### SESSION PLAN

**COURSE:** ABE Level 6: Digital Marketing Strategy

**ELEMENT:** Element 3: Planning the digital marketing strategy

## LEARNING OUTCOME 3

**Critically evaluate opportunities for digital innovation by critically evaluating the marketing strategy for a chosen organisation (weighting 20%)**

3.1 Develop a structured approach to examining the digital marketing and innovation strategy

3.2 Assess the elements of the digital marketing mix

3.3 Evaluate the internal capabilities and resources of an organisation

3.4 Identify opportunities for a chosen organisation to innovate for competitive advantage

3.5 Discuss methods for monitoring, measuring and managing the digital marketing strategy

**NUMBER OF SESSIONS:** Five - approximately fifteen hours in total, plus self-study

**SESSION TOPICS:** Session 1: The digital marketing and innovation strategy

Session 2: The digital marketing mix

Session 3: Internal capabilities and resources

Session 4: Competitive advantage

Session 5: Methods for monitoring, measuring and managing

**Note to tutors: these are the recommended session outlines for learning outcome 3, element 3 of ABE Level 6 Digital Marketing Strategy. 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 digital marketing and innovation strategy

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 3 hours | Introduction to session and learning outcomes | Use file: **6UDMS Tutor Presentation E3.pptx**  Assessment Criterion 3.1 | 1-4 | Listen |  | |
| Customer insights | Debrief on **Homework Activity 8 from the last session.**  Coordinate feedback from homework, exploring the reasons why students believe it is either consumers or organisations who are influencing whom. | 5 | Contribute to discussion.  Listen, ask questions and make notes. |  | |
| Digital marketing and innovation | Background:   * An effective strategy involves making a series of well-informed decisions about how the brand, product or service should be promoted. * Digital marketing is constantly evolving. * The internet allows almost real-time data gathering. * Big data is a key strength of digital marketing. | 6 | Listen, make notes and ask questions as necessary. |  | |
| Facilitate **Class discussion** to bring out the following points:   * Increased speed * Demand for responsiveness * Balance of long term/short term * Need to connect with consumers on a personal basis. | 7 | **Class discussion**  How has digital innovation transformed marketing strategy in organisations with which you are familiar?  Contribute to discussion.  Listen, ask questions and make notes. |  | |
| SOSTAC:   * Situation analysis * Objectives * Strategy * Tactics * Action * Control   Refer to the study guide for more information. | 8 | Listen, make notes and ask questions as necessary. |  |
| Brief **Class Activity 1**  This activity is significant, and may take several classes to work through the whole planning template.  You may decide to provide the class you’re your choice of product or service, and provide background/case study information to support. Alternatively, you may ask the group to decide on a product they are familiar with themselves.  It is recommended that the class is split into small groups with each group tasked with working through a different section of the plan if time is premium. Each section of the plan should be examine, utilising the study guide for a more comprehensive explanation. Debrief activity, sharing learnings including what students found easy/hard, how they would do it differently next time to improve outcomes. | 9 | **Class Activity 1**  Work through the [template](http://www.enterprisebucks.co.uk/wp-content/uploads/2014/09/digital-marketing-plan-template-smart-insights1.pdf) to create a marketing strategy for the product. | **6UDMS E3 LO3 Activity 1 - SOSTAC digital marketing strategy** |
|  | Brief on **Homework Activity 2**  Complete a personal reflection on developing a marketing plan using SOSTAC. |  | Listen and ask questions as necessary.  Individual activity as homework. | **6UDMS E3 LO3 Activity 2 - SOSTAC personal reflection** |
| Review of session and learning outcomes |  |  | Listen |  |

### SESSION 2: The digital marketing mix

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 3 hours | Introduction to session and learning outcomes | Use file: **6UDMS Tutor Presentation E3.pptx**  Assessment Criterion 3.2 | 10 | Listen |  | |
| Digital marketing and innovation | Debrief on **Homework Activity 2 from the last session.**  Review personal reflections on developing a marketing plan. | 11 | Contribute to discussion.  Listen, ask questions and make notes. |  | |
| Marketing Mix | Facilitate **Class discussion** drawing out:   * Marketing messages are everywhere. * Consumer filters a lot of noise from their daily lives. * Consumer pay attention to different things according to their personal context. * It’s about being in the right place, at the right time. | 12 | **Class discussion**  What role does marketing activity have in your everyday life? Consider for example, what you had for breakfast and why you ate that particular food.  Contribute to discussion. Listen, ask questions and make notes. |  | |
| The 8P marketing mix:   * Product * Price * Place * Promotion * People * Physical evidence * Process * Partnership   Refer to the study guide for more information. | 13 | Listen, ask questions and make notes. |  |
| Brief **Small Group Activity 3**  This a significant activity and again may take more than one class to complete. Split the class in small groups, if time is restricted allocate each group a separate ‘P’ to tackle.  Coordinate small group activity, answering any queries as required. Draw the groups together to feedback their findings.  Facilitate discussion. | 14 | **Small Group Activity 3**  Choose an organisation with which you are familiar. Evaluate the marketing mix using the questions on the Worksheet.  Contribute to discussion.  Listen, ask questions and make notes. | **6UDMS E3 LO3 Activity 3 – Marketing mix evaluation** |
| Brief on **Homework Activity 4**  Complete a personal reflection on evaluating the marketing mix. |  | Listen and ask questions as necessary.  Individual activity as homework. | **6UDMS E3 LO3 Activity 4 – Marketing mix personal reflection** |
| Review of session and learning outcomes |  |  | Listen |  |

