Unit title	Customer Communications
Guided learning hours	180
Number of lessons	90
Duration of lessons	2 hours
Links to other units	

Unit 2: Marketing Principles

Unit 5: Branding Products and Services

Unit 6: Generating Customer Loyalty

Unit 10: Work Experience in Marketing

Unit 12: Market Research for a Start-up Business

Key to learning opportunities			
AW	Assignment writing	**RS**	Revision Session
GS	Guest speaker	**V**	Visit
IS	Independent study	**WE**	Work Experience

Less on	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Explore segmentation, targeting and positioning, and the influences on the customer decision-making process				

1	**A1 Different types of customer**
	• Define the meaning of 'customers' in different contexts, e.g:
	  o customers
	  o consumers
		IS	• **Tutor–led introduction**: Give an overview of the unit and the topics to be covered. Explain the nature of the assessment and how this links to the activities learners will undertake, including the presentation reflection.
			• **Tutor-led presentation**: Introduce different types of customers with a
				• B2C and B2B customers: www.wordstream.com/blog/ws/201905/20/b2b-vs-b2c
				• What is a prospect?: www.thebalancesmb.com/marketing-sales-prospect-1794386

Less on	Topic	Lesson type	Suggested activities	Classroom resources
	o buyers o prospects o business to customer (B2C) o business to business (B2B) o not-for-profit (NFP).		definition for each, along with an example from business. • **Small group activity**: Learners to be given a worksheet with headings of customer types for discussion. Learners will have experience of being B2C customers and prospects. Insights into B2B could come from any work experience as well as B2B customers for a school/college. Learners could discuss the relative importance of each. More detailed work on B2B is in A2. • **Tutor-led discussion:** Learners to share their experiences with the class in a tutor-led discussion. As an ice breaker, learners could explain the customer experiences of another learner.	• Not-for-profit organisations: www.patriotsoftware.com/blog/accounting/what-is-a-not-for-profit-organization/
2	**A2 Purpose and methods of segmentation, targeting and positioning** • Segmentation. • Purpose of segmentation.	IS	• **Tutor presentation:** Introduce an overview of segmentation of customers using video clips. • **Small group activity:** Groups to be given a different market to investigate, e.g. the gaming market. They research examples of segmentation and apply the purpose of segmentation to that market. • **Tutor presentation:** Tutor-led discussion of segmentation in different markets, drawing on the group's insights.	• Car market: www.segmentationstudyguide.com/understanding-market-segmentation/ • Retail clothing market: www.smallbusiness.chron.com/list-market-segments-retail-clothing

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Less on	Topic	Lesson type	Suggested activities	Classroom resources
3	• Benefits of segmentation for customers are: o the belief that their needs, desires and beliefs are best satisfied o they receive a tailored experience o improved experiences.	IS	• **Tutor-led discussion:** Introduce the benefits to customers when they are targeted by businesses, using an example of meeting wants and needs. • **Paired activity:** Learners to be given a worksheet that allows them to reflect on being a segmented customer. For example, an occasion when a product or a service matched their needs exactly and when an experience was improved upon, perhaps as a repeat customer. • **Plenary:** Draw on learners' beneficial experiences of being a segmented customer.	
4–5	• Benefits of segmentation for organisations: o maximise sales o maximise profits o ability to advertise a unique selling benefit, therefore better brand management o customer loyalty o develop products at a lower cost due to resources delivering an increased return	IS	• **Tutor introduction:** Recap the learner experiences segmentation • **Tutor presentation:** Introduce the benefits of segmentation using video clips. Present a range of industries as examples, exploring how businesses can benefit from segmentation. For example, advertising a unique selling benefit in the extreme sports industry, maximising profits with segmentation in the car industry and establishing customer loyalty for supermarkets.	A wide range of internet sources on benefits of segmentation to business: • Benefits of segmentation: http://www.tutor2u.net/business/blog/qa-outline-the-main-business-benefits-from-market-segmentation • Segmentation and niche markets: www.shopify.com/blog/niche-markets#examples

Less on	Topic	Lesson type	Suggested activities	Classroom resources
	on investment o fewer advertising and promotion channels needed o lower promotion costs as messages can be repeated only in spaces where segmented o customers will hear them o potentially fewer distribution channels.		• **Paired activity:** Learners to carry out research focusing on a couple of headings each. They should apply findings to case studies. For example, fewer communication channels needed for the niche market of vinyl records. • **Group discussion:** Learners bring their research findings and examples to the large group. • **Plenary:** A concluding discussion on why businesses segment customers and the consequences of ignoring segmentation opportunities.	

