Instructor’s Manual

Marketing Communications:
Contexts, Strategies and Applications

3rd edition
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Introduction to the Instructor’s Manual

This guide is intended to assist Lecturers, Instructors or Teachers of marketing communications, promotional management and other related programmes who have decided to use Marketing Communications: Contexts, Strategies and Applications, 3e, as the core text for the unit.

I hope it will help all Instructors with a variety of issues such as the following:

- design and structure of programmes to fit the requirements of different student groups;
- various approaches available to use the text and mini-cases;
- selection of other materials for inclusion in the programme;
- highlighting of key learning points for each chapter and part of the programme;
- provision of ideas for class discussion and student activities to either introduce or reinforce marketing communications issues;
- provision of overheads from the text for lecture and class work.

The information provided in the Instructor’s Manual is intended for guidance only. It is not suggested that these are the only ways to deliver such a programme and I expect that experienced Instructors will continue to use some of their own materials and examples in parallel with Marketing Communications: Contexts, Strategies and Applications.
Teaching Schemes and Approaches

The design of teaching schemes is normally shaped by a number of variables. The amount of time available, the length of individual contact periods, the type and number of students and the objectives of the programme, to name but a few.

Perhaps one of the key determinants is this last one, the objectives. Marketing communications is a relatively new but rapidly growing area of interest for organisations and individuals. Consequently, marketing communication-based programmes are being provided to meet the needs of a variety of people. This text is designed to be used on the following study programmes:

1. Undergraduate degree programmes related to business, marketing or management studies, where conceptual and critical thinking skills are equally important as providing a practical perspective for students.

2. General postgraduate programmes such as MBAs and DMS courses where a more applied and workplace-oriented course of study is required but where academic rigour is still regarded as important.

3. Specialist masters programmes such as MA (or MSc) Marketing and those that focus on advertising and corporate communications.

4. For courses leading to the awards offered by the Chartered Institute of Marketing. In particular, the Marketing Operations unit on the Advanced Certificate and more importantly the Integrated Marketing Communications Strategy unit on the Diploma programme.

The identification of these different types of programmes leads to a consideration of the aims and objectives of teaching the subject. By identifying different student groups it is reasonable to conclude that their needs are different and so the teaching approach adopted should also be modified. Therefore, what is it that we expect students to learn from these programmes?

Undoubtedly the development of knowledge and skills is important. However, knowledge in the form of being able to recite information and facts through a well-rehearsed memory is not adequate nor appropriate for the award of a degree, nor is it suitable for career and personal development. It is my belief that organisations do not want to recruit or have their staff trained in such a way that all they can do is repeat instructions and act in a pre-programmed manner. Organisations in the new millennium want people to act on their own initiative, to think for themselves and to challenge the conventional wisdom in the workplace (and elsewhere). In addition to this, strategy cannot be taught in a prescriptive manner nor can it be instructed or delivered through a set of rules and programming. In view of this the more desirable teaching outcomes are that students achieve the following:

1. understand the variety and complexity of the different approaches and issues surrounding marketing communications;
2. can articulate their views on marketing communication and related issues;

3. have a critical and analytical perspective that challenges conventional and contemporary views, from both an academic and practical standpoint.

The Instructor is required to devise teaching programmes that can deliver the above outcomes but at the same time take into account the nature, experience and expectations of their students. What might be reasonably expected of an MBA group is different to a Level 3 group of students, which in turn is different to those studying for the CIM examinations.

This text aims to be a suitable resource for all these types of programmes. The text can be used to raise awareness and knowledge of the management of promotional activities and associated issues (e.g., the subject, organisations and the promotional industry). It can be used to develop skills in the subject area and can assist managers develop not only a more holistic or broader view of marketing communications but also provide them with a framework to help them develop marketing communications plans.

Finally, and perhaps crucially, it seeks to be a vehicle that distils some of the academic views about the subject and yet also provides suitable information for those who wish to follow the subject from a more vocational perspective.
Guide to the Chapter Teaching Notes

Each chapter of the text is reviewed with the support of the following framework:

| Purpose       | Key Points       | Activities       | PowerPoint Slides | Supplementary Reading Materials |

Purpose

This section sets out the thinking behind each chapter and seeks to provide a rationale for its inclusion. The main aims of the chapter are referred to in order that the Instructor can understand why some of the material has been included at that point in the book.

This section is brief and requires that the Instructor has a good understanding of the subject. It is expected that Instructors will want to elaborate on topics and aspects of marketing communications. This elaboration may be a reflection of their industrial/commercial careers, their research or particular teaching and subject interests. Whatever the reason, Instructors should feel free to add value as they see appropriate to their particular circumstances.

Key Points

In an attempt to help Instructors build lectures and class sessions, some key points from each chapter have been extracted and listed. This is intended to allow Instructors to check off the points in the chapter against their own material and be able to respond to the unexpected or surprise question from the audience.

These points are listed in the order in which the relevant material appears in the chapter. There is no priority or ranking attached to them.

Activities

A number of activities or class exercises have been included that may be of assistance to Instructors when devising their programmes and courses. Their selection and use is dependent upon the aims and objectives of the course to be delivered. Normally, two activities have been included, as explained below.

One of the activities assists exploration of a topic or particular part of the subject material covered in the chapter. The activity may be aimed at stimulating discussion
or at providing a practical way in which students can develop their understanding of certain concepts and approaches.

The other activity is designed to help students apply some of the concepts to an organisation. To help this process two mini-cases have been included in this Instructor’s Manual that can also be used to focus upon a variety of promotional issues, provide assessment opportunities and the means by which students can develop their skills in writing marketing communication plans. The mini-cases in the text have been selected deliberately, two are recent examples from the CIM professional examinations, others have been included to help draw attention to particular issues and points of interest. Alternatively, Instructors may wish to use their own cases.

In addition to these activities are many others, some of which can be academically based around the increasing amount of literature on the subject. These activities are not listed and Instructors are free to set their own papers and associated tasks. Part-time students will normally be encouraged to apply the concepts and frameworks to their own employing organisation. Consequently, the activities can be shaped to reflect this requirement.

PowerPoint Slides

At the end of each chapter in the Instructor’s Manual there is a list of some of the PowerPoint slides that may be of particular help. These can then be downloaded from the Web site, as necessary.

Each of the PowerPoint slides has a reference number, prefixed with a letter. These prefixes are as follows:

\[F\] = Figure
\[T\] = Table

Please feel free to use these PowerPoint slides to assist your teaching.

Supplementary Reading Materials

For programmes and courses where the academic focus is important, the use of particular articles may be useful. These can be distributed before the first session and used as the basis for class discussion, or for article reviews, if this form of assessment is to be used. These readings can be especially useful when the conceptual approach is an integral part of the programme and where critical thinking is a principal desired learning outcome. There are many other papers not included in these lists that Instructors may wish to utilise. Chapters from edited books have also been excluded, but this is another useful source of material for students.

Chapter Review Questions

Answers to the questions provided at the end of each chapter have not been included in this guide. The primary reason is that most of the answers are to be found quite comfortably within the text. The secondary reason is that the questions are intended for students to review their understanding of some of the key points in each chapter. I
hope Instructors will encourage students to tackle the questions, either as part of class sessions or through self-study.

**Call for Activities**
I should be grateful if Instructors would feed back to me their comments about the text and/or the Instructor’s Manual. In particular, I should like to include some of the ideas and teaching approaches used by others for either certain parts of the text or all of it. Any material used in a future edition of the Instructor’s Manual will be fully acknowledged.

**Case Studies**
In addition to the mini-cases included at the end of each chapter two more have been provided in this Instructor’s Manual. These mini-cases are intended to be used as a basis of class discussion and to provide suitable vehicles to explore particular marketing communication issues. They are not intended, in any way, to illustrate good or bad management practice.

I have used the Panorama Airways and Salon Promotions mini-cases as learning vehicles in this Instructor’s Manual in order to illustrate particular or significant points. Another advantage of using a common case is that it can provide continuity and consistency. This is often an effective teaching approach for full-time undergraduate students. Other cases can be used easily in place of Panorama Airways, should an Instructor prefer to use their own materials.

Some of the main issues relating to each of the cases are provided later in this Manual. Information about the Panorama Airways mini-case is provided with each Class Activity, within the relevant Chapter Teaching Notes.
Chapter Teaching Notes

Part One: Introduction and Setting the Scene  Chapters 1 and 2

Chapter 1: An introduction to marketing communications

Purpose

The main purpose of this chapter is, of course, to introduce the subject. Whilst it is assumed that students have already been introduced to marketing and the promotion component of the marketing mix, in a previous unit, it is useful to revisit the topic and to confirm students’ understanding of some of the fundamental concepts.

From the re-establishment of the role and nature of marketing communications the main tools of the promotions mix can be determined and explored, before examining their characteristics and relative effectiveness. The presentation of the mix is unusual in so far as corporate and marketing communications public relations are shown independently and direct response communications are also included.

Time is spent defining and exploring the nature of marketing communications. New to this edition is the section at the end of this chapter that looks at the differences between business and consumer-oriented marketing communications. This is a useful point at which to confirm the breadth of the subject and to introduce the notion that marketing communications should be seen from a multi-disciplinary perspective. This last aspect can be reinforced by exploring promotional activity as a system.

Key Points

- Concepts of Exchange: market, relational, redistributive and reciprocal
- Role of Marketing Communications: Differentiate (position), Remind/Reassure, Inform (Awareness), Persuade (Response) – DRIP
- The Promotional Mix: tools and relationship to marketing strategy
- Key Characteristics of the Tools of the Promotional Mix: communications effectiveness, costs, control
- Definition and Tasks of Marketing Communications
- A Systems Perspective of Marketing Communications
- Differences between Consumer and Business-to-business Marketing Communications

Activities

1. As students and the Instructor are often new to each other at this point, I find it useful to ‘break-the-ice’ using some form of exercise. This may be elaborate or simple depending upon your time and inclination. You could use the Marketing Revisited quiz, located at the end of this document as Appendix D.

I allow students 20 minutes to work through the questions ‘solo’ and then encourage them to discuss their answers with the person next to them. After a further 15 minutes
the Instructor should begin to draw out some answers from the group and stimulate discussion and interaction.

Instructors should not attempt to answer all the questions in class. The amount of time available will determine the length of time devoted to this exercise, but it is important to allow students to search out answers to some of the points themselves, outside of class.

The exercise also allows students to identify, privately, those areas where they feel weak and so feel encouraged to read up on general marketing texts before the next class.

2. Alternatively a mini-case or video can be used in this introductory class to enable some of the key points to be drawn out.

The Salon Promotions mini-case (included at the back of this Instructor’s Manual) can be used in combination with the Magnum ice cream illustration to introduce the subject and to allow students to identify many essential points. I usually organise the students into groups of four or five and advise them that they have 20 minutes to answer the following question:

\[ \text{Class Activity} \]

Consider an ice cream brand and determine the main forms of communication that are used to reach target audiences.

The purpose of this exercise is to encourage students to see the wide range of communication tools used by brands with which they are familiar. All of them will recognise the use of advertising but not all will identify the increasing range of media opportunities. Sales promotion and direct marketing will normally be offered but the use of personal selling and the different forms of public relations will need to be established. Some students will try to introduce the Internet and it is important at this stage to establish the Internet as a medium, not a tool of the marketing communications mix.

It is at this point that the first reference to the marketing channels can be made and the need to use a different combination of tools to reach different audiences. Who are the audiences that a brand’s communications need to reach?

Having established the identity of the tools and the need to combine them to achieve impacts the Instructor can explore the tasks that marketing communications need to accomplish and then introduce the idea of a system of marketing communications. Finally, the Instructor can ask whether marketing communications (and advertising in particular) is used as a form of information provision, as a means of persuasion, to
remind audiences of the brand name or as a means of differentiating the brand from competitor products. Reference to positioning should then be made.

**PowerPoint Slides**

The following slides are recommended for use with this chapter.

F1.1
T1.4
F1.4

These can be downloaded from this Web site.

**Supplementary Reading Material**


**Part One: Introduction and Setting the Scene**  
**Chapters 1 and 2**

**Chapter 2: Communication theory**

**Purpose**

One of the overriding objectives of this chapter is to establish a firm understanding of the way in which communication is understood to work. By leading students through the linear models at the outset it is then possible to introduce the personal component and the two-way process that is characteristic of the communication process. Following this, Instructors may wish to extend their students by introducing the concept that communication must be understood in the context within which it is undertaken. This can then be taken a step further to develop not only the behavioural aspect of communication but the form in which messages are encoded and decoded. One essential aspect of this chapter is to introduce communication in the form of interacting networks.

The concept of interacting networks and the relational approach to communication helps to lay a foundation for the network approach that is used to interpret marketing channels and marketing communication strategy later in the text.