### SESSION 3: Internal capabilities and resources

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 3 hours | Introduction to session and learning outcomes | Use file: **6UDMS Tutor Presentation E3.pptx**  Assessment Criterion 3.3 | 15 | Listen |  | |
| Marketing Mix | Debrief **Homework Activity 4 from the last session.**  Review personal reflections on the marketing mix. Provide feedback. | 16 | Contribute to discussion.  Listen, ask questions and make notes. |  | |
| Internal capabilities and resources | Facilitate **Class debate**  Split the class into two groups:  Group 1: For marketing to be successful organisations should focus on developing their products/services weak areas.  Group 2: the organisation should focus on leveraging the strengths of their products/services.  Give them 10 minutes to prepare arguments.  Listen, ask questions and make notes.  Draw out:   * Focus on strengths gives a better ROI * But if weaknesses are getting in the way of the organisation playing its strengths then the organisation cannot be competitive. | 17 | **Class debate**  Contribute in the group to which you are allocated. |  | |
| McKinsey’s 7S model (1980):   * Shared Values * Structure * Strategy * Skills * Staff * Systems * Styles.   Refer to the study guide for more information. | 18 | Listen, ask questions and make notes. |  | |
| The importance of digital transformation in driving innovation:   * Responding to customer demands * Process improvement * Business innovation.   Refer to the study guide for more information | 19 | Listen, ask questions and make notes. |  | |
| Brief **Paired Activity 5**  Coordinate paired activity, answering any queries as required.  Draw the pairs together to feedback their findings, facilitate discussion. | 20 | **Paired Activity 5**  Consider an organisation with which you are familiar. How has it used digital transformation to improve its response to customer demands?  Contribute to discussion. Listen, ask questions and make notes. | **6UDMS E3 LO3 Activity 5 – Responding to customer demands** | |
| Barriers and resistance that can prevent change:   * Corporate culture * Company structure * Attitude to risk * Level of resources available   Refer to the study guide for more information. | 21 | Listen, ask questions and make notes. |  | |
| Brief on **Homework Activity 6**  Consider an organisation you are familiar with. How is it organised both in terms of structure, flows of information and reporting lines? In what ways does this support or create barriers to change, especially in its approaches to innovation and use of digital marketing techniques? |  | Listen and ask questions as necessary  Individual activity as homework | **6UDMS E3 LO3 Activity 6 – Structured for change** |
| Review of session and learning outcomes |  |  | Listen |  |