6–7	• Segmenation bases:
	o B2C
	  – by type of customer, e.g. demographics: age, sex, income, education, industry, profession
	  – by spending behaviour, e.g. how often people buy, how much they spend, when they buy
		IS	• **Tutor presentation:** Using graphs and video clips, e.g. Cheetos; and web posts, e.g. Millennial Marketing to introduce B2C segmentation.
			• **Small group activity:** Tutor to present each group with the same three businesses. Learners then carry out research to decide which type of customer would be likely to relate to the business and its products, explaining their characteristics. Learners then focus on customer spending behaviour and social media usage. This can lead to a discussion in which differences of opinion could emerge.
				A range of segmentation data are available online
				• Geographic segmentation: McDonald's and Nike videos: www.yieldify.com/blog/geographic-segmentation-real-world-examples/
				• Demographic segmentation: Cheetos: www.blog.hubspot.com/marketing/demographic-segmentation
				• Millennial Marketing: www.blog.hurree.co/blog/henry-millennial-demographic-segmentation
				• Behavioural segmentation: www.clevertap.com/blog/behavioral-segmentation/

Less on	Topic	Lesson type	Suggested activities	Classroom resources
	– by social media usage, e.g. access to social data to customise campaigns based on interests, friends/followers to become brand advocates, education.		• **Plenary discussion:** Tutor-led discussion with groups discussing findings. Small groups bring together findings and discuss any differences in segmentation ideas.	
8–9	o B2B: – by organisation type, size, purpose, budget capacity and job function – by organisation volume and regularity of purchases – by organisation products, services and client base - by organisation culture, ethos and innovative capacity - by organisation requirements and relationship	**IS**	• **Recap knowledge:** The importance of B2C segmentation. • **Tutor-led discussion:** Introduce B2B segmentation with examples, e.g. Barratt the house builder segmenting business customers by volume and products. Highlight the difference – for example, B2B relationships may involve more long-term and complex decision-making than B2C and is less about 'wants'. • **Paired activity:** Give learners a business case study for applying the characteristics of B2B segmentation. • **Mini-plenary:** Summarise B2B segmentation, drawing on learners' case study tasks. • **Tutor presentation:** Introduce charities and generate a discussion asking students	• B2B segmentation: www.b2binternational.com/publications/b2b-segmentation-research/ • Introduction to business-to-business with video: www.investopedia.com • Segmentation and charities: www.segmentationstudyguide.com/understanding-market-segmentation/market-segmentation-examples/example-market-segmentation-charities/

Less on	Topic	Lesson type	Suggested activities	Classroom resources
	o Not-for-profit: – by donor/member type – by fundraising capability.		to come up with possible segments – for example, successful fundraisers or a socially aware audience. • **Plenary:** Summarise the importance of segmentation.	
10–11	• Targeting: o purpose of targeting: attract new customers o methods of targeting. • Positioning: o purpose of positioning o methods of positioning.	IS	• **Tutor presentation:** Following on from segmentation, introduce targeting (targeting a market segment) and positioning (product positioning for a selected segment). Use diagrams of STP, from Yieldify, for example, to help learners understand the sequence of segmenting, targeting and positioning. • **Paired activity:** Learners to be given a worksheet with headings for investigating the purpose and methods of targeting and positioning. • **Plenary:** Tutor-led discussion of the importance of targeting and positioning using segmentation information. Draw on learners' knowledge from research.	• www.investopedia.com/terms/t/target-market.asp • Segmentation targeting and positioning: www.smartinsights.com/digital-marketing-strategy/customer-segmentation-targeting/segmentation-targeting-and-positioning/ • STP model: www.yieldify.com/blog/stp-marketing-model/ • Success criteria for targeting: www.criteriaforsuccess.com/5-great-targeting-methods-in-marketing/
12–13	**A3 Customer decision-making process** • Stages in the customer's decision-making process:	IS	• **Lead-in:** Diagrams will assist in teaching the stages in the customer's decision-making process. You can use video clips to illustrate the five stages in the decision-making.	• Video of the decision-making process: www.directiveconsulting.com/blog/5-stages-of-the-consumer-decision-making-process-and-how-its-different/ • Decision-making process:

Less on	Topic	Lesson type	Suggested activities	Classroom resources
	o need recognition o information gathering o evaluation of alternatives o purchase decision o post-purchase review and evaluation o potential repeat purchase.		• **Small group activity:** Learners to work in small groups to discuss instances where they were in the process of deciding to buy a specific product or service. They may not have reached purchase stage, or may have become a repeat customer, and should analyse the reasons for. • **Tutor presentation**: Summarise learner responses from the small group activity to identify the importance of each stage of decision-making.	www.yotpo.com/resources/consumer-decision-making-process-ugc/
14	• Decision-making units (DMUs): o initiators o gatekeepers o buyers o deciders o users o influencers.	**IS**	• **Recap:** A recap of the decision-making process. Who can remember all the stages? • **Tutor presentation:** Give an overview of the people in organisations that make up DMUs. • **Paired/small group activity:** Each group given a DMU to investigate. They should carry our research DMU roles and assess their influence in the buying process. • **Class discussion:** Small groups present their findings to the class. • **Tutor presentation:** Summary of student discussion of DMU roles.	• Various YouTube videos that cover DMUs