**Key Points**

- Linear Model: components and the realm of understanding
- Source Characteristics: credibility, attractiveness and power
- One, Two and Multi-step Models
- Personal Influences: word-of-mouth communications, opinion leaders, formers and followers
- Processes of Adoption and Diffusion
- Communication Networks: interaction, relational and contextual approaches

**Activities**

1. In order that the power of word-of-mouth communications be appreciated it is useful to encourage students to form small discussion groups.

**Discussion Topic**

Why do people like to talk about their significant product purchases? With whom might they discuss these purchases and to whom might they refer when considering such a purchase?

Each group should select several products and services and then try to identify typical opinion formers and leaders associated with particular brands.
The Instructor can also encourage discussion about self-involvement and try to establish why individuals like to talk about their product purchases. At the end of the discussion the Instructor can draw on the work of Dichter (1966) and then link with concepts such as opinion leaders, formers and the process of diffusion.

2. Alternatively, use can be made of the Salon Promotions mini-case.

**Class Activity**

How might the linear communications model be used to interpret the way celebrity shampoo brands use advertising?

What communication networks might be identified?

The first task requires students to identify the source of a message and Instructors can use this opportunity to examine the Kelman (1961) framework of source credibility. By working through the other elements of the model, in the context of a selected brand, the Instructor can bring life and relevance to this theory.

**PowerPoint Slides**

The following PowerPoint slides are recommended for use with this chapter.

F2.1 F2.2

These can be downloaded from this Web site.

**Supplementary Reading Material**


Part 2
Contexts

Context Analysis

Of all the changes made to this edition perhaps the most significant has been the restructuring of the book into three main and distinct parts. These parts are Contexts, Strategies and Applications.

In my experience many of the marketing communication plans formulated by students bear a marked resemblance to the way they approach the development of marketing plans. In particular the situation analysis was often bland, a mere repetition of the activities undertaken for marketing plans, and in being so bore no relation to communication activities. SWOT analyses and Boston grids often appeared, each incomplete and each irrelevant to the task at hand.

In addition to this shortcoming I believe that the subject should be approached from a contextual perspective. The relational approach to communication theory is important and should be taught in preference to the outdated linear models. Therefore, to assist and reinforce this view I have developed Contextual Analysis (CA) as a suitable method of analysis.

Marketing communications take place within specific circumstances and these circumstances are framed by events and conditions. Of these conditions, marketing communications are themselves a part, they are not remote or distanced from the task at hand. Students should be assisted to see marketing communications as an episode (or a series of episodes) that is an integral (not remote) part of a larger picture. Other conditions, events and episodes influence the shape and form of the communication activities. The context in which a new product is launched is radically different to the context in which an established brand is repositioned. This must be understood and reflected in the marketing communications that evolve through the processes adopted by the focus organisation.

Context Analysis is an attempt to bring together those events and conditions that shape communications. Each episode is considered in the book and each needs to be examined at the outset when developing a marketing communications plan.

CA is simply a structured approach which enables individuals to understand the nature and form of the communication tasks that need to be accomplished. It can be used by managers (and has been by several organisations) as a means of revealing the complexity of the marketing communications situation.

CA can also be used by students as a methodology for use in case studies. In one sense therefore, the CA acts as a checklist, as a means of auditing the current environment and to some extent projecting into the future an organisation’s marketing communications requirements. In another sense, the CA provides an opportunity to
develop a deeper understanding of some of the concepts and approaches that underpin our knowledge of each of the topics covered in the CA.

Students need to see CA as a means of helping them to uncover those elements of the organisation and its environment that impact upon the marketing communications plan.

Questions such as: What do we want to know? What don’t we know? What do we need to know? should be posed in relation to the Panorama Airways or Salon Promotions mini-cases, if used early in the programme, or another case that the Instructor might prefer to use. The answers to these questions can be grouped by the Instructor and the main components of the CA revealed. The main elements to be considered as part of a CA are:

- The Customer’s Context – Chapters 3 and 4
- The Business Context – Chapters 5 and 6
- The Internal Context – Chapters 7 and 8
- The External Context – Chapters 9, 10 and 11

See the suggested answer attached to the Porridge Matters mini-case on page 765 of the text for an example of this approach.
Part 2 Contexts

Part Two: Contexts (Customer) Chapters 3 and 4

Chapter 3: Understanding how customers process information

Purpose

Buyer behaviour is often regarded as a difficult and challenging task for both the Instructor to communicate and students to comprehend. This ‘version’ does not pretend to overcome the challenge but is structured with the intention of setting out the key component parts of the mental processes buyers are believed to use.

The main objective is to orient students in the cognitive approach buyers are considered to use to process information. The main elements of the processes are reviewed in turn and examples provided to help students appreciate the relationship between this aspect of communications and the marketing communication plan.

It is important for the Instructor to make references to other aspects of marketing communications, especially the message (Chapter 21) and media strategies (Chapter 22), in order that students are able to see the wider context.

Key Points

- Cognitive Orientation: differences between the behavioural and cognitive schools of thought
- Personality: Freudian and Trait theories
- Perception: selection, organisation and interpretation
- Learning: behavioural and cognitive learning approaches
- Attitudes: components, multi-attribute models and change
- Environmental Influences: culture, social class, groups, situational influences

Activities

To demonstrate how attitudes can be changed, the following exercise can be used in class or as an assignment to be completed before the next session.

Class Activity

As product manager for an electric lawnmower, you have been presented with the results of some research (Appendix A). The research indicates that your mower is perceived as cheap, cheerful and generally of poor quality.

On a range of attributes, your product was scored in comparison with your competitors.

What action should you take in order to change the attitudes held by the target groups for your Product B?
PowerPoint Slides

The following PowerPoint slides are recommended for use with this chapter.

F3.2  F3.7

These can be downloaded from this Web site.

Supplementary Reading Material

Students interested in the subject and who wish to probe deeper should be referred to texts specialising in buyer behaviour.


Part Two: Contexts (Customer) Chapters 3 and 4

Chapter 4: Customer decision-making

Purpose

This is a principal part of the programme. The different decision stages that buyers pass through when making purchase decisions can impact upon many parts of the marketing communications plan.

Students often have a hazy memory of the differences between consumer and organisational buyer behaviour from their introductory marketing courses. Some time needs to be spent reaffirming these differences and in considering the consequences for marketing communications.

After presenting a general purchase decision process, the Instructor can focus on consumer processes first as undergraduate students are able to relate to these aspects more easily. Many postgraduates are actively involved with organisational buying at their place of work and so, when the class is essentially postgraduate, it makes sense to deal with this aspect first.

Perceived risk and involvement theory are the central aspects to be examined before addressing organisational buying characteristics. The focus of this chapter is upon the length and consideration that buyers give to different types of decisions. The implications are that message and media decisions need to be radically different, depending upon the situation facing the target audience.

Key Points

- Types of consumer decisions: EPS, LPS and RRB
- Perceived Risk: performance, financial, physical, social, ego and time
- Involvement Theory: high and low decision sequences
- Types of organisational decisions: buyclasses, buycentres and buyphases
- Communication differences between consumer and organisational decision-making processes

Activities

Using the Panorama Airways mini-case, it is possible to identify different levels and forms of involvement and perceived risk in the target audiences, identified earlier.

Class Activity

Using the Panorama Airways mini-case, identify the decision-making processes appropriate to the target audiences.
Students should be encouraged to recognise the different processes present in the two main segments: the travel trade and the independent leisure and business traveller markets. The Instructor can draw out from the class the main aspects, ensuring that students understand the implications these decision processes have on marketing communications messages, media and timing.

**PowerPoint Slides**

The following PowerPoint slides are recommended for use with this chapter.

F4.4  F4.5  F4.7

These can be downloaded from this Web site.

**Supplementary Reading Material**


Part Two: Contexts (Business)  Chapters 5 and 6

Chapter 5: Purpose and audiences

Purpose

It is important to demonstrate that marketing communications must support the marketing plan and the business strategy. Therefore, once the mission and the competitive strategies are identified, the process of target marketing needs to be established and from this segmentation is explored and an introduction to positioning made. The notion of target audiences is clearly established.

Aspects of the marketing mix are evaluated and in particular the product life cycle concept can be used to review the way in which the communication mix is understood to change throughout the life of a product. The purpose is to dispel ideas that particular tools can be used at each stage of the life cycle. In other words marketing communications cannot be developed in a prescriptive manner. The life cycle concept is critically examined and the concept of product development phases is introduced as a more flexible interpretation.

The concept of branding is introduced and in particular the concept of brand equity is explored as a more realistic means of developing marketing communications. Further examination of branding is undertaken in Chapter 14.

Key Points

- The mission is an important and integral part of an organisation’s approach to marketing strategy and communications
- Marketing communications support marketing strategy and the marketing plans
- Target Marketing Process: segmentation, targeting and positioning
- Types of Segmentation: bases, purpose and implications
- Marketing communications activities need to be developed from a consideration of the measures used to understand brand equity

Activities

Most students will understand the concept of segmentation so time need not be spent on the basic approach. Instructors may find that students have difficulty recalling the different bases for segmentation. The process of target marketing may be even less familiar to them. Cases studies and videos are of particular use to illuminate different typologies and reference can be made to the hair care market to illustrate the different segments and motivations.

Class Activity

What is the marketing plan context in which the Gerrard Silvester brand (in the Salon Promotions mini-case) is to be relaunched?
Using the Panorama mini-case the Instructor can confirm with students that the mission to fly represents a key change in the direction of the Panorama business strategy. The direct relationship between business strategy and marketing communications can, therefore, be established.

This question inevitably provokes a discussion about the different segments and whether leisure travellers actively choose their airline. From the discussion the Instructor should identify the travel trade as a crucial segment that consists of two subsegments: travel operators and travel agents. Customers of the packaged holiday products offered by these organisations use chartered airline services and are therefore not selective about the airline they travel with. The other main segments are the scheduled services used by business travellers and certain leisure travellers. This group of travellers make a positive decision about their choice of airline. The Instructor can spend time exploring segmentation, depending upon the time available.

For airlines, the development of a strong brand (reputation) can be crucial as a means of differentiation. The class can be encouraged to see how aspects of the total product offering can be used to create the Panorama brand and how this reflects integrated marketing communications. Reference should be made to how the elements of the marketing mix and the promotional mix can be integrated.

**PowerPoint Slides**

The following PowerPoint slide is recommended for use with this chapter.

F5.1

This can be downloaded from this Web site.

**Supplementary Reading Material**


Part Two: Contexts (Business) Chapters 5 and 6

Chapter 6: Ethics in marketing communications

Purpose

Business ethics is of increasing concern to organisations (and academics) as they become aware of the potential impact and significance of this aspect of their activities. More importantly, however, it is the perception customers and stakeholders have of organisations and their ethical behaviour that is now accepted as a critical element of the business activity. In some cases the ethical position adopted by an organisation, as perceived by customers and other stakeholders, has become one of the few means by which organisations and their products can be differentiated from each other. Readers therefore are invited to consider the points and issues raised in this chapter and to use them as a frame of reference when studying the various other elements of marketing (and corporate) communications, in this book.

I hope that by including this chapter, written by my colleague Richard Christy, attention will be drawn to issues that may not normally have been raised during a programme or unit of study of marketing communications. Issues concerning duty of care, privacy, respect, trust, commitment and telling the truth are important foundations for the development and maintenance of marketing (corporate) communication campaigns, where one of the business goals is to establish and maintain close relationships with customers, members of their marketing channel networks, employees, suppliers and other stakeholders. Relationship marketing, an underlying theme of this text, has its roots in the issues considered in this chapter.

Most would agree that marketing communications is not in itself an ethical or unethical activity. Ethical acceptability depends upon the way that individual campaigns are devised and implemented in particular situations.

Key Points

- The two main schools of thought in ethics look at goodness and badness in terms of duties on the one hand and consequences on the other, although other approaches emphasise virtues and purpose
- Ethical issues in business (including those to do with marketing communications) can be complex: it is important to be as clear as possible about what the issue actually is and how it is relevant to the particular organisation at present
- Often, thinking in a broad and enlightened way about the long-term interests of the organisation and its owners can help to clarify ethical issues in business and in marketing communications in particular, although an organisation must always observe general requirements such as common decency
- Some of the more visible and well-documented issues concerning ethics and marketing communications are matters of truth-telling, privacy, taste and decency.
Activities

There are a large number of class-based activities that can be undertaken regarding this topic. Two are presented here but a whole range of discussion topics can be generated once some of the basic concepts have been established. This is important because otherwise discussions will tend to revolve around personal tastes and preferences, without any clear analytical structure.

1. The Instructor can divide the students into five groups, and each is designated one of the five tools of the promotional mix. Each group is then required to consider issues of privacy, taste and truth-telling as they relate to their particular tool before presenting back to the main cohort using either actual or imaginary examples to illustrate their points.

2. Ethical issues can be explored using either of the two mini-cases, Panorama Airways or Salon Promotions.

Class Activity

As brand manager for the Gerrard Silvester brand (in the Salon Promotions mini-case) you have just attended a presentation by your advertising agency that has revealed a creative approach which claims that the brand can restore damaged hair and make it shine with the radiance of youth. Technically it can help mend split ends, but no more so than previous offerings or main-line competitor brands.