### SESSION 4: Competitive advantage

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 3 hours | Introduction to session and learning outcomes | Use file: **6UDMS Tutor Presentation E3.pptx**  Assessment Criterion 3.4 | 22 | Listen |  | |
| Internal capabilities and resources | Debrief **Homework Activity 6 from the last session.**  Encourage learners to share examples of how organisations are structured and whether the current structure supports or develops barriers to change. | 23 | **Homework Activity 6**  Share research on organisational structure  Contribute to discussion. Listen and make notes on other people’s contributions. |  | |
| Competitive advantage | Facilitate **Class discussion** to bring out the following points:   * It’s not just about doing well this month. * Sustainable performance means constantly innovating and developing. * Scanning the environment is needed to identify opportunities. | 24 | **Class discussion**  Creating sustainable performance in the digital age requires the organisation to identify opportunities for the organisation to innovate for competitive advantage.  Contribute to discussion. |  | |
| The benefits of digital innovation:   * Lowers investment in new things * The virtual world * Unlimited by time   Refer to the study guide for more information. | 25 | Listen, ask questions and make notes. |  | |
| Brief **Paired Activity 7**  Coordinate paired activity, answering any queries as required.  Draw the pairs together to feedback their findings; facilitate discussion. | 26 | **Paired Activity 7** | **6UDMS E3 LO3 Activity 7 – Consumers and technology** | |
| Consumer value proposition canvas (Osterwalder and Pigneur, 2004):   * Pain * Customer Jobs * Gain   Refer to the study guide for more information | 27 | Listen, ask questions and make notes. |  | |
| Creating competitive advantage through new digital marketing methods:   * Digital innovation is impacting upon the business model of the organisation. * Traditional businesses are experiencing unprecedented levels of market share loss. * Develop customer loyalty through enhanced agility and responsiveness. * Digital transformation is delivering new revenue models, process efficiency, increased precision in segmentation and personalisation. * Integrated digital solutions are reinventing industries and delivering opportunities for growth.   Refer to the study guide for more information. | 28 | Listen, ask questions and make notes. |  |
| Innovative thinking and creative execution:   * Experiential marketing * Virtual reality * Augmented reality * Interactive techniques   + Search engine marketing   + Email marketing   + Sponsorships   + Blogging   + Social networking * Personalisation at scale.   Refer to the study guide for more information. | 29 | Listen, ask questions and make notes. |  |
| Brief on **Homework Activity 8**  Research augmented reality marketing campaigns.  David Marimon said “The user is wowed the first time, but there is no useful outcome.” Do you agree with this statement?  Give reasons for your answer. |  | Listen and ask questions as necessary.  Individual activity as homework. | **6UDMS E3 LO3 Activity 8 – Augmented reality** |
|  | Review of session and learning outcomes |  |  | Listen |  |

### SESSION 5: Methods for monitoring, measuring and managing

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 3 hours | Introduction to session and learning outcomes | Use file: **6UDMS Tutor Presentation E3.pptx**  Assessment Criterion 3.5 | 30 | Listen |  | |
| Competitive advantage | Debrief **Homework** **Activity 8**  Encourage learners to share examples of augmented reality marketing campaigns and opinions as to whether they deliver useful outcomes. | 31 | **Homework Activity 8 debrief**  Research augmented reality marketing campaigns. David Marimon said “The user is wowed the first time, but there is no useful outcome.” Do you agree with this statement? |  | |
| Methods for monitoring, measuring and managing | Facilitate **Class discussion** to bring out the following points:   * Because the market is so dynamic must be agile enough to be react to changes. * At the same time need to be strategic to ensure that marketing activity is focused and not being blown about by what other people are doing. | 32 | **Class discussion**  How can the organisation achieve a healthy balance between proactive and reactive social media marketing?  Contribute to class discussion.  Listen, ask questions and make notes. |  | |
| Meaningful KPI:   * Aligned to the strategic goals of the business * Defined and owned by decision makers * The metric chosen drives value for the business and is a barometer of success * It is valid and quantifiable * It can be influenced by digital marketing actions.   Refer to the study guide for more information. | 33 | Listen, ask questions and make notes. |  | |
| Examples of generic indicators:   * Conversion rate * Page views * Unique visitors * New versus returning visitors * Abandonment rate * Cost per conversation.   Refer to the study guide for more information. | 34 | Listen, ask questions and make notes. |  | |
| Brief **Paired Activity 9**  Coordinate paired activity, answering any queries as required.  Draw the pairs together to feedback their findings; facilitate discussion. | 35 | Complete **Paired Activity 9**  Critically review three examples of key performance indicators used by organisations to monitor, measure and manage their digital marketing strategy. Develop a number of KPI’s for each which could be used by the organisations to monitor and measure the effectiveness of their campaigns.  Capture your ideas. | **6UDMS E3 LO3 Activity 9 – Key performance indicators** | |
| Tracking and measuring strategy effectiveness:   * Metrics * Tools * Quality of web analytics processes * Analysis * Action * Quality of management processes * Improved effectiveness.   Refer to the study guide for more information. | 36 | Listen, ask questions and make notes. |  | |
| The importance of contemporary contingency planning.  Examples of where a contingency plan is required include:   * Unexpected increases in purchases on a particular products ahead of forecast predictions. * Response to server failure and loss of website. * Identifying and fixing e-tools that are not working. * Organisational response to customer data being hacked. * Negative response to a marketing campaign.   Refer to the study guide for more information. | 37 | Listen, ask questions and make notes. |  | |
|  |  | Brief on **Homework Activity 10.**  Conduct a SWOT analysis to assess the web analytics and management processed used in tracking and measuring the marketing strategy of an organisation with which you are familiar. |  | Listen and ask questions as necessary.  Individual activity as homework. | **6UDMS E3 LO3 Activity 10 – Tracking and measuring the marketing strategy** |
|  | Review of session and learning outcomes |  |  | Listen |  |