Less on	Topic	Lesson type	Suggested activities	Classroom resources
15–16	- Customer decision-making in different contexts: - business to business (B2B) - business to customer (B2C) - not-for-profit (NFP). • Generating customer loyalty.	IS	**Tutor presentation:** Recap the decision-making process for B2C customers. Introduce the decision-making process for B2B customers. The process is the same for both, but the contexts are different. For example, Barratt, mentioned earlier, will need to evaluate purchase decisions just B2C customers do. **Paired activity:** Learners to be given an industry, such as the sports industry. They should decide who the B2C and the B2B customer are in that industry and give examples of decision-making. For example, what sort of information gathering will need to take place for B2C gym customers and B2B gym managers? What are the differences? **Tutor mini-plenary:** A tutor-led discussion in which learners give examples of B2C and B2B contexts. **Lead in:** Introduce decision-making and loyalty. Ask learners to give examples from their work of how post-purchase review can generate loyalty.	- Video on B2B decision-making process: www.directiveconsulting.com/blog/5-stages-of-the-consumer-decision-making-process-and-how-its-different/ - Infographic of B2B stages in decision-making: https://www.mycustomer.com/marketing/strategy/infographic-the-seven-stages-of-decision-making-for-b2b-buyers
17–19	**A4 Influences on customer decision-making** Influences on individual	IS	**Tutor presentation:** Introduce the factors that influence decision-making. Break down the list and give examples for each, e.g. group influence could result	- Influencing factors: https://cxl.com/blog/9-things-to-know-about-influencing-purchasing-decisions/ - Factors influencing buying decisions:

Less on	Topic	Lesson type	Suggested activities	Classroom resources
	decision making: o purchasing power o group influence o personal preferences o economic conditions o marketing campaigns o scarcity.		from sharing experiences online. • **Small group discussion:**Learners to be given a worksheet listing products to which they could assign the biggest influencing factor. For example, in a highly competitive market such as fast food, marketing campaigns might be the biggest influence. Learners should be able to explain why. • **Plenary:** Tutor-led discussion that draws on learner conclusions on influence.	https://www.linkedin.com/pulse/7-important-factors-influence-buying-decision-pallabi-chakraborty
20–22	• Influences on organisational decision-making: o business objectives o budgets o culture o decision makers o attitude to risk o availability of data o external environment.	IS	• **Lead in:** Consider presenting two contrasting case studies. One could be in the mass market and the other in an ethical or niche market. You could present scenarios in which important decisions need to be made, for example an investment decision. • **Small group activity:** Learners to work together to establish the influencing factors that both businesses are subject to. Learners should be able to assess the influences in relation to the type of business. For example, the availability of data for a niche-market business may be more of an influence than for a mass-market business.	• Influences on decision-making https://www.tutor2u.net/business/reference/influences-on-decision-making

Less on	Topic	Lesson type	Suggested activities	Classroom resources
			• **Tutor presentation:** Review influences on business decisions using responses from the student discussion.	

23–25	• Online influences on decision making:
	  o products/service reviews
	  o websites, e.g. ease of use, comfort, jargon-free, product updates
	  o social pressure
	  o exposure
	  o social media following
	  o after-sales services.
		IS	• **Tutor presentation:** An overview of the features of online influences. Websites give further examples such as smartphones and new online retailing opportunities as influences. You could begin by introducing the website paired activity below.
			
			• **Paired activity:** Learners could carry out online research into two contrasting websites. One could come from a 'best designed websites' site. Learners should be able to explain the product or service and make a judgement on their ease of use, comfort, their use of jargon and product updates.
			
			• **Tutor mini-plenary:** Tutor-led discussion on website designs. Learners should give examples of and reasons for websites' influence on decision-making.
			
			• **Paired activity:** Learners to research the remaining influences, demonstrating the significance of influences. For example, 71% of consumer buying decisions are said to be influenced by social media referrals.
				• How does social media influence consumer behaviour?: www.clootrack.com
				
				• Influencing factors: https://www.springfair.com/news/factors-influencing-online-shopping
				
				• Award-winning websites: https://www.awwwards.com/websites/clean/
				
				• 2021 best-designed websites: https://www.websitebuilderexpert.com/designing-websites/best-designed-websites/
				
				• The influence of social media: https://www.searchenginewatch.com/2020/11/20/how-social-media-influence-71-consumer-buying-decisions/