What are the ethical issues, particularly now that the advertisement is at the post-production stage and a large financial investment has been sunk in this campaign to date?

What actions should you take in these circumstances?

Supplementary Reading Material


Part Two: Contexts (Internal) Chapters 7 and 8

Chapter 7: Internal marketing communications

Purpose

Marketing communications is often seen by students as an externally oriented set of activities. This chapter introduces readers to the significance of internal markets and the contribution employees can have on external marketing communications.

One of the primary areas of review is the important relationship between corporate strategy, organisational culture and marketing communications. These are considered in this chapter and Instructors are encouraged to draw linkages for students in order that the interaction between corporate strategy and communication be appreciated.

Closely allied to this is the identity the organisation portrays to its stakeholders. This chapter can be used to introduce the member/non-member dichotomy that exists in all organisations, to establish organisational identity in the form of what is central, enduring and distinctive and to explain that non-members may well perceive an organisation’s identity (form an image) that is different to the beliefs held by the members. This work can be used as a prelude to the work on corporate identity in Chapter 16.

Instructors may wish to develop the important role that internal stakeholders play within good marketing communications and they may highlight some of the tools that can be used to develop promotional activities amongst employees and managers. Again the issue about where corporate communication ends and marketing communications begins can be discussed in class (or used as an assessment question).

Key Points

- The importance of employees and management values, their attitudes and behaviour and the impact of their communications on external stakeholders
- Corporate Strategy: link between strategic intent, performance and marketing communications, strategic credibility
- Organisational Identity: what is central, enduring and distinctive
- Communication Audit: reasoning, processes and procedures
- Functional Capability: financial, manufacturing, marketing, including culture and human resources

Activities

The Panorama Airways case can be used to explore some of the issues raised in this chapter. The Instructor should ask students what the culture of the airline might be and who the members and non-members are likely to be. In addition, the discussion could be widened to British Airways and Go as two contrasting companies within the same corporate umbrella. What is central, enduring and distinctive about the two organisations? Part-time students can be asked to reflect upon their own organisations
whilst full-time (often) undergraduate students can use their adopted (focus) organisation to draw links on this topic.

Class Activity

Using the Panorama Airways mini-case, determine the influence of the intraorganisational factors on the airline’s marketing communications.

Students can be introduced to the notion of integrated marketing communications and asked how important internal marketing communications is to the success of externally oriented communications.

PowerPoint Slides

The following PowerPoint slides are recommended for use with this chapter.

F7.1
T7.1

These can be downloaded from this Web site.

Supplementary Reading Material


Part Two: Contexts (Internal)  Chapters 7 and 8

Chapter 8: Financial resources

Purpose

Of all the resources that are critical to the success or failure of a marketing communications campaign, the ability to work effectively within given financial restrictions is paramount. This chapter examines the financial context and the ways in which the appropriation, or total amount of financial resources, is allocated to marketing communications (and advertising in particular).

Budgets concern the sums allocated to individual parts of the communications mix (eg there should be a budget to support the sales promotion plan). Appropriation refers to the overall amount for promotional activities, excluding personal selling as this is normally controlled by a different fund.

Besides looking at the theoretical approach the chapter looks first at the practical approaches used to set the overall sum. This is then extended to review ways in which the weight of advertising spend can be used strategically to achieve competitive advantage and increases in market share. Instructors new to the subject need to be aware that these ideas only apply to the FMCG or stationary markets where there is no real volume growth.

Key Points

- Marginal analysis does not work in the real world, so practitioners use a variety of other methods, all of which have their strengths and weaknesses. The only sound approach is objective and task
- Approaches: marginal analysis, arbitrary, inertia, media multiplier, percentage of sales, affordable, competitive parity and objective and task
- The level of appropriation has a direct impact on media planning and in particular the media selection decision
- Strategic perspectives: A/S ratio, share of voice/share of market, appropriation brand types

Activities

One of the more common errors that students make is that they misunderstand the relationships between media availability and cost and the characteristics of the target audience. Consequently they recommend media that are inappropriate to the financial resources available to the client organisation.

1. Students can be asked whether the sums allocated to these types of activities should be viewed as a cost or expenditure to be included on the profit and loss account, or whether these sums are investment monies, to be reflected in the balance sheet.
Discussion Point

Should marketing communications be regarded as an investment or a cost?

The financially oriented members of the class are normally quite clear in their thinking that they are costs, whereas those in marketing or sales-related activities tend towards an investment perspective. The Instructor should conclude this discussion by encouraging the longer-term view partly by linking back to the branding and organisation identity and reputation topics discussed earlier.

2. Of the cases provided with the text, the Xioniene mini-case has been written specifically to draw on the strategic aspects of SOV and SOM presented at the end of the chapter.

Class Activity

As a marketing communications adviser, suggest:

(a) ways in which the appropriation can be set for Infol International;
(b) the sum that should be allocated to each of the Xioniene and XLT brands.

This mini-case requires students to think in both qualitative and quantitative terms. Through the direct application of the techniques presented in the chapter, students are expected to determine the total market value, the total amount spent on the above-the-line spend and to work out the SOV for each of the brands. A table is provided in Appendix C showing the main workings, which can be photocopied and given to students who lose their way.

PowerPoint Slides

The following PowerPoint slide is recommended for use with this chapter.

F8.5

This can be downloaded from this Web site.

Supplementary Reading Material


Part Two: Contexts (External)  Chapters 9, 10 and 11

Chapter 9: Environmental influences on marketing communications

Purpose

This chapter seeks to identify some of the wider forces acting on organisations and that affect their marketing communications. These forces are largely uncontrollable by the organisation, that contrasts with the previous topics that can, in essence, be ‘controlled’ or at least strongly influenced by management.

The material included in the first half of this chapter is presented for illustrative purposes. Instructors are encouraged to use their own examples wherever possible as this will provide breadth and context.

The Kellogg’s example presented in the text can be used to explore the sustainability of these environmental driving forces. By moving to a corporate campaign that focuses on the ‘Nation’s Health’ Kellogg’s sought to reposition the corporate brand. Considering the campaign was withdrawn after less than six months, the Instructor can ask the group why Kellogg’s might have chosen to drop the campaign and whether such positioning was misjudged in the first place or whether society moved on and removed the viability of the adopted position.

Key Points

- Marketing communications is influenced by both controllable and uncontrollable forces acting upon organisations
- Uncontrollable Forces: societal, technological, economic, seasonal, legislative and those for greater corporate responsibility (or use PEST).
- The external environment is examined to determine those factors that impact on an organisation’s communications. In other words, this PEST analysis is not a replication of the usual analysis that a student would expect to undertake. This point must be made very clear to them.

Activities

Instructors may find it interesting to challenge students to identify those uncontrollable forces that may be acting upon hair care brands such as Wella, Pantene or Wash & Go. In my experience, some students will retain a narrow focus, basing their views upon the target segments. Other students will look at a broader set of forces. These include the changing fashion, self-confidence, haircare awareness and experimentation. The technological advances can be drawn out, as can legislative changes in terms of trade descriptions and new European Union law, and changing retailing patterns as consumer shopping behaviour evolves – all of which is both interesting and relevant.
Class Activity

Identify the main environmental forces acting upon car manufacturers generally and then specifically Ford, Toyota and BMW.

How are these forces reflected in the marketing communication messages?

When many of the key points have been extracted from the student group the Instructor can then encourage discussion around the implications of these different forces for marketing communications opportunities (e.g., positioning, message design, media planning).

Supplementary Reading Material


Part Two: Contexts (External)  Chapters 9, 10, and 11

Chapter 10: Stakeholders, supply chains and interorganisational relationships

Purpose

Stakeholder theory is a key concept in the development of business strategy. Marketing channels can be interpreted as a network of interacting and interdependent organisations. Marketing channels, marketing communications and business and marketing strategy are inextricably linked together and I use the stakeholder concept as a means of reinforcing the network concept and as a means of linking these various components.

One of the main outcomes of this chapter is the identification of particular networks of stakeholders. There are two, the performance network and the support network. The organisations that make up these different networks may require distinctive communications. Links can be made back to communication networks (Chapter 2).

Therefore, the purpose of being able to analyse the stakeholder networks is to be able to identify and understand the different groupings of organisations, to assess their different power and influence in order that communication strategies, messages and communication tools can be deployed appropriately. This provides a link back to marketing and corporate strategy.

In addition to this, students need to appreciate that it is the communications between network members that enable them to coordinate their activities. Therefore greater control over marketing communications can facilitate improved coordination between members. The output performance of individual organisations and possibly of the channel itself may be enhanced.

Taken a step further Instructors can provoke discussion of the role and nature of corporate communications. For example, if the marketing channel is perceived as a superorganisation or even a successful network, then communications used to bind the network together might be regarded as essentially corporate rather than marketing in nature.

Key Points

- Stakeholder Theory: concept, models, mapping and analysis
- Stakeholder Networks: performance and support
- Network Patterns: conventional and vertical marketing systems
- Channel Management: cooperation, power, conflict, leadership
Activities

1. In order that students appreciate the scope and variety of organisations that interact in any network, the Instructor can ask the class to prepare a stakeholder map for their own organisation or for Panorama Airways, if the mini-case is being used.

   **Class Activity**

   Prepare a stakeholder map for Panorama Airways, indicating the likely levels of power and influence through the lines of communication.

   What can management learn as a result of preparing these maps?

2. Alternatively, the Instructor may wish to use a different case and the Sunny Cottage Holidays (SCH) mini-case at the rear of the text is ideal for exploring some of these issues.

   **Class Activity**

   How might an understanding of channel management issues assist Sunny Cottage Holidays with their marketing communications?

The Salon Promotions case allows Instructors to test understanding of the notion that marketing communications is contextually bound. It also opens other issues but the case requires students to differentiate marketing strategy matters from communication issues. It allows the students to develop their understanding of channel networks and as a solution students may recommend the development of a rival ‘superorganisation’ to challenge the Welsh Tourist Board.

**PowerPoint Slides**

The following PowerPoint slides are recommended for use with this chapter.

F10.4  F10.5  F10.6

These can be downloaded from this Web site.

**Supplementary Reading Material**


Part Two: Contexts (External) Chapters 9, 10 and 11

Chapter 11: The communications industry

Purpose

Any text on marketing communications, regardless of whether it is academically or practitioner oriented, needs to be understood against the real life industry background, the industry context. Students need to be introduced to the industry and to develop an understanding of some of the major relationships and interactions between major players. This chapter seeks to develop this understanding.

This chapter endeavours to provide readers with a flavour of some of the key issues within the industry and some of the trends and developments, including the European dimension. In particular the relationships between clients and agencies, the remuneration system and the briefing system and responsibilities of the parties involved can be discussed in class, based upon the students’ reading.

Key Points

- Marketing Communications Industry: structure, relationships, remuneration, European trends
- Sources of Information: agency selection, professional associations, control and regulation
- Advertising Expenditure: trends, value, issues

Activities

1. In order that students develop a deeper appreciation of the role of the major players in the industry, it is useful to encourage them to think about the activities that agencies, clients, media owners and suppliers of promotional services and materials might undertake.

   Class Activity

   What activities and tasks might each of the main marketing communications industry participants undertake (agencies, media owners, production suppliers and clients?)

   This allows the Instructor to establish the main roles, to clarify the tasks undertaken and to create a base from which to explore some of the relationships (including the tensions), trends and opportunities facing the participants.

2. Using the Panorama Airways mini-case as a base, students can be asked to assume the role of Mike Sharpe and work through the decisions that need to be made about the selection of an advertising agency.
Class Activity

Using the Panorama Airways mini-case, what are the criteria by which the airline might select an advertising agency and how might the agency appointed to the account be paid for its services?

Students very often learn a great deal from this activity as they are forced into the role of the decision maker. The Instructor can take the activity further by asking different groups to prepare a brief for the agencies invited to pitch.

To encourage students to appreciate the regulatory aspects of the industry, students can be required to discuss particular issues.

Discussion Point

To what degree does self-regulation and/or statute apply to the different elements of the marketing communications mix?

PowerPoint Slides

The following PowerPoint slide is recommended for use with this chapter.

F11.2

This can be downloaded from this Web site.

Supplementary Reading Material


Part 3

Strategies

Part Three: Strategies Chapters 12 to 19

Chapter 12: Marketing communication strategies and planning

Purpose

This chapter introduces a number of strategic communication concepts that are oriented to different target audiences. The chapter also considers the role, nature and principles associated with planning for marketing communication activities.

Time should be spent by the Instructor exploring the nature of strategy, tactics and operational issues. It is useful to encourage students to consider the extent to which planning is the same as strategy, especially as the two are often used interchangeably.

To some strategy in the promotional area refers to the manner in which the tools of the mix are blended together, or not as the case may be. However, at another level, strategy refers to the overall emphasis of the activity whether the focus is upon consumers, intermediaries or a range of other stakeholders. These are referred to as pull, push and profile strategies, or the 3Ps for short. Invariably these strategies are not mutually exclusive and no single strategy (or directional thrust) is normally sufficient. Combinations of these strategies are required for effective marketing communications. Students need to see that the focus will often switch during a campaign and the strategic eclipse can be used to convey the point.

