance of the NfP sector: <https://youtu.be/6aRUSjGjE9o> (2.19 mins) | 31-32 | Listen, make notes and ask questions as necessary. |  |
| FMCG marketing and IMC | Facilitate**: Learning with PowerPoint slides**  Introduce the theme of the FMCG industry and highlight the extreme difference between FMCG and not-for-profit.  Explain the concept of the push-pull strategy that is a vital part of FMCG marketing.  Identify the importance of innovation in this sector and highlight the need for constant new marketing techniques and product development.  Explain the difference between FMCG and b2b marketing to highlight the unique challenges that the FMCG sector faces, paying particular attention to the competitive nature of the industry. | 33-35 |  |  |
|  | Facilitate**: Activity 4: City Council Bike Hire Scheme**  Brief the class on this activity and ask students to work as group to write the agency brief; including aims, objectives, outcomes etc. and a possible creative approach for the bike hire scheme.  Encourage students to consider how they are going to measure the effectiveness of this campaign  Debrief the activity by making the following key points:   * The public sector is, by its very nature, constantly in the public eye and subject to close scrutiny. * This means they must be seen to provide value for money; not to spend funds unnecessarily and to be completely neutral in terms of the target audience. * This makes the marketer’s job hard as they must appeal to multiple groups and to compete for share-of-voice with commercial brands.   Answer questions, give feedback and encourage peer reviews. |  | **Activity 4: City Council Bike Hire Scheme**  Read through the brief for this activity and work as a group to suggest what information the agency will need to be able to create a powerful campaign to promote this innovative government initiative.  Consider the importance of providing relevant and appropriate information to help them develop the creative approach and the marketing message. | **5UIMC LO5 E5 Activity 4 - City Council Bike Hire Scheme** |
|  | Review of session and learning outcomes | Facilitate: **Class discussion**   * Recap on the key points covered in this Element. * Encourage students to contribute by providing their key learning. * Capture these key points on a white board or flip chart |  | Contribute to **Class discussion**  Explain your key take out’s from this element  Listen, make notes and ask questions as necessary. |  |
| Review of the module – round-up | Facilitate: **Class discussion**  Close the session by giving a broad overview of the module and your explanation of IMC in today’s digital world.  Recap on the main learning outcomes and check understanding by holding a question and answer session.  Schedule your revision sessions with the class. |  | Contribute to **Class discussion**  Tell the class what your understanding is of the concept of IMC.  Listen, make notes, answer and ask questions as necessary. |  |