Less on	Topic	Lesson type	Suggested activities	Classroom resources
			• **Tutor summary and student discussion:** Feedback from pairs should include an opinion on the level of influence for the different factors.	
26–28	• Offline influences on decision-making: o face-to-face conversation with salesperson o face-to-face conversation with family/friends o recommendations o social pressure o social norms and expectations o exposure o experiences o in-store ambience o emotional connections.	IS	• **Tutor presentation:** Recap online influences and introduce the offline factors. It would be useful for learners to be able to share their own experiences – and those of people they know – of being influenced to make buying decision. • **Paired activity:** Prepare a worksheet with headings from the list. Learners could give examples, such as the expectation to upgrade to the latest tech gadget or the pressure of social influence when choosing clothing. Learners could give examples of resistance (how easy was it?) and giving in to influence. • **Plenary:** Discussion of scenarios of resistance to influence or not.	• How to sell a product to a customer (scroll down for video): • https://tradeshow-planning.com/how-to-sell-a-product-to-a-customer-face-to-face • Things people are pressured to buy: https://www.forbes.com/sites/investopedia/2011/11/16/5-things-people-buy-because-of-peer-pressure/?sh=2d828f857ada • Peer influence in marketing: https://brandmarketingblog.com/articles/branding-definitions/peer-influence/
29–32		AW	• **Assignment writing:** Complete Assignment 1.	• Assignment brief

Learning aim B: Investigate the customer communications process for a specific product or service				
33–35	**B1 The customer communications process** • Models and processes of customer communication: o AIDA – Attention, Interest, Desire, Action o DAGMAR (defining advertising goals for measured advertising results): awareness, comprehension, conviction, action o Lavidge and Steiner – awareness, knowledge, liking, preference, conviction, purchase o DRIP marketing – communicating information through a steady stream of marketing messages, including emails, social media posts, postcards, calls. • Types of	IS	• **Lead in:** Discuss with learners the requirement that for the next assignment they will be developing a communications plan for a specific product or service. • **Tutor presentation:** Graphs and flowcharts would be useful for delivering the models and processes. You could introduce a case study of a product for applying models, walking through the communications process. For example, with AIDA, gaining customer attention of a product by having a strong presence online, providing useful information about a product, demonstrating what the product can do and making it simple to purchase. • **Small group activity:** You could assign different groups to different research models, including AIDA, DAGMAR, Lavidge and Steiner, and DRIP. Learners to find examples of how the models can be applied to business. For example, for Lavidge and Steiner, when a customer has expressed a liking for a new electrical appliance, appealing to their emotions is the next stage towards an eventual purchase. • **Whole class activity:** Learners to feedback their finding and business examples to the larger group. • **Tutor presentation:** Summary of the application of communication models using student examples.	• The AIDA model and how to apply it in the real world: www.smartinsights.com • The DAGMAR model www.marketing91.com • Lavidge and Steiner model www.learning.net • The AIDA model: https://www.hallaminternet.com/apply-aida-model-digital-marketing/ • Lavidge and Steiner: https://www.investopedia.com/terms/h/hierarchy-of-effects-theory.asp • PCs or laptops with internet connection for researching individual businesses

	communication: ○ internal ○ external.			
36–38	**B2 Factors involved in developing customer communications** • Target audience. • Objectives. • Customer profiles and preferences. • Internal influences on the organisation. • External influences on the organisation. • Marketing budget, resources and time.	IS	• **Tutor presentation:** Introduce the factors using a case study. This could be a basic marketing campaign relying on all factors to be present. You should discuss the importance of each factor and present examples. Remind learners that objectives will steer a communications plan and you can draw on learner work on target audience/customer profiles and preferences. Internal influences will include the need for financial, physical, human and technological resources, while external factors should include elements from PESTLE. You should introduce learners to budgeting headings and a basic timeline for completing activities. • **Group activity:** Learners to choose products from the diverse range of markets currently trending, from kayaks in the outdoor activities market to high-tech wearable devices and delivery businesses. They should research the market and make decisions about what to include under each heading for their product. They can organise their information in a six-slide PowerPoint for a brief presentation to the group. • **Learner presentations:** Presentations should be brief, with the main points discussed. Learners should be encouraged to justify decisions.	• Internal and external influences on marketing: https://www.tutor2u.net/business/reference/internal-and-external-influences-on-marketing-objectives • Trending products: https://alidropship.com/trending-products-to-sell/ • https://smallbusiness.chron.com/list-typical-marketing-expenses-23242.html