Students are introduced to possible strategies where there is both high and low involvement. This is followed by consideration of FCB and Rossiter-Percy strategic frameworks. Instructors are encouraged to use these for illustrative purposes only, even though the FCB grid has been used by a large number of agencies. They are not to be used in a prescriptive manner.

A further aim of the chapter is to illustrate the components of a marketing communications plan and to show how the various parts are linked together.

Key Points

- Marketing communication strategy consists of three main thrusts, directed at members of three stakeholder groups. These are consumers (pull), members of the marketing channel network (push) and all stakeholders (profile)
- In addition to the 3Ps each strategy needs to be identified by a core message that identifies the task to be achieved: differentiating (repositioning), reminding, reassuring, informing (awareness) and persuading (generating a response)
• Strategy Selection: management task, can be quantified for objectivity, all three approaches are normally used simultaneously
• Pull strategies for consumers and end user business-to-business customers: high/low involvement, FCB grid, Rossiter-Percy grid, branding
• Push strategies for channel partners: promotional mix variations, message content, relationship orientation
• Profile strategies for all stakeholders, normally messages are organisation rather than product oriented.
• Planning is not necessarily the same as strategy
• The marketing communications planning framework acts as a coordinating mechanism to enable students to see how the various components of marketing communications are linked together.

Activities

1. This is one of the most important topics in the text and yet deriving suitable learning exercises can be problematic. Instructors are advised to introduce the notion of push, pull and profile and then to focus on each of them in turn.

One method to develop understanding of the pull strategy is to ask members of the class, working in groups, to position product categories on a blank FCB grid. The Instructor can then draw out the different positions and then superimpose particular brands for some products and ask students to identify how they are currently positioned and how they might be positioned.

Once this has been completed the difficulties of positioning can be explored and the Rossiter-Percy grid used to develop ideas further, particularly through the introduction of brand awareness.

2. The Porridge Matters mini-case, in the text, provides an opportunity for students to develop their understanding of marketing communication plans. A suggested answer is provided on page 765 of the text but the learning process requires students to try and bring the elements together. The Instructor will need to help identify various parts but will also need to explain and highlight the linkages between the various elements. Students need to be advised that the MCPF can be a blueprint for the evaluation of the other mini-cases.

Plans can be developed in class led by the Instructor, as assessments, as homework or as small group work. Whichever approach is used the Instructor should challenge the assumptions and recommendations to ensure that the linkages have been observed and that the plan presented is internally consistent.

Another important test is to examine the depth of understanding concerning the buyers and the target audience. Does the plan recognise and build upon the motivations, attitudes and perceptions held by the target audience? Have the buyer’s decision-making processes (involvement, perceived risk) been considered and reflected in the strategy, mix, message and media selected?
PowerPoint Slides

The following PowerPoint slides are recommended for use with this chapter.

F12.1  F12.2  F12.5  F12.6  F12.7  F12.8
T12.2  T12.4

These can be downloaded from this Web site.

Supplementary Reading Material


Part Three: Strategies

Chapter 13: Promotional objectives and positioning

Purpose

The hub of any planned activity is, of course, the objectives that are to be accomplished. This chapter seeks to determine the essence of appropriate promotional goals, which are derived from the work undertaken in the Contextual Analysis.

The role of the goal setting activity is explored and then the sales and communication approaches to goal setting are reviewed. The hierarchy of effects model is introduced and the sequential approach to communication goal setting is examined.

This chapter provides a further opportunity to reinforce the difference between marketing plan objectives and promotional objectives.

Having determined the goals, the position of the product/organisation in its relevant environment must be reviewed, or determined if a new product is launched.

Key Points

- The difference between marketing strategy objectives and promotional objectives
- Components: the need to have both a sales and a communication element(s) as part of the objectives. These elements must be measurable, time restricted and targeted. They need to be SMART.
- Positioning: part of the target marketing process, used for differentiation, imagery and perception
- Strategies: features, price/quality, use, product class dissociation, user, competitor and benefit. Repositioning is an ongoing requirement
- Perceptual mapping: attributes perceived, two-dimensional, competitor oriented, can plot ideal brand positions, of strategic importance

Activities

1. Students are normally able to grasp the essence and significance of promotional objectives and the process by which they are derived. However, the Instructor can invariably develop a lively discussion around the role of sales objectives and the real purpose of using promotional objectives. Many students will adopt an ‘it is only sales that matter in the long run’ position, believing the ultimate test of a promotional campaign must be sales related. Others will see a wider perspective and the Instructor should encourage discussion around the purpose of marketing communications objectives.

Discussion Point

The only valid measure of promotional success is sales growth.

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2. Alternatively, the Instructor can extend the Salon Promotions mini-case and ask students to derive the promotional objectives. Some of them will find this difficult whilst others will correctly observe that the final set of objectives cannot be established until the marketing research has been undertaken.

**Class Activity**

Using the Panorama Airways mini-case, determine the promotional objectives for the marketing communications plan.

How should the airline be positioned?

**PowerPoint Slides**

The following PowerPoint slides are recommended for use with this chapter.

F13.1  F13.2  F13.3  F13.4

These can be downloaded from this Web site.

**Supplementary Reading Material**


Part Three: Strategies

Chapter 14: Branding and the role of marketing communications

Purpose

This chapter, following on from the previous one about positioning, provides some form of continuity as the two topics are linked.

The role of branding within commercial activities appears to becoming increasingly significant. Although this chapter sets out some of the issues and characteristics associated with branding the main aim is to consider the role of marketing communications within branding. In other words, how does marketing communications help to develop brands?

Having considered different types of product and corporate branding, the focus of the chapter moves on to examine ideas about how advertising and below-the-line promotional tools are used to assist brand development. This is an important aspect of this chapter and one that is frequently neglected. The assumption is often made that communications impact on brands, but students do not understand which tools should be used, how they are used and why they are used.

The chapter also looks at branding in the B2B market and concludes by examining ideas about brand equity.

The mini-case provides an excellent example of below-the-line marketing communications for branding. Students should be encouraged to read and discuss this case and if access to the related BBC television programme is possible then they see the way the brand was developed from the start.

Key Points

- Brands consist of two main types of attributes: intrinsic and extrinsic
- Brands provide benefits for both the brand owners and customers
- Through the use of a brand audit it is possible to identify the key characteristics of a brand and for brand owners to use the information to help shape communications and media decisions
- The relationship a brand has with its parent organisation is important as this too influences the communications. The main brand forms are: single, brand, balanced, variety, corporate and dotcom
- Brands have a strong strategic role as they provide for: differentiation, added value and integration
- When advertising is used to enable consumers to make brand associations, two main approaches can be used, the rational and the emotional.
- When there is insufficient budget to support advertising, merchandising, packaging and the brand name itself need to convey the required symbolism and the brand name needs to be closely aligned to the brand’s primary function
• Branding is concerned with the development of relationships: people trust brands with which they are comfortable

Activities

1. Provide a variety of television advertisements and have a number of print advertisements available. Students should be asked to discuss the relative strength of each of the brands with the Instructor writing down comments on the whiteboard. Use of the brand fingerprint approach might be useful. Prioritisation is then feasible and further discussion about what constitutes a brand allows the Instructor the opportunity to draw out brand characteristics.

2.

Class Activity

Select three brands from a particular market sector and determine their overall communication strategies.

3.

Class Activity

Working in small groups, students are required to identify brands in the same sector, where some make a great use of advertising and some use below-the-line approaches.

PowerPoint Slides

The following PowerPoint slides are recommended for use with this chapter.

T14.1  T14.2  T14.3

These can be downloaded from this Web site.

Supplementary Reading Material


Part Three: Strategies

Chapter 15: Business-to-business marketing communications

Purpose

Instructors can use this chapter to focus attention on marketing communications in the business-to-business market. This often neglected (in the classroom) area deserves higher recognition and attention.

Students need to understand the characteristics of the b2b market and to appreciate the different aspects. Instructors should encourage students not only to work out how the b2b sector is made up but also to distinguish the buying characteristics of both the b2b and b2c sectors.

From the above analysis the next task is to establish the idea that the marketing channel is a network of interacting organisations that share varying degrees of trust and commitment towards each other. The work of Morgan and Hunt (1994) and the concept of relationship marketing can be explored at this point. From here it is easier to present communication flows as a means of binding members together.

The Gilliland and Johnston model (1997) provides an excellent opportunity to explore aspects of marketing communications and the outcomes of the model should be linked to ideas of how advertising works and of ‘significant value’, set out in Chapter 20.

The relationship between the channel structure and the communication facets is an important one for students to grasp, even though some find this difficult. Students need to see that effective channel-based communication is a composite of a number of variables.

The application of the tools of the promotional mix within the b2b sector are considered and it is worthwhile helping students to probe beyond the simple idea that personal selling predominates. The impact of digital communications has been most marked in b2b and this needs to be thoroughly considered.

Following a discussion of communication quality another interesting area is key account management, and the phases through which relationships developed provide a means to consider the strategic issues of resource deployment, particularly of the sales force and direct marketing tools.

Key Points

- The b2b sector is made up of four main components and communications are oriented to the development of trust and goodwill
- Attitudes to the product/brand and attitudes towards promotional messages are important aspects of the effectiveness of marketing communication (Gilliland and Johnston, 1997)
- Marketing channels are networks of organisations: partnerships, interdependence, interaction, power, trust and commitment
• Channel Communications: facets, timing, structure, collaborative and autonomous strategies, quality
• Whilst personal selling is an important aspect of the promotional mix in the b2b sector, the development of eCommerce and the use of digital communications has transformed the way marketing communications are conducted. It has led to a reconfiguration of the promotional mix
• Key account management: KAM cycles, activities and strategic orientation

Activities

1. Business-to-business strategies can be explored through the use of the Glymo mini-case at the end of the chapter.

   **Class Activity**

   What strategies might Glymo use to communicate with their channel partners?

This question requires students to address the issue of what is marketing communication strategy. This allows the Instructor to develop the points and strategies suggested into a focus on the priorities of the target audiences and their information requirements.

Issues concerning the relationships with the garden centres and how these might be different to those with supermarkets and DIY stores can be considered and allows the Instructor to introduce the work of Mohr and Nevin (1990) and Mohr and Sohi (1995) quite comfortably.

   **Class Activity**

   To what extent can Panorama Airways use marketing communications to improve relationships with the travel trade?

2. This activity allows the Instructor to discuss the importance of trade relationships and so build upon some of the work completed earlier in Chapter 10.

Having established the importance, a balance needs to be achieved between the need to communicate with the leisure and business travellers on the one hand and the travel trade, on the other.
PowerPoint Slides

The following PowerPoint slides are recommended for use with this chapter.

F15.3
T15.1  T15.2

These can be downloaded from this Web site.

Supplementary Reading Material


Part Three: Strategies  Chapters 12 to 19

Chapter 16: Corporate identity and reputation

Purpose

One of the key themes through the text is that corporate and marketing communications are not separate communication functions but that, through an integrated approach, they should work closely together. External communications can be improved through better internal communications. This chapter focuses on the communication needs of a wide range of stakeholders, many of whom may not be customers or suppliers. Traditionally this is referred to as corporate identity, but increasingly the phrase corporate branding is being adopted.

Before this area is tackled Instructors are recommended to have covered the material in Chapter 7 on internal marketing communications. This sets out the foundation material and is important in establishing the context and the key aspects of organisational identity.

The use of a profile strategy is an attempt to enhance the profile, visibility and reputation of an organisation. This needs to be accomplished through internal and external communications. There are many ways to approach profile strategies but I find that establishing the difference between image and identity is a useful introductory step. From this, and using either a mini-case organisation or a real organisation, I encourage students to consider who the organisation is, what it is made up of and from that draw out the personality, identity and image concepts.

Corporate branding is an area often covered by students and the Instructor can relate this to product branding aimed at consumers. From here the CIMP framework can be considered and during this it is useful to draw out the design and strategy schools of thought about corporate identity. The use of transactional analysis and other specialised networks material depends to a large extent upon the time available and the characteristics of the audience. CIM students do not need to get involved with these two areas but undergraduate students can benefit from being either introduced to TA or considering it in this context.

Key Points

- Profile Strategy: used to communicate with a wide array of stakeholders, not necessarily all of them simultaneously
- Corporate communication is a part the total integrated marketing communication effort
- Corporate identity is made up of three main parts: personality, identity and image. Reputation is a part of corporate image
- Corporate identity has a number of dimensions: relational, managerial and product
- Corporate identity has a design tradition but is now recognised as having a strong and important strategic element. Therefore management of the corporate identity is vitally important (CIMP framework)
Activities

1. The Instructor can ask the student group to consider the corporate identity of particular organisations. These may be well-known international companies or they might be local organisations for whom the students (postgraduates) work. This can be discussed in class or as part of small group discussion but the goal is to draw out the personality (strategy and culture), pinpoint the planned and unplanned identity cues and consider the impact on the target audiences and the strength and durability of the images held by target audiences.

