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# Case Study

## Marketing Campaign for the training and development agency for schools: 'Be part of the next generation of teachers'

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### Abstract

*Editor's Note:* In our last issue, we published the runner-up entry in a student competition to set out a marketing campaign for the Training and Development Agency for Schools, in their attempt to secure greater entry to the teaching profession from among young graduates. This quarter we publish below the winning entry, in the belief that these two, as well as being of interest in themselves, well illustrate the wealth of talent available to our industry from graduates who have studied direct marketing techniques. In order to appreciate all creative solutions presented in connection with this report in large format and high definition (including Flash-animated banners), visit [www.tdaproject.blogspot.com](http://www.tdaproject.blogspot.com).

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**Keywords:** teaching, careers, recruitment

### Introduction

The present report suggests a direct marketing campaign for the Training and Development Agency for Schools (henceforth referred to as TDA) in order to achieve precise objectives that are outlined below. As TDA is currently in need of specific applicants such as Maths, Science and students with a degree of 2:1 or above, appropriate communication to suit each of these segments was devised. It was deemed necessary that TDA should establish a strong presence inside Universities as a way to engage in a more personal communication with students. Both online and off-line media are considered as a means to reach this wide audience through different channels and on multiple occasions during the day.

This campaign focuses on media channels popular among the target audience, such as Spotify, Facebook and websites addressed to graduates, in order to maximize the response rate. Traditional media were also considered as a means of increasing brand awareness and brand recall.

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## Qualitative and Quantitative Research

Two different stages are proposed for this campaign. The first stage aims to acquire a number of 40,000 prospects. It is proposed that this could be achieved by producing tailored communication with both an emotional and economical benefit appeal so as to attract a response from the target audience. It was deemed necessary that each medium be tested at a confidence level of 80 per cent in order to make an educated decision regarding which creative solutions and medium would be more effective. Both qualitative and quantitative research was carried in order to get an insight into how teaching is perceived among the target segments.

The second stage is looking for a conversion of 30 per cent, reaching a final number of 12,000 applicants.

### Objectives outline

The following is a summary of the objectives of this report and functions as an overview of the whole marketing campaign devised. Each point is going to be looked at in more detail further on in this report.

- generate 40,000 enquiries (warm prospects);
- increase enquirer-applicant conversion from 26 to 30 per cent (12,000 applicants);
- stimulate students and graduates to have teaching in their career 'consideration set';
- change perceptions that students currently hold of teaching;
- devise communication strategies for 'high fliers' (1st, 2:1);
- devise communication strategies specifically tailored for Maths and Science students;
- ensure TDA is in the evoked set of those people considering teaching as a career;
- enrich, enhance and update current database as a future means to analyse trends and patterns in prospects' behaviour, evaluate media effectiveness and generate 'hot lists'.

### Market overview

SWOT and PESTEL analyses are shown in Table 1, while the results of Porter's (1980) Five Forces analysis on the market in which TDA operates are shown in Figure 1.

### Competitive landscape

Levels of competition are very high. As a company offering a teaching career to graduates, TDA is competing against virtually all other careers available to graduates and is therefore in competition (although indirect) with websites such as prospects.ac.uk and milkround.com offering a plethora of job opportunities. As a consequence of that, TDA needs to ensure its presence inside universities to get students interested in teaching at an earlier phase.

## TDA's University Presence

**Table 1:** SWOT and PESTEL analysis

	Strengths	