			• **Tutor presentation:** Summarise the importance of each factor for the success of a marketing strategy using learner examples.	
39–41	**B3 Customer communication mix tools** • Customer communications mix: ○ advertising ○ content marketing and influencers ○ public relations ○ sales promotion ○ direct marketing ○ events and sponsorship.	IS	• **Lead in:** Introduce learners to the management skill of developing a customer communication mix. You could do this by using images – for example, a fashion retailer's special offer for sales promotions – or video clips such as *The LEGO Movie* advert for content marketing. • **Paired activity:** Learners to research each element of the communications mix. There are plenty of examples of each element online. Learners should find a range of examples, and discuss the purpose and possibilities for their use with their partner. For instance, sponsoring a community group for the purpose of assisting that group and gaining product visibility. • **Tutor presentation:** A discussion to check learner understanding of the purpose of each element of the communications mix, drawing on research into examples. Remind learners that they are expected to develop their own customer communication plan.	• https://smallbusiness.chron.com/marketing-communication-mix-63541.html • https://www.ukbusinessforums.co.uk/threads/types-of-advertising.209628/ • https://www.marketingdonut.co.uk/media-advertising/sponsorship/local-sponsorship-is-good-for-business • *The LEGO Movie*: https://medium.com/better-marketing/lego-marketing-lessons-from-one-of-the-strongest-brands-of-all-time-f5ab6a2a2396 • Sponsor refugees: https://www.sponsorrefugees.org/what_it_is

| 43–45 | • Communication tools within the mix:

o mass communications tools, e.g. web, app, TV, radio, newspaper, magazine

o online communications tools, e.g. email, instant messaging, live chat, online forums, voice-over IP, video conferencing

o offline communications tools, e.g. networking, speaking engagements, print publications, direct mail, cold calls, print advertising, associations and trade shows. | **GS** | • **Paired activity:** Learners prepare questions ahead of the guest speaker visit.

• **Tutor presentation:** Introduction to the opportunities that exist with different communication tools: mass, online, and offline. Use examples, including businesses using a combination of both. Learners could be given a worksheet with headings for taking notes.

• **Guest speaker:** Enlist the help of a speaker to explain the use of communication tools in context.

• **Whole group discussion:** Learners should be prepared to take a pro-active questioning approach in the question-and-answer session with the guest speaker. They should make notes responses on their worksheets.

• **Paired activity:** As a follow up, learners consider the advantages and disadvantages of communication tools within the business context. | • Mass communication): https://mgtblog.com/mass-media-communication/

• https://smallbusiness.chron.com/internet-based-communication-tools-48582.html

• https://www.business2community.com/marketing/7-offline-marketing-strategies-support-online-brand-01191059 |

| 46–47 | **B4 Advantages and disadvantages of different customer communications tools**
• Above-the-line approaches:
  o advantages – reach, attention, brand building
  o o disadvantages – cost, outdated, effectiveness and return on investment (ROI). | IS | • **Lead in:** Introduce the concept of above-the-line approaches, e.g. TV, radio, print advertising, in-store marketing, etc.
• **Paired activity:** Learners to research examples of methods of above-the-line approaches and explore the advantages and disadvantages using examples. For instance, HSBC uses the above-the-line tool of advertising on TV. This clearly reaches a wide audience, but it does so at a cost that could be up to £6000 per advert.
• **Tutor presentation:** Summary of the advantages and disadvantages of above-the-line approaches, drawing on learners' findings. | • A guide on above the line vs below the line:
• https://www.face2face-marketing.com/atl-btl-ttl-marketing-definitions-examples/
• Cost of TV advertising: https://www.marketingdonut.co.uk/media-advertising/radio-tv-and-cinema-advertising/could-your-business-afford-to-advertise-on-tv |
| 48–50 | • Below-the-line approaches:
  o advantages – builds customer relationships, lower investment, direct reach to customers, targeted promotion, cost-effective, easy to measure, better ROI, easy to adapt, instant conversion
  o disadvantages – targeting may be difficult, training requirements, deeper | IS | • **Tutor presentation:** Introduce below-the-line approaches, e.g. direct mail, trade shows, targeted online marketing, etc.
• **Individual activity:** Ask learners to carry out their own research into below-the-line marketing and to create a visual diagram (e.g. a mind map) that includes business examples and advantages/disadvantages.
• **Plenary:** Lead a discussion of the advantages and disadvantages of below-the-line the line approaches, with learners talking through their diagrams. | • Examples below the line and above the line: www.small.chron.com
• PCs or laptops with internet connection for researching individual businesses |

	understanding of customers' and clients' needs, lack of trust, content of promotion needs to be localised.			

51–52	• Online tools:
	
	  o advantages – cost-effective, easy to connect all over the world, efficiency and productivity, competitive advantage, easy to map consumer behaviour
	
	  o disadvantages – time consuming, investments in software and hardware, lack of physical contact with customers.
		IS	• **Lead in:** A quick quiz on communications tools in the marketing mix. This is to recap online and offline tools.
			
			• **Tutor presentation:** Introduce the advantages of using online tools. Explain one advantage and one disadvantage using an example. For example, linking an online forum to mapping behaviour versus investment in software
			
			• **Small group activity:** Groups to research either the advantages or disadvantages and match these to online tools and discuss findings.
			
			• **Large group activity:** Learners debate the case for advantages or disadvantages using examples.
			