2. An alternative approach is to use the Taylor Nelson Sofres mini-case from the text and to encourage students to consider the significance and impact of culture on the development of corporate brands.

Class Discussion

Corporate identity is simply about logos and letterheads – nothing else.
Discuss.

PowerPoint Slides

The following PowerPoint slides are recommended for use with this chapter.

F16.1  F16.2  F16.4
T16.2

These can be downloaded from this Web site.

Supplementary Reading Material


Chapter 17: Marketing communications across borders

Purpose

The purpose of this chapter is to introduce some of the salient issues concerning the marketing communications used by organisations when operating away from their domestic markets.

Many of the points made in this chapter are established elsewhere in specialised texts on international marketing (IM). Many students will have studied IM as part of their CIM studies or as option on their degree programme. However many have not and so this chapter aims to provide an insight into some of the major issues and debates concerning the practice of marketing communications across borders.

The principal thrust of the chapter is to consider the major variables that impact upon this aspect of marketing communications and to then reflect upon the issues and strategies used by organisations and the nature and role of the advertising agencies who seek to work with their clients in these markets.

Key Points:

- Different Types of Organisation: international, multinational, global and transnational
- Key Variables: culture (symbols, institutions, work, literacy levels, religion), values and the media
- Strategy: adaption or standardisation
- Agency Development: organic, acquisitive or cooperative
- Stages in Cross-border Advertising Development: domestic, export, multinational and global

Activities

1. A useful approach to this topic is to create two groups of students, where one is to assume the role of a brand manager who is considering the marketing communications for a brand in an international environment for the first time and the second group those for a global brand where the brand is well established but perhaps under threat from a competitor. Their task is to determine the issues facing them and to consider solutions.

2. If the Instructor wishes to use a mini-case then the Panorama Airways case is an excellent vehicle to explore the issues facing an organisation operating in a number of different markets.
Class Activity

Using the Panorama Airways mini-case, determine the major issues concerning the development of their marketing communications in their overseas markets.

3. An extension of adaptation/standardisation is the impact on integration. Provide small groups of students with a scenario, one dealing with a standardisation strategy, another with an adaption strategy and another pursuing a glocal approach, and encourage them to isolate the impact on integrated marketing communications.

PowerPoint Slides

The following PowerPoint slides is recommended for use with this chapter.

T17.3

This can be downloaded from this Web site.

Supplementary Reading Material:


Part Three: Strategies

Chapter 18: Interactive communication strategy

Purpose

This is one of the new chapters in this edition and is one of two particularly oriented towards Internet and digital-based communications. The other is Chapter 25, and ideally these should be read sequentially. However, aspects of digital communications are embedded throughout the book and I believe interactive and on-line communications should be taught as a part of a total communications perspective.

The development of the Internet has had a profound impact on organisations and consumers as access to the Internet widens. Although overstated by some, there can be no real doubt that the Internet, and related technologies, will continue to offer new forms of largely interactive communications. It is important, therefore, that students understand how marketing communications may be affected by such facilities and be able to make judgements about the percentage of a promotional budget that should be devoted to on-line communications.

In addition to the lower transaction costs, increased speed and accuracy of the information conveyed there are numerous strategic benefits such as the creation of exit barriers, improved relationships and enhanced levels of customer satisfaction.

This chapter deals mainly with the strategic aspects of Internet-based communications. It isolates different phases of Internet development in organisations and establishes the important point that development is normally incremental. Students’ attention should also be drawn to the different eCommerce models and in particular the communication issues related to bricks, bricks and clicks and clicks-only models.

Important issues about security, trust, fulfilment and on-line branding are considered and these also need to be emphasised.

Key Points

- The principal benefits of interactive communications are improved speed and accuracy of information provision plus drastically reduced transaction costs
- With interactive communications the drivers are active information seekers, represented by the target audience, not just the organisations providing information
- A number of hybrid business formats have emerged, principally to meet the needs of the new electronic marketplace
- Extranet, Intranet and Internet platforms provide different strategic communication opportunities
- Among the secondary benefits that can emerge over the longer term are improved customer relationships and increased flexibility to meet new market opportunities.
- The Internet offers new segmentation opportunities and can facilitate communications to reach previously unattainable audiences
On-line communications are to be regarded as an addition to off-line communications, not as a replacement, even for dotcom (clicks-only) brands. Security and fulfilment issues are of major importance when building credibility, trust and repeat business.

Activities

1. This topic seems to be popular with students of all backgrounds and experience and is therefore one with the potential to engage them all. Ask students to identify organisations and brands that have made use of the Internet. Encourage them to find out what these organisations have done and why, and also to determine the time taken to develop these facilities and to note any distinct phases of development.

Discussion Point

The development of digital and interactive communications will lead to a massive decline in advertising spend and an increase in sales promotion-related activities.

Individually students should ‘adopt’ a b2b and a b2c brand and then monitor and evaluate their use of interactive media. In particular, the b2b brand (organisation) should be considered in terms of the platforms used and the nature of the relationships developed.

Class Activity

Using the Panorama Airways mini-case, suggest ways in which the company might use the Internet to enhance their marketing communications.

PowerPoint Slides

The following PowerPoint slides are recommended for use with this chapter.

T18.1  T18.3

These can be downloaded from this Web site.
Supplementary Reading Material


Chapter 19: Integrated marketing communications

Purpose

The debate about the integrated marketing communications (IMC) concept has been significant over the past few years. The main purpose here is not to set out what IMC actually is as there is little agreement about its nature or constitution. The aim is to consider the separate strands and issues and to reflect on what IMC is or might become.

I believe that IMC represents a strategic approach to the marketplace and is much more than the combination of different promotional tools. Its position here at the end of the section on strategies is symbolic and in that sense is a reflection of the all-embracing facility that IMC brings to the subject. IMC brings together internal and external communications, it embraces internal marketing communications, corporate communications and all the processes and tools that deliver business strategy. IMC is a goal to be achieved but unfortunately there are no rules or paradigms to get there. The context in which each organisation finds itself influences the way forward but what is certain is that without CEO support and leadership on this issue IMC will not materialise.

The chapter passes through a series of phases that commence with a review of what people think IMC is, then looks at the development of the concept and the main drivers for change. Once the various forms of resistance to IMC have been considered the main ways of establishing IMC are introduced. The chapter continues with a view of the nature and role that agencies seek to play in the development of IMC before concluding with some thoughts about what IMC might be.

Key Points

• IMC is about: coordination and harmonisation of the processes associated with the delivery of one voice, one message. It is about clarity and understanding
• Drivers for IMC: organisational, market and communication
• Resistance to IMC: financial structures, employee (and management) reluctance, supplier attitudes and complexity
• Overcoming the Resistance: customer-based philosophy, training, change agents, planning
• Agency and client structures

Activities

1. Instructors can use articles from Campaign that focus upon integrated campaigns (every four or five weeks). No great detail is required, simply a vehicle to ask students to identify the range of promotional tools and media used by an organisation. Using the whiteboard, these can be identified reasonably quickly. The Instructor must then probe further, beyond the article, to find out about the
contribution the marketing mix makes to IMC and beyond that to the strategy and role of the other stakeholders in the process, most notably the agencies involved.

2. Alternatively students can be asked to prepare a short presentation outlining their views about IMC using the academic and practitioner press to help them.

**Class Activity**

Assuming the role of marketing adviser to CoServe (Mini-case in text) prepare a short report (or presentation) making a case for the establishment of IMC. Make recommendations for its implementation.

**PowerPoint Slides**

The following PowerPoint slides are recommended for use with this chapter.

F19.2  F19.4  
T19.2

These can be downloaded from this Web site.

**Supplementary Reading Material**


Part 4

Applications

Part Four: Applications       Chapters 20 to 31

Chapter 20: Advertising: how it might work

Purpose

The aim of this chapter is to open up discussion about the way advertising is supposed to work. The Institute of Practitioners of Advertising reject the traditional AIDA and hierarchical approaches, quite rightly, but these traditional views need to be presented if only from a contextual point of view. These original thoughts about how advertising (and marketing communications?) is thought to work cannot be overlooked. The aim therefore is to present these views and to then move the discussion forward to consider more contemporary arguments and perspectives about advertising.

It should of course be made clear to students that we don’t really know how advertising works. However, the strong and the weak theories together with a consideration of cognitive processing and triggers and associations lie somewhere nearer the heart of current thought.

I believe this is an important chapter for two main reasons. First because many myths need to be swept away and because most people are inherently interested in this topic. Second, because many marketing communications tools, concepts and issues can often be interpreted using some of the materials considered in this chapter.

Key Points

- Advertising, like marketing communications, can be used to: differentiate, remind/reassure, inform and persuade – DRIP
- Sequential Models: important historical interpretation but now considered out of date
- Advertising Frameworks: interesting but too general and lack any empirical grounding
- The Strong and the Weak Theories of Advertising: useful interpretations that build on buyer behaviour considerations. The ATR model is of particular interest if only because it is more recent
- Cognitive Processing: product/message, source and advertisement execution thoughts
- Elaboration Likelihood Model: high/low levels of elaboration, central and peripheral cues
- Cognitive-Association Model: significant value, triggers, brands, associations
Activities

There are a number of activities that can be used to explore this topic.

1. Many students in the group will know about AIDA and this can be explored in the context of the attitude construct, cognitive-affective-conative (Chapter 3).

2. Building on the above activity, the Instructor can replay a showreel or variety of television commercials and distribute a number of print advertisements. Students should then discuss their reaction and feelings towards these messages (or any one particular message). From this the Instructor can draw out the product oriented, the source oriented and the ad execution thoughts they have. Using the whiteboard it is then possible to group these thoughts together and seek to established the cognitive processing perspective.

Using a similar approach the Instructor can develop ideas about the ELM.

3. Should a mini-case be preferred Instructors can utilise the Salon Promotions case.

Class Activity

Using the Salon Promotions mini-case consider how advertisements for the Gerrard Silvester brand are expected to work.

Reference should also be made to the L’Oréal, Pantene, Wella and Wash & Go advertisements.

This approach provides a greater sense of ownership and immediacy than the first two activities. Again the Instructor can guide the discussion and use the points raised to explore the different models.

PowerPoint Slides

The following PowerPoint slides are recommended for use with this chapter.

F20.2  F20.3  F20.4  F20.5  F20.6  T20.1

These can be downloaded from this Web site.

Supplementary Reading Material


Part Four: Applications  Chapters 20 to 31

Chapter 21: Advertising messages and creative approaches

Purpose

This chapter examines how message arguments can be generated as solutions to some of the buyer behaviour issues identified in the context analysis. The creative strategy is about a number of things but here attention is given to the balance, structure, source and presentation of the message.

The degree to which the Instructor wishes to get involved with the detail of this chapter will depend largely on the type of student and the goals to be achieved. All students should be aware of these issues and be able link them back to the context analysis (and the information processing and decision-making aspects in particular). MBA and Business Studies students may need to have lower levels of awareness and knowledge of this chapter. Students on advertising degrees, MSc and MA Marketing programmes will need to be more familiar with this material. CIM students need to be aware of the linkages and the better students will be able to use this material to justify their answers to the mini-case question. However, in my experience nearly all students are interested in this topic.

Key Points

• Message construction is a composite of the following: balance, structure, source and presentation
• Balance: the need to provide information against the provision of emotional appeals; the concept of likeability
• Structure: the way the message is conveyed (or argued): conclusion drawing, one/two sided messages, order of presentation
• Source: credibility by spokesperson or initiator
• Presentation:
  (a) appeals based on information – factual slice of life, demonstration, comparison
  (b) appeals based on emotion – fear, humour, animation, sex, music, fantasy

Message approaches: using informational and transformational motives and tactics

Activities

Two different types of exercise are possible. The first has a practical base from which a discussion of the ways in which messages are encoded can be developed. The second is based on a case study and requires the cultivation of the essential aspects of message strategy.

1. Students can be encouraged to bring a selection of print advertisements to class. Instructors can either use these or their own materials, which may include video tapes. Students are then asked to break down the messages into their component parts
or asked to identify particular aspects (e.g. rational/emotional, conclusion drawing, source credibility, etc.).

**Class Activity**

Who is the target audience for this advertisement and how has the message been assembled?

The Instructor should ask students what they think the message is intended to say, who the target audience might be and why the message has been presented this way.

2. The second approach requires the use of the Salon Promotions mini-case.

**Class Activity**

Using the Salon Promotions mini-case, suggest and justify suitable messages that could be used to position the Gerard Silvester brand.

At first students will feel daunted by this task and they may need to be supported and encouraged. The purpose of the exercise is to enable students to see some of the linkages between the elements of the marketing communications plan and the context analysis in particular. From this the Instructor can draw discussion to any particular aspect, perhaps likeability or the use of advertising tactics.

**Supplementary Reading Material**


Chapter 22: Media and media planning – delivering the message

Purpose

The primary purpose of this chapter is to introduce students to the role of media planning and to examine different ways in which media are used to deliver messages to the target audience. The previous chapter introduced the various media, and this section of the text focuses on how these media can be brought together in relevant bundles to convey intended messages.

Various media planning concepts are introduced in this chapter and students are encouraged to become familiar with some of the basic concepts such as reach, frequency, gross rating points, TVRs and CPM. In addition to this the need to balance the largely quantitative aspects of these concepts with qualitative features, media source effects, is recommended.

It is not the intention of this section to turn students into media planners. Indeed this task is far beyond the reach of any single text. The purpose is for students to appreciate the significance of some of the methods used to select media vehicles to carry advertisers’ messages to their intended targets and to investigate some of the issues and problems facing media planners.

Key Points

- Media planning requires the delivery of intended messages to a target audience, through media vehicles, at the lowest possible cost and within a certain period of time
- Learning: interference, decay, forgetting
- Media Plans: media choice, vehicle selection, scheduling. Vehicle selection concepts: reach, frequency, duplication, GRPs, TVRs
- Media Plan: effectiveness including average and effective frequency, recency theory, efficiency including CPM
- Media Source Effects: vehicle atmosphere, technical characteristics, audience characteristics
- Scheduling: timing and placement decisions
- Move away for many FMCG brands from total dependency on advertising to one that represents a media-neutral mix

Activities

1. Allowing students the opportunity to work through some straightforward scheduling decisions means that some of the problems facing media planners become apparent.
**Class Activity**

Select a product/service and set out the key considerations associated with media selection, including the financial aspects.

The length of time this activity needs means that it cannot be accomplished in class. One way round the problem is for students to prepare their work prior to attending the session.

2. Alternatively, continuity and development through the Panorama Airways mini-case can be maintained.

**Class Activity**

Given the promotional objectives determined earlier, prepare an outline media plan to address the requirements of the business traveller segment.

Once again the Instructor can focus upon particular issues associated with the development of the media plan. Discussion of effective frequency levels is useful once students have tried to determine it for themselves. Student participation is thoroughly recommended, as it only following hands-on involvement that students lose their hesitancy with this topic.

**PowerPoint Slides**

The following PowerPoint slides are recommended for use with this chapter.

T22.4  T22.7

These can be downloaded from this Web site.

**Supplementary Reading Material**


Part Four: Applications    Chapters 20 to 31

Chapter 23: Sales promotion

Purpose

This chapter is the first of two on this topic and focuses on the role of sales promotions and considers some of the issues associated with the use of this promotional tool. The following chapter examines the main techniques and methods.

Three different target audiences are identified, resellers, sales forces and consumers, and the sales promotions objectives for each target audience are determined. This is important as students should be introduced to the breadth of the issues facing those responsible for the use of this promotional tool.

Loyalty schemes are being developed and implemented by an increasing number of organisations. The reasons for this development and the nature of loyalty schemes are considered with a view to understanding their role and position in the promotional mix and in the relationship marketing concept.

Following a view of the methods used to evaluate sales promotion activities the chapter concludes with a discussion of the impact sales promotions may have on a brand and from this strategic/tactical issues are developed.

Key Points

- Sales promotions can be targeted at resellers, consumers and sales forces
- Sales promotions can add value and so accelerate the sales process
- Growth: short termism, accountability, brand performance, brand expansion and competition for shelf space
- Loyalty schemes aim to increase customer retention levels but there are a number of different types and/or levels of loyalty
- Used appropriately, sales promotions can have a strategic role in the overall marketing communications plan

Activities

1. In order to establish the role and nature of sales promotion it is useful to ask students to determine the differences between this tool and the others in the promotional mix. This focuses their attention on the reason why the tool is used rather than just the methods and techniques. It also enables students to grasp the complementary role sales promotions play with advertising and the coordination aspect within an integrated mix.
Class Activity

Why do brands in the FMCG sector appear to make greater use of sales promotions than organisations in the business-to-business sector?

2. The strategic aspect can be explored through discussion of the role and use of loyalty schemes. Use can be made of Exhibit 23.1 and students challenged to consider the reasoning behind the promotion. What type of loyalty is being encouraged and is it reasonable to think that car buyers will commit themselves to buying the same car marque in two years time?

PowerPoint Slides

The following PowerPoint slide is recommended for use with this chapter.

T23.2

This can be downloaded from this Web site.

Supplementary Reading Material


Chapter 24: Sales promotion techniques

Purpose

The previous chapter looked at the role and nature of sales promotions. This chapter considers the techniques and methods available to those wishing to use sales promotions activities.

The techniques and methods are considered by type of audience and possible goals that might be in place. Instructors can draw attention to the range of techniques and to the importance of sales promotion activities in the marketing channel.

Care needs to be given to the purpose of teaching this type of material. For many groups the detail of sales promotion methods is inappropriate. MBA students for example need to deal with the integrated and strategic issues whilst CIM Promotional Practice students do need to be familiar with this information.

Key Points

- Objectives: increase usage by current customers or encourage non-users to experiment, particularly in low involvement situations
- Methods: there are a wide variety of techniques, and the decision to use any of them should be based upon specific circumstances. By integrating its use with other promotional tools the impact and effectiveness can be considerably improved
- Benefits: on sales, profitability, customers’ perceptions, the competition and the other tools in the promotional mix need to be carefully determined prior to any campaign. In addition to this sales promotions can be used to develop customer databases for use in direct marketing activities.

Activities

A range of practical activities and discussion topics can be developed from this promotional tool. The approach to be adopted depends, of course, on the nature of the student group and the aims of the programme developed by the Instructor.

1. Students can select or be given a range of products and services and asked to suggest appropriate sales promotions.
Class Activity

Using a product or service with which you are familiar, state which types of sales promotions could be used as part of its marketing communications.

Which types of sales promotions could not be used? Why?

The Instructor should withhold information about the target audience or the objectives to be achieved until requested by the students or until the discussion at the end of the exercise. The Instructor may also wish to encourage the class to think about the tactical and strategic use of this tool. Many feel that it is primarily a tactical tool and that it does not have a strategic role. Others will argue that if planned into the promotional mix its use as a strategic weapon, particularly in some markets (FMCG) is sustainable.

Class Activity

How might hair care brands use sales promotions strategically?

Which types of loyalty might be most prevalent in this market?

2. This is a challenging question as, depending upon the nature of the class, the Instructor can delve into the various methods and techniques of sales promotions or stimulate discussion about the role of sales promotion in the marketing communications mix.

The Instructor should ensure that the students relate their decisions to the appropriate objectives established earlier and to the other tools of the mix.

Supplementary Reading Material


Part Four: Applications

Chapter 25: On-line marketing communications

Purpose

As you may have already noticed, this chapter is a companion to Chapter 18. This particular chapter seeks to determine the nature of Web sites, their major characteristics and their strengths and weaknesses in terms of their ability to facilitate communications.

Most students will be familiar with a vast number of Web sites and some of the technical characteristics associated with their use. This chapter seeks to raise awareness of some of the marketing and communication issues associated with the use of Web sites.

An important part of this chapter is to establish a comparison between new and traditional media and from the analysis encourage students to see not only some of the unique characteristics of new media but to understand the complementary nature of the two types of media.

A substantial part of this chapter is given over to the examination of each of the promotional tools, when used on-line. Whilst not a comprehensive review, students should be encouraged to see how all the tools of the marketing communication mix can be used on-line, and that there are communication opportunities beyond advertising and banner ads in particular.

The primary message, therefore, is that the promotional mix works on-line, perhaps in different ways, but it should be considered as an addition to, not as a replacement for off-line marketing communications.

Key Points

- Web sites are the cornerstone of interactive and Internet-based communications
- There are many characteristics associated with Web sites but they are (generally) quick, of low cost and easy to set up and maintain, can help brands develop and be used to forge positive relationships. Their global coverage provides greater opportunities for smaller organisations to compete internationally. Some of the negative factors concern loading and access times and the relatively low numbers of people who have access to the Internet and hence Web sites (as a percentage of the total population)
- There are different types of Web site users and therefore it makes sense to design Web sites to meet the needs of different people. Essentially there are two main types of Web user: those who are active and goal directed and those who are passive or experiential in their on-line usage.
- The design of Web sites should try to accommodate the phases that different people pass through when visiting a site. Site design should provide content that is relevant to the needs of visitors, encourage curiosity (for people to explore the
site), and provide sufficient interest for visitors. This is similar to the ideas about advertising and significant value (Chapter 20).

- Web sites can use all the tools of the communications mix. These on-line adaptations need to be innovative yet provide opportunities for integration of the promotional mix.
- There are a variety of other digital-based communications that provide new opportunities to communicate with audiences. These are likely to grow, especially as organisations set up cooperative projects (e.g. Boots and Granada) to develop interactive TV opportunities.
- Mobile-based technology (mCommerce) is also likely to expand, especially as PC sales have started to show signs of slowing and even declining on the growth experienced throughout the 1990s.

Activities

1. There are obviously a number of activities associated with Web sites and you may have some of your own that you know work. However, the essence of all these activities is that they should be related to the communication properties of a Web site.

   For example, use the structure of Web site analysis by Oxley and Miller (2000, p603) to analyse the Web sites of selected brands. Encourage students to make comparisons and suggestions for improvements.

   **Discussion Point**

   To what extent should the approach towards evaluating Web site effectiveness be compared with advertising (significant value)?

2. Ask students to develop a small portfolio of Web sites with which they are familiar and analyse them from a communications perspective. Do they work and if so why?

   **Class Activity**

   Using the Panorama Airways mini-case, how might it use other sites to drive site traffic? Suggest other Web sites that might be appropriate for hyperlinks to Panorama Airways.
PowerPoint Slides

The following PowerPoint slides are recommended for use with this chapter.

F25.2
T25.1 T25.2

These can be downloaded from this Web site.

Supplementary Reading Material


Part Four: Applications

Chapter 26: Public relations

Purpose

The use of public relations as a promotional tool has grown in recent years as organisations seek to rebalance their communication mixes. This chapter attempts to establish the roles of public relations and makes the point that, increasingly, some organisations are making greater use of this tool for product publicity purposes. The term ‘marketing public relations’ is used to signal this whilst the traditional view, ‘corporate public relations’ is retained and used to reflect those types of communications that relate to the organisation or corporate entity.

By developing interest in and goodwill towards the organisation (and its products) public relations seeks to convey the identity of the organisation. Towards this aim, public relations plans can be regarded as the principal tool to satisfy the profile strategy considered in Chapter 16. The work of Grunig and Hunt (1998) is included and from this stems the idea that public relations can be used strategically to adapt and mould strategy as a result of understanding the ideas and positions held by key stakeholders.

The different forms of public relations techniques are presented and then followed by their main derivative forms. These include lobbying, corporate advertising and crisis communications and are discussed in turn. Sponsorship is the subject of Chapter 27.

Key Points

- Public relations provides for high levels of credibility, low levels of management control and, as the costs associated with it are relatively low, greater innovative use is being made of this tool.
- Two main elements: marketing public relations (MPR) and corporate public relations (CPR).
- Public relations: publicity (media relations), events, lobbying, sponsorship, corporate advertising and crisis management.
- All forms of this tool are being used increasingly by different organisations from different sectors.

Activities

Because of the variety of tools and techniques associated with public relations there are a wide range of activities that can be used in class sessions to explore this particular promotional tool.

1. Practical examples of corporate advertisements can be introduced to the class and used as a means of stimulating discussion. The Instructor should select advertisements from different sectors and ones that are plainly trying to meet clear objectives (e.g. an imminent stock market floatation, past crisis, merger, etc.).
2. If the mini-case study approach is preferred then the Salon Promotions, Xioniene or CoServe cases can be used. Using three different question areas (e.g. lobbying, publicity and corporate advertising), and by splitting the seminar-sized class into three groups, the Instructor can ask each group to address one of the questions. A fourth variant is to introduce a crisis (e.g. product tampering, disaster or scandal) and ask the group what actions organisations should take prior to, during and after a disaster.

3. Use of the Panorama Airways mini-case provides for the development of application and analysis skills.

### Class Activity

As a marketing communications adviser, prepare a report indicating how Panorama Airways might use public relations to their advantage.

Many students will suggest the use of publicity-based activities and many events will also be proposed. Corporate advertising will be highlighted as a useful tool but the key area often neglected is that of crisis management. Airlines need clear, workable crisis management policies and students can be asked to develop such a framework, once the need has been uncovered. Discussion about the nature and timing of such ‘happenings’ often arises and the Instructor can ask the class if public relations alone can build the goodwill and interest of key stakeholders.

### PowerPoint Slides

The following PowerPoint slide is recommended for use with this chapter.

F26.4

This can be downloaded from this Web site.

### Supplementary Reading Material


Chapter 27: Sponsorship

Purpose

This is one of the new chapters in the second edition. Normally sponsorship is treated as part of public relations but, although I agree with this view, sponsorship has become so prevalent and visible that I decided to treat the topic separately.