			• **Tutor presentation:** Summarise the advantages and disadvantages of online tools, and ask learners to come to a conclusion based on discussions.
				• Is digital marketing cost effective?: https://www.hih7.com/digital-marketing-is-cost-effective-is-it-so/
				
				• Five ways digital marketing helps business to grow: https://www.yokellocal.com/blog/digital-marketing-for-business-growth
				
				• https://www.nibusinessinfo.co.uk/content/advantages-and-disadvantages-digital-marketing
				
				• https://digitaldimensions4u.com/advantages-and-disadvantages-of-digital-marketing/

53–54	• Offline tools:
	
	  o advantages – choice, tangibility, tactility, interaction
	
	  o disadvantages – not easily measured, costly, hard to
		IS	• **Tutor presentation:** Introduce the offline tools with an example, using image/video – for example, Ice Block Challenge – this is then linked to an advantage and a disadvantage.
			
			• **Individual activity:** Learners to be given three offline marketing methods, e.g. direct mail, live demonstrations/events and print advertising. They should
				• Ice Block Challenge: https://www.youtube.com/watch?v=ou5xIN37REY
				
				• https://hingemarketing.com/blog/story/7-offline-marketing-strategies-that-

	establish yourself without online presence.		investigate the advantages and disadvantages of using each. • **Plenary:** Summarise the advantages and disadvantages of offline tools.	support-your-online-brand • https://www.claritymarketing.com.au/what-are-the-pros-and-cons-of-offline-marketing/ • https://www.solopress.com/blog/business-marketing/10-advantages-of-offline-marketing/
Learning aim C: Plan and create customer communications for a specific product or service				
55–56	**C1 Customer communications plan** • Objectives, e.g. brand awareness, increased sales, digital engagement, increased demand. • Message. • Rationale for the plan, the message and the communications mix. • Segmentation, targeting and positioning. • Target audience and their characteristics.	IS	• **Tutor presentation:** Introduce the communications plan. Teach the range of objectives. Explain how they will be used to help develop a rationale for decisions made in the communication plan. Then introduce two case studies of products and services. • **Small group activity:** Learners to make a mind map of appropriate objectives for one of the businesses. They should agree on why those objectives were chosen. • **Mini plenary:** Tutor-led discussion in which learners share ideas for objectives and give a rationale for them. • **Tutor lead-in:** Recap on segmentation, targeting and positioning from previous lessons in the unit. With reference to a businesses' product or service, introduce information on segmentation, target audience and characteristics. • **Paired activity:** Learners to consider the relevance of	

			the information and agree on a more realistic target audience, its segment and characteristics.	
57	• Communications mix, including online and offline channels.	IS	• **Tutor presentation:** Recap communications mix, including offline and online channels. You could give learners a case study. • **Paired work:** Learners to map out their ideas for a range of methods from the communications This could be from a previous lesson. Learners to provide a rationale for their choices – for example, a product that can be sampled would benefit from being marketed offline at events, allowing customers to try before they buy.	
58–59	• Message: content and appeal, consistency and frequency, fit with customer and organisation. • Media and coverage. • Resources: physical, human, financial, technological.	IS	• **Tutor presentation:** Introduce the overarching message of a communications plan with the help of a video. Discuss the message in the video and its appeal. For example, it could have an ethical or emotional appeal. Apply this idea to the need for a communications plan with a consistent and appropriate message running through it. • **Group activity:** Learners to discuss the video and decide what the message is. • **Mini-plenary:** Learners to share their ideas with the class and reach conclusions. • **Tutor lead-in:** Introduce media, coverage and resources. You could present learners with a case study from Trending Products 2021 for applying types of media and resources. • **Paired activity:** Learners to carry out research and suggest an appropriate medium for the case study.	Examples of YouTube videos include: Mercedes-Benz Invisible Car: https://www.youtube.com/watch?v=vWtcz9PMFHo • Fireman Saves Kitten – GoPro: https://www.youtube.com/watch?v=CjB_oVeq8Lo Quorn: https://www.youtube.com/watch?v=DkI9M4F4P2w https://www.rightsourcemarketing.com/content-marketing/who-are-you-the-5-key-components-of-a-core-

			Learners to also set out the resources needed, which will depend on the communications mix chosen. For example, the cost of advertising or staffing levels at events. • **Plenary:** Tutor summary drawing on learner examples. Again, decisions should be justified.	messaging-document/ • Trending Products 2021: https://alidropship.com/trending-products-to-sell/
60	• Constraints, risks and contingency planning: timescales, budget, ethics, competition. • Measurables and evaluation criteria.	IS	• **Tutor presentation:** Introduce constraints and risks using a case study. This can include some costs and a budget. Learners could also use a timeline for plotting given activities. • **Group activity:** Learners to work together to decide how to use the budget and discuss the constraints that arise for communication activities. They should then use the timeline to analyse the risk of not meeting deadlines for activities. Learners could also investigate the level of competition for the business as well as any ethical considerations (e.g. in targeting and advertising). • **Mini-plenary:** Learners to share their findings with the group. • **Lead-in:** You could make mind map of how learners think a communication plan could be measured, then introduce criteria beginning with meeting the aims of the plan. You should also include audience response, sales figures and ROI. • **Individual activity:** Give learners an example of a badly evaluated section of a marketing plan, and ask them to analyse the issues and make improvements.	• https://bizfluent.com/info-8295420-constraint-marketing.html • https://smallbusiness.chron.com/types-marketing-risks-65763.html • https://smallbusiness.chron.com/7-ways-evaluate-marketing-plan-58331.html • https://contentmarketinginstitute.com/2012/10/measuring-marketing-effectiveness-metrics/ • http://www.duartepino.com/blog/5-ways-to-evaluate-your-marketing-plan

			• **Plenary:** A tutor-led discussion on the opportunities to learn from weaknesses and make positive improvements.	
61–62	**C2 Creating customer communications materials** • Process: o ideas development o visualisation –mock-up – example – prototype o testing and briefing (for internal design or an agency) o revision and refinement.	IS	• **Tutor presentation:** Introduce the process of creating customer communications materials and the need to test ideas. Use a case study with a clear target market. • **Paired activity:** Present learners with a case study for an opportunity to walk through ideas. Learners to draw and label a diagram of examples of communications materials they would create. Pairs could join up to talk through the diagrams for review. They should justify choices but then use verbal feedback in discussions to revise/refine ideas. • **Plenary:** A tutor-led discussion, using learner work to illustrate, on the importance of developing, testing out and refining ideas.	

| 63 | • Tools:
  o software – layout, design, image manipulation, writing
  o hardware – devices, tablet, PC, camera
  o traditional – sketches, collage, setup. | IS | • **Tutor presentation:** Introduce the tools available for creating customer communications materials. You could use a video to demonstrate how free software, such as Piktochart, can be used to create flyers, infographics, posters, etc.
Paired activity: Learners to carry out research into software that will assist in creating materials.
• **Tutor presentation:** Introduce using hardware for communication opportunities with examples, including case studies of photographic imagery and video.
• **Group activity:** Each pair could be given a product and a target audience. They could research and discuss how different hardware can be used to communicate with that audience.
• **Plenary:** Sum up the opportunities for using a range of tools for creating communications, using learner examples. | Top tips for marketing communications: https://hullabaloo.co.uk/blog/10-tips-writing-content-marketing-communications/
• Piktochart: https://create.piktochart.com/dashboard (
• Piktochart video tutorial: https://piktochart.com/video-tutorials/
• Photography and content marketing: https://contentmarketinginstitute.com/2012/04/using-photographs-to-support-content-marketing/
• Tablet marketing: https://zozimus.com/blog/tips-for-a-successful-tablet-marketing-strategy/
• Advertising photography: https://www.markdelong.com/blog/power-of-advertising-photography |
| 62–63 | • Creating:
  o written materials
  o images
  o combinations of | IS | • **Tutor presentation:** Introduce the creating element of the communications plan using examples.
• **Individual work:** Present learners with two or three different case study brands. Learners could research | A range images directed at target audiences exist. This is teenagers:
• https://www.pinterest.com/rebecab/young-graphic-design/ |

	images and writing o use of brand guidelines.		the businesses and consider how the presentation of information matches the target audience. • **Whole class discussion:** Learners lead a discussion using examples of materials, using descriptive language to link materials to the target audience.	• Teenager marketing: https://www.shutterstock.com/search/teenager+marketing
64–69		**AW**	• **Assignment writing:** Complete Assignment 2	• Assignment brief

Learning aim D: Present customer communications for a specific product or service				
70–71	**D1 Presenting a customer communications plan** • Types of presentation: o internal and external o face to face o online o recorded. • Presentation: o client's objectives o audience o content o structure o communication – verbal, non-verbal, technical terminology o timing.	IS	• **Tutor presentation:** Introduce the types of presentation they could be expected to carry out followed by an overview of the presentation itself. • **Paired activity:** You could present learners with questions – for example: **(a)** What role do client objectives play in the plan? **(b)** What questions might a business audience ask? **(c)** Why is structure of a presentation important? **(d)** What should the content reflect? **(e)** What are the different communication techniques and why are they important? • **Plenary:** Tutor-led discussion drawing on learner answers.	

| 72–73 | **D1 Presenting a customer communications plan**

o use of media, e.g. audio, video, audio, graphics, aids
o support materials, e.g. handouts, extended version, full plan
o script
o presentation software
o contingency planning. | IS | • **Tutor lead in:** Introduce the remaining choices to be made with examples. For instance, video clips from 30 Sound Marketing Campaigns provide positive audio visuals and Creative Market demonstrates trending graphics.
• **Small group activity:** Learners to carry out research into different types of media available.
• **Plenary:** Tutor-led discussion of range of media available.
• **Tutor presentation:** Explain how useful support material, such as speaker notes, can be when presenting. Discuss tips for effective presentation and provide an opportunity for learners to use presentation software.
• **Individual activity:** Give learners some segmentation data and a target market. They should use this to create one or two slides with speaker notes.
• **Paired activity:** Learners to share their work with peers, practising speaking about the segmentation data using speaker notes. | • Why use audio in marketing?: http://soundcommunication.holdcom.com/bid/69392/why-use-audio-in-marketing-strategies
• 30 Sound Marketing Campaigns: https://www.trendhunter.com/slideshow/sound-marketing
• Trending graphics: https://creativemarket.com/themes/shopify
• Top tips for presenting: https://www.skillsyouneed.com/present/presentation-tips.html |
| 74–75 | **D2 Measuring and developing the customer communications plan**

• Using relevant data to measure effectiveness:
o linking of effectiveness measure to objectives, | IS | • **Tutor presentation:** Introduce linking effectiveness measures to objectives. For example, data on customer interest could reveal which part of the plan had the greatest impact on sales. Alternatively, the cost of the campaign could have been greater than the financial returns.
• **Small group activity:** Consider a range of objectives – foe example, brand awareness, increased sales, digital engagement, increased demand and ROI, and discuss | • Developing key messages for effective communication: www.msktc.org |

	e.g. engagement, sales, customer growth, customer interest, budget o cost of communications versus campaign/plan deliverables, i.e. key performance indicators, e.g. ROI.		how they can be measured. For example, feedback may give digital engagement levels or brand awareness. • **Plenary:** A summary of the importance of understanding objectives and how to measure them.	
76–77	**D3 Tools for measuring the effectiveness of the customer communications plan** • Metrics for different channels: o online measurement, e.g. shares, likes o offline measurement, e.g. response rate, call tracking metrics o financial measures, e.g. return on investment, sales, leads o non-financial measures, e.g. brand awareness, website traffic, social media engagement, blog post visits, landing-page conversions.	IS	• **Tutor presentation:** Introduce different metrics for measuring the range of channels. • **Small group activity:** Give each group a different channel to investigate: online, offline, financial or non-financial. Learners should carry out research on the different metrics for that channel and analyse their usefulness. E.g. high levels of shares could mean an effective online content strategy or low website traffic could mean a poorly designed website. You could distribute questions for the next activity. • **Large group activity:** Each group give feedback on their channel while the others ask questions and take notes. Learners could then debate an order of importance for measurements and metrics. • **Plenary:** Summarise the importance of understanding metrics as an opportunity to understand the success of a plan	• Why do you need to track shares?: https://sproutsocial.com/insights/social-media-shares/ • How to measure brand awareness: https://blog.themarketingcentre.com/brand-awareness-how-to-measure • Measuring ROI: https://medium.com/@jcron_89878/roi-what-is-it-formula-5-ways-to-measure-your-marketing-roi-9e67903e9cbf • Measuring social media engagement: https://blog.hootsuite.com/social-media-metrics/ • Landing page analytics: https://databox.com/key-data-metrics-for-landing-pages-and-lead-tracking-analysis

				• Measuring conversions: https://neilpatel.com/blog/the-8-most-important-conversion-metrics-you-should-be-tracking/

78–79	**D3 Tools for measuring the effectiveness of the customer communications plan**
	• Evaluation:
	  o customer focus and understanding
	  o selection of communication mix
	  o client needs
	  o research
	  o plan.
		IS	• **Tutor presentation:** Introduce the elements of the plan that are to be evaluated.
			• **Paired activity:** Provide a worksheet for learners to come up with a set of questions for the evaluation. For example, under 'research': To what extend did you establish the correct target market? What evidence can you give for this? What different target market do you think your plan was aimed at?
			• **Plenary:** Lead a class discussion with learners sharing their ideas for questions. Reinforce to leaners the need to provide evidence in their evaluations.	

80–81	**D3 Tools for measuring the effectiveness of the customer communications plan**
	  o message
	  o production processes
	  o communication materials
	  o strengths
	  o areas for development.
			• **Tutor lead in:** Recap on the previous lesson.
			• **Small group work:** The process above can be repeated for message, production processes and communications materials.
			• **Mini-plenary:** Lead a discussion on the most useful questions to ask using learner examples.
			• **Tutor introduction:** Discuss with students the importance of being able to identify both strengths and areas for development.
			• **Paired work:** Ask learners to make a list of the areas in which they think they will be strong and areas of weakness. They should to give reasons why and	

			discuss ways of overcoming any hurdles.	
			• **Plenary:** Sum up the knowledge and skills needed to produce an effective evaluation	
82–90		AW	• **Assignment activity:** Complete Assignment 3	Assignment brief
			• Learners should have the opportunity to practise their presentation before delivering the final one in front of their audience.	