Amongst other things, sponsorship aims to create and sustain levels of awareness by avoiding the direct nature of mass media advertising and its associated costs. There are three main groups or types of sponsorship: sports, programme and the arts. Each is considered in turn.

Key Points

- Sponsorship is derived from public relations and should be considered as a part of the promotional mix
- The main purpose is to raise awareness levels, assist the development of loyalty and improve the image held of the organisation/brand
- Types: sports, programme (broadcast), arts, other
- There is a strong suggestion that sponsorship might work in a similar way to the ATR model used to explain the weak theory of advertising.

Activities

1. As a gentle introduction to the subject it is fun to provide students with a list of events and to ask them who the main sponsor is. This requires students to use recall and very often the wrong sponsor is associated with an event. Once the list has been completed the Instructor should then return to these mistakes and ask the group to consider why this might be. From here it is logical to consider the aims and objectives of the sponsor (for using this tool) and to explore reasons how sponsorship might work.

2. An alternative device is to provide the students with a list of events or a list of products (or both) and ask them to suggest suitable product sponsors or events respectively. This enables thought to be given to the associational aspect of the sponsor/event and can be taken a step further as actual sponsorships will be recalled and explored.
Class Activity

Using the Salon Promotions mini-case suggest suitable sponsorship opportunities for the brand.

Why did Wella sponsor *Friends*? Was it a good use of promotional funds?

Why does Nescafé now sponsor the programme?

Supplementary Reading Material


Part Four: Applications Chapters 20 to 31

Chapter 28: Direct marketing

Purpose

Direct marketing and the use of new media became an integral part of communication activity in the late 1990s. It is important therefore to devote attention to this new form and approach to marketing communications.

The purpose of this chapter is to introduce and explore some of the concepts associated with direct marketing. Some ideas about the nature and role of direct marketing are included and from this I hope that students can be encouraged to see this as a strategic approach, not just DRTV.

Leading on from this last point I have suggested in the text that there various levels or types of direct marketing (p669). Consideration of this approach may lead to an appreciation of the variety and potential depth of this part of marketing communications.

In most cases this tool is used in conjunction with other tools from the mix. Therefore, the complementary aspect is an important part of the chapter.

Key Points

• Direct marketing is a strategic approach to the marketplace
• The principal vehicles used are direct mail and telemarketing although the use of door to door, inserts, print and television are also important
• The establishment of trust and commitment is of particular importance to the success of direct marketing
• Direct marketing can work at a number of different levels: as a complementary tool, as a primary differentiator, as sales channel and as a brand vehicle
• The database acts as the hub: storage, sorter and administrative device. It too consists of a number of levels helping to sort information about customers so that new forms of dialogue can be developed
• The integration of direct marketing activities with the other tools of the promotional mix is important

Activities

1. In order that the variety and depth of direct marketing be considered students can be divided into groups and asked to develop direct marketing activities for a range of products that evoke high and low levels of involvement.

2. In order that the integration perspective be understood the following exercise is useful. This requires the other tools of the mix to be considered, personal selling in particular.
**Class Activity**

As a newly appointed sales manager for Whitehart Brushes Ltd, you have decided to review the existing accounts with a view to deploying the sales force in a more efficient and effective way.

The organisation currently employs 12 sales persons in a field sales force capacity. The establishment of a small telemarketing unit has been considered (not implemented) and direct mail activities have been used increasingly over the past two years. Key accounts have been looked after by the previous sales manager.

Sales expenses are high and you have noticed that too much time is spent travelling, undertaking administrative duties or making appointments.

Task: Analyse the data and make recommendations with regard to establishing sales channels that are more appropriate for Whitehart Brushes and their customers.

Students should appoint a key account team for particular clients and also recommend other sales channels (e.g. field selling, direct mail, telemarketing) for others. The account investment and sales channel mix matrices on pages 682 and 683 should be used as a base for this exercise. The Instructor can also use this to explore the tasks, costs, effectiveness, role and sales process inherent in these different approaches.

**Supplementary Reading Material**


Part Four: Applications Chapters 20 to 31

Chapter 29: Personal selling

Purpose

Of all the tools in the promotional mix, personal selling is the only one that provides for personal interaction. This adds a major dimension to the flexibility and deployment of an organisation’s marketing communications. This chapter examines the communications aspect of personal selling but does not, for example, attempt to cover management issues of selection, training and motivation. Instructors who wish to cover this material should refer to specialist texts.

The different types of selling, the role of the sales force, its strengths and weaknesses and the sales process are explored. However, as costs increase it is essential to maximise the amount of time the sales force spends in front of clients and prospects. This means that other tools must be used and the concept of multiple selling channels is introduced as a possible solution. This reflects current trends in the use of this promotional tool.

Multiple selling channels requires the integration of many of the tools of marketing communications, in particular those of direct marketing. The means by which this can be achieved are introduced.

Key Points

- Personal Selling: dyadic communications, fast response/feedback, high costs, effective personal communications
- The tasks and role of the sales force are changing as relationships with and expectations of customers change
- Sales Process: Aida, stimulus-response and the buying formula
- Field Marketing: flexibility, ad hoc, cost reduction, focused activity
- Structure: geographic, product and market oriented approaches
- Sales Force Size: breakdown, workload, and sales potential

Activities

1. The Instructor may wish to focus attention on particular aspects of personal selling, if only because the subject is so vast. The following exercise may be useful in assisting students to not only appreciate the variety of activities but also the complexity of managing the sales process.

Class Activity

Using the Panorama and Salon Promotions mini-cases, Instructors should divide the class into smaller groups and ask each group to identify where personal selling might occur in the airline and the hair care sectors.
2. Alternatively, the Instructor can suggest that marketing or indeed most companies could not survive unless personal selling kept bringing in the orders to keep everyone else in jobs.

The question is deliberately provocative and normally sparks a good discussion with CIM groups and MBA students. The Instructor can pick up on points about the relationship between sales and marketing, highlight variations and draw out the role selling plays within the mix. Invariably there will be students who suggest that there are different types of selling but the integration of personal selling with the other parts of the organisation and promotional mix will be evident in a few examples. If not the Instructor should prompt these issues.

**Supplementary Reading Material**


Part Four: Applications

Chapter 30: Exhibitions, packaging and field marketing

Purpose

This chapter is new and aims to set out the main issues concerning some of the least discussed but important marketing communications tools.

Exhibitions are an important part of b2b marketing communications and students need to be aware of their salient characteristics and the way in which exhibitions can be used to complement and reinforce the messages delivered through the marketing communications mix. In particular, exhibitions can support personal selling and help to build relationships with customers, suppliers and other stakeholders.

Packaging has a number of roles to play but the role within the marketing communications mix, particularly in the FMCG market, is vitally important, especially as over 70% of product purchase decision-making is made in-store. Instructors should try to tie packaging back in with the other tools of marketing communications, especially advertising and sales promotion. Attention should also be given to the role branding plays, especially when the advertising budget is insufficient to support effective branding and communication activity.

Field marketing is a relatively new term to cover a bundle of activities that occurred previously under a series of different guises. Essentially merchandising, selling, roadshows, sampling and some research activities are offered by field marketing companies in response to the need for flexibility, consistency and reduced fixed costs. Once again, whilst the technical aspects of the work undertaken is interesting, it is the opportunity to integrate these secondary marketing communication activities that is important.

Key Points

- Exhibitions are used primarily to build relationships, not necessarily just to make sales
- Through the use of advertising and public relations prior, during and after the event to drive awareness and goodwill, through direct marketing to potential visitors, sales promotions to generate interest, to communicate positive messages and personal selling skills to achieve commitment, so a level of IMC can be achieved
- In-store media and packaging are vital aspects of marketing communications when buyers delay or postpone their decisions until the last possible moment
- Packaging can be an integral part of brand development, depicting use and/or conveying the brand name
- With the development of IMC and the need to drive down costs so field marketing opportunities have risen.
Activities

1. With students organised into small groups (of four or five) ask them to identify brands in both the b2b and b2c markets, where packaging is important. Pull the answers out centrally and write them on the whiteboard. With a culturally mixed group it is interesting to note the diversity of products and brands. Use the lists to identify brands where the brand name is prominently displayed and discuss the impact on branding.

Discussion Point
Exhibitions are only of use when product complexity requires that they (the products) be demonstrated in order to make a sale.

2. Encourage students to use the Web to identify field marketing agencies and the particular brands that they support. Students should then select one or two of these brands and follow up to identify the activities the field marketing agency provides. How do these assist the brand?

Class Activity
Using the Salon Promotions mini-case, determine the possible role for exhibitions, packaging and field marketing.

Supplementary Reading Material


Part Four: Applications

Chapter 31: Evaluating marketing communications

Purpose

This chapter reviews some of the issues and approaches used to evaluate the success of a marketing communications campaign. The purpose is not to instruct students but to give a flavour of the different approaches and the problems that are inherent in this type of activity. Students should be encouraged to refresh their knowledge of marketing research and associated techniques.

One of the main advantages of a planned approach to marketing communications is that the task of setting promotional objectives automatically provides the main criteria by which the success or failure of the whole programme can be determined. Reviewing past (or current) campaigns provides information to feed the next Contextual Analysis and so perpetuates the cycle.

Methodologies to monitor the development of advertising messages can be broken down into pre- and post-test phases. This is important as it allows management to adjust messages and costs as plans are assembled. The weaker position is to set a brief and then wait for a finished product that may or may not meet the intended requirements. Greater control and participation can only assist the process, if executed appropriately.

Evaluation techniques, issues and approaches are considered for each of the tools of the promotional mix. In addition to these, methods of evaluating on-line communications are introduced. This may provide an interesting exercise for students (see below).

Key Points

- The evaluation of any marketing communication programme has to be based around the objectives that were set earlier in the strategy
- Quantitative and qualitative techniques can be employed to research different topics, appropriate to the plan
- Pretesting unfinished ads: concept tests, focus groups, consumer juries
- Pretesting finished ads: dummy vehicles, readability tests, theatre tests, physiological measures
- Post-testing: inquiry tests, recall and recognition tests, sales tests
- Other tests: tracking studies, financial analysis, likeability
- Evaluation of public relations: cuttings, media coverage, content analysis, corporate image studies, tracking studies, relative ease of recruitment
- Evaluation of sales promotion campaigns: retail audits, store image studies, stock movement, redemption levels, sales tests and consumer audits
- Evaluation of personal selling: inputs and outputs associated with selling activities. Ratio analysis – expenses, servicing and activity ratios
- Evaluation of on-line communications: banner ads and Web sites
Activities

In order that students develop their understanding of the importance of researching the success/failure of a campaign (and that means allocating research funds out of the total appropriation, which many managers find difficult to do), this chapter should be given appropriate attention and space on the course, even though it is inevitably scheduled near the end of a semester or normal programme.

1. Students can be asked to assume the role of a marketing assistant and to complete the following task. The Instructor can use this exercise in much the same way as the others and use it as a discussion vehicle to draw out the essential points.

   **Class Activity**
   
   Mobilsound Ltd assembles car radios that are sold to car manufacturers (e.g. General Motors) and to the general public, through high street retailers.

   Advertising is an important part of the company's promotional activities. Specialist trade press is used to keep its name in front of trade and retailer buyers. In order to reach its particular segments in the consumer market national press and motor magazines are used. Outdoor advertising, including street furniture and billboard work, are used to support the primary media effort.

   The message strategy has been essentially one that is more emotional than rational driven. XYZ, a full service agency, was appointed to the account three years ago but you are now beginning to feel that a fresh approach might be beneficial.

   Task: Write a report recommending how the company’s advertising activities should be evaluated. Outline the approach you intend to follow and highlight the means by which the current approach should be evaluated.

2. 

   **Class Activity**
   
   Students can be asked to compare the methods and techniques associated with measuring off-line and on-line advertising messages. From this exercise it should be possible to develop a class discussion about the merit and issues associated with this distinction of advertising approaches.

3. If a case approach is preferred then Instructors are recommended to use the Salon Promotions or Panorama Airways mini-cases at the back of the text.
PowerPoint Slides

The following PowerPoint slide is recommended for use with this chapter.

T31.3

This can be downloaded from this Web site.

Supplementary Reading Material


Mini-case: Panorama Airways

Sharpe views ahead

Panorama Airways is an airline with a mission – to fly!

Located at Gatwick Airport, London, Panorama’s fleet of Boeing 747s, 737s and Lockheed Tristars are meticulously maintained to provide their 1.75 million passengers (last year’s figures) with smooth, safe and trouble free journeys.

The staff at Panorama, some 2300 people, identify closely with the business and over 45% have been with Panorama for over 5 years.

As a subsidiary of a major British airline Panorama has access to a wealth of expertise in engineering, operations and safety. Panorama move business and holiday passengers through scheduled services to 21 European destinations and their international charter flights. They are the 5th largest airline in the UK holiday market.

Much of their work involves engineering and servicing for other airlines at Gatwick and Chicago, their only other foreign location. This work contributes to their financial strength and, in part, to the quality image they have developed.

Panorama is, however, best known among travel agents and operators as a holiday airline, one associated with sun, sea and sand.

At a recent press conference Mike Sharpe, the Managing Director of Panorama, outlined that one of Panorama’s goals was the development of the long-haul market, which increased by 23% in the last 12 months. In addition to the established Transatlantic routes, the Far East and Australasia were key targets.

The public image of Panorama is recognised as having an effect upon the business and as Mike Sharpe said, Panorama’s livery is of ‘paramount importance’. Staff are encouraged, indeed trained, to respect the needs of individual customers whether they be trade or end user. Many UK travel operators use Panorama because of their attention to detail at all stages of their operations and Panorama’s ability to easily handle large numbers of passengers.

Sharpe is aware of the increasingly competitive market and the pressure being applied to Panorama’s margins. He has set marketing objectives of building market share by 1.25% over the next year without diluting profitability. Part of his marketing communications objectives are to build levels of awareness in the trade and to business and leisure travellers.
Mini-case: Salon Promotions

Hair is important to most people across the world, and to women in particular. Visits to the hairdresser are motivated by a variety of different reasons and some of these motivations can be associated with phases in people’s lifestages, as set out in Table 1.

Hair care products have been designed to appeal to different markets, and at one end of the spectrum inexpensive shampoos and conditioners can be purchased from supermarkets, grocery stores and corner shops, on an everyday basis. At the other end of the spectrum shampoos and conditioners can be purchased from hair salons, normally as a result of visiting for a cut, style and/or colour change. These salon-based products usually command a premium price. Therefore, hair care products can be bought from shops or from hair salons, but the brand propositions are normally very different.

The shop-based products are mass brands which require high levels of promotion to maintain awareness and repeat purchase in a market where brand loyalty is low. Sponsorship and sales promotion are also an important part of the promotion mix, aimed at developing brand values and encouraging brand switching, respectively.

Salon-based brands are characterised by their exclusive availability (only available through hair salons) and the endorsement by hairdressers such as Paul Mitchell and Sebastian. Television advertising does not always work well as it reduces the perception of exclusivity. Much of the promotional work with salon brands needs to be orientated to the professional hairdresser and be designed to promote images of personal attention and professional care. Salon brands are endorsed by professional hairdressers; shop brands are endorsed by celebrities.

Research indicates that there are both strong rational and emotional reasons for buying hair care products at a salon. Product quality and functional performance, which is endorsed by professionals, constitute the main rational motivations. The emotional drivers are based on the indulgence, fun and exclusivity associated with a small number of people who know the secret tools used by the professionals.

Professional hairdressers prefer to work with products that are of high quality, that are affordable to their clients and which have sufficient mystique and credibility associated with the endorser/branded hairdresser. Personal recommendation by the hairdresser is an important part of the purchase decision process for salon products. Rather like doctors prescribing drugs, the recommendation of the doctor/hairdresser is sufficient to instill trust in product purchase. Therefore, trust in the hairdresser is an important factor to this group, and from this commitment and hence customer loyalty to a hairdresser/salon emerges.

Gerrard Silvester (GS) is a hairdresser-branded range of shampoos, conditioners and colourants owned by a major multinational food and drinks company, who use financial controls as the main measure of performance throughout their divisions. Launched 2 years ago (in a country of your choice), GS is sold exclusively through hair salons but has failed to achieve anticipated penetration levels. Market share
remains static at 2% and although brand perceptions held by loyal users are positive, this group is dominated by the middle group, as depicted in Table 1.

The recently formulated marketing strategy for GS requires the development of market share over the next 2 years. This is to be achieved by following a niche strategy and by positioning the brand against the values of one of the target age groups identified in Table 1 below. The marketing strategy also specifies that growth is to be achieved by improving the number of products each member of the target audience consumes. In addition to this, it is stated that growth is also to be achieved by increasing the availability of the brand by enlarging the number of outlets offering GS in your country.

<table>
<thead>
<tr>
<th>Lifestage group</th>
<th>Frequency of visits to salon and average number of products (if any) purchased per visit</th>
<th>Target group characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young (20 to 30) 75% of age group visit salons on a regular basis</td>
<td>Frequent visits  • once every 4–5 weeks  • 1.3 products purchased per visit</td>
<td>Free, independent and outgoing. Want to look good, be trendy and use the right products. The goal is to have fun and be beautiful. Perceive GS as an unexciting but high quality product for normal everyday use. The group carry high ego and social risk factors associated with this product category. GS does not reduce these risks as much as some of its competitors.</td>
</tr>
<tr>
<td>Middle (30 to 45) 50% of age group visit salons on a regular basis</td>
<td>Occasional visits  • once every 9–10 weeks  • 1.5 products purchased per visit</td>
<td>Has a family with children still at home, leads a very busy lifestyle. Hair going grey and the texture is changing. Perceive GS as a safe range of products that offer low physical and functional but relatively high financial risk.</td>
</tr>
<tr>
<td>Older (45 to 60) 25% of age group visit salons on a regular basis</td>
<td>Very frequent visits  • once every 2 weeks  • 0.8 product purchases per visit</td>
<td>People in this group have renewed independence and more free time than in recent years. Hair thinning and changing in texture. GS perceived as a slightly daring brand which offers moderately high levels of reward. Social and functional risk reduction perceived as good.</td>
</tr>
</tbody>
</table>

Table 1: Lifestage characteristics of salon customers
Appendix A

Rating of Lawnmower Attributes by Adults (ABC1)

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Product A</th>
<th>Product B</th>
<th>Product C</th>
<th>Product D</th>
<th>Importance of Attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Lawn Finish</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Ease of Adjustment to Cutting Height</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Grass Collection Facilities</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Fuel Consumption</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Style and Appearance</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Weight and Manoeuvrability</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Value for Money</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>1</td>
</tr>
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## Appendix B

### Whitehart Brushes Account Data

<table>
<thead>
<tr>
<th>Account Number</th>
<th>Revenue</th>
<th>Account Opportunity</th>
<th>Competitive Strength</th>
<th>Account Risk</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>11.5K</td>
<td>7</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>7.5K</td>
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<td>3</td>
<td>3</td>
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<tr>
<td>3</td>
<td>1.3K</td>
<td>2</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>3.8K</td>
<td>9</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>1.8K</td>
<td>5</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>5.9K</td>
<td>4</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
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<td>8.1K</td>
<td>7</td>
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<td>9</td>
</tr>
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<td>0.3K</td>
<td>9</td>
<td>5</td>
<td>4</td>
</tr>
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<td>9</td>
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<td>4</td>
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<td>5</td>
<td>7</td>
</tr>
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<td>4</td>
<td>5</td>
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<td>12</td>
<td>1.4K</td>
<td>5</td>
<td>1</td>
<td>10</td>
</tr>
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<td>13</td>
<td>3.5K</td>
<td>9</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>4.7K</td>
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<td>6</td>
<td>6</td>
</tr>
<tr>
<td>15</td>
<td>0.9K</td>
<td>1</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>n</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1595</td>
<td>6.7M</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key

Account opportunities refers to the degree to which the account has attraction and sales potential: 1 = low opportunity; 10 = high opportunity

Competitive strength refers to the degree to which Whitehart is perceived by the client to be a strong supplier: 1 = low strength; 10 = high competitive strength

Account risk refers to the length of time the account has been won, the degree to which Whitehart is a sole supplier and the likelihood that the account will not default on payment (credit risk).
Appendix C

Summary of Key Figures for the Infol International Mini-case

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
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</thead>
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<tr>
<td>Direx</td>
<td>18.3</td>
<td>25.0</td>
<td>16.0</td>
<td>1.5</td>
<td>6.0</td>
<td>10.3</td>
</tr>
<tr>
<td>Nured</td>
<td>3.0</td>
<td>4.6</td>
<td>3.0</td>
<td>0.4</td>
<td>8.7</td>
<td>2.8</td>
</tr>
<tr>
<td>Zendol</td>
<td>5.0</td>
<td>7.7</td>
<td>5.0</td>
<td>0.7</td>
<td>9.1</td>
<td>4.8</td>
</tr>
<tr>
<td>Fennadiene</td>
<td>6.8</td>
<td>14.6</td>
<td>9.5</td>
<td>2.0</td>
<td>13.7</td>
<td>13.8</td>
</tr>
<tr>
<td>Alophine</td>
<td>8.5</td>
<td>18.6</td>
<td>12.1</td>
<td>2.1</td>
<td>11.3</td>
<td>14.5</td>
</tr>
<tr>
<td>ClearHead</td>
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<td>8.2</td>
<td>5.3</td>
<td>0.4</td>
<td>4.9</td>
<td>2.8</td>
</tr>
<tr>
<td>Xioniene</td>
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<td>8.8</td>
<td>5.7</td>
<td>1.4</td>
<td>15.9</td>
<td>9.7</td>
</tr>
<tr>
<td>Industry Total</td>
<td>154.0</td>
<td>14.5</td>
<td>10.62</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Methodology

1. Total market in 1998 will be the 1997 level plus/minus a factor of change. Assume the market is going to increase by 4.0% then the value of the market in 1998 will be £160m (154 x 1.04).

2. Market share for Xioniene will be 9% (given) of £160m = £14.4m.

3. Using Figure 8.4 on page 207 of the text, it can be seen that in order to achieve a 9% SOM a SOV of plus 4% over the SOM is required. Read along the horizontal axis for 9% then read off the vertical axis for 4%+. Therefore, 9 + 4 = 13% SOV in 1998.

4. Total media spend in 1997 was £14.5m. Say media inflation will be 6% in 1998 then the media spend is ‘likely’ (question reliability of such a forecast) to be £16.3m (£14.5 x 1.06).

5. Therefore, if Xioniene is to achieve a 9% market share, we know that a 13% SOV is required which represents £6.3 x 0.13 = £2.12m appropriation.
Appendix D

Marketing revisited

Answer as many of the following questions as you can. Move quickly on to the next question if the answer does not come immediately to mind.

1. A short definition of marketing is ____________________________
   ____________________________
   ____________________________

2. DMU stands for D________ M________ U________. Another phrase that means the same as DMU is ____________. An example of a DMU is a ____________

3. The marketing mix is often summarised as the 4Ps. What are they?
   □ Principle        □ Price
   □ Product         □ Place
   □ Package         □ Patronage
   □ Promotion       □ Public Relations
   □ Process         □ Procedure

4. The process of target marketing consists of three main elements. These are ____

5. Market segmentation is ____________________________
   ____________________________
   ____________________________

6. What are the main ways in which consumer markets can be segmented? ____
   ____________________________
   ____________________________
   ____________________________

7. Why are marketers interested in sales potential when determining target markets? ____________________________
   ____________________________
   ____________________________

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8. Product testing as a part of marketing research would focus mainly on performance characteristics in a laboratory.  
   [ ] True  [ ] False

9. Four of the main stages in the new product development process are:
   [ ] ________________
   [ ] ________________
   [ ] ________________
   [ ] ________________

10. A product consists of tangible and ____________ attributes. Set out the main attributes of an inclusive tour (package holiday) and a biro.

11. Why is it important for a brand manager to understand these attributes?
   ____________________________________________________________________________________
   ____________________________________________________________________________________

12. A multiproduct brand is typified by the following company because ______________________________________________________________________

13. A multibrand product is typified by the following ______________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________

14. What is a product range?
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________

15. An example of a product range is ______________________________________________________________________

16. A product line is best demonstrated by ______________________________________________________________________

17. Product lines are vulnerable to _______ marketers. This is because ______________________________________________________________________
   ____________________________________________________________________________________

18. Market coverage refers to:
   [ ] the number of sales persons employed  
   [ ] the number of products offered
19. A marketing channel is the communication link between a producer and its customers.

☐ True  ☐ False

20. In what circumstances would a price-skimming policy be appropriate?

________________________________________________________________________

________________________________________________________________________

21. In what circumstances would a price-penetration policy be appropriate?

________________________________________________________________________

________________________________________________________________________

22. Why would a prestige pricing policy be of interest to those responsible for promotion?

________________________________________________________________________

________________________________________________________________________

23. Advertising can only work by changing people’s attitudes.

☐ True  ☐ False

24. Selective perception is _______________________________________________________________________

________________________________________________________________________

________________________________________________________________________

25. An early model of the process of communication was developed by _________________. Basically it works likes this:

________________________________________________________________________

________________________________________________________________________

26. The promotion mix consists of:

☐ ______________

☐ ______________
27. This was an interesting and revealing test.
   ☐ True ☐ False

28. I realise that my overall recall of some of the marketing concepts is not as strong as I thought it was.
   ☐ True ☐ False

29. I shall read some of the introductory texts to marketing before the next class session.
   ☐ True ☐ False

30. I think I will enjoy this course, although I was a little apprehensive at the beginning of this questionnaire.
   ☐ True ☐ False

Student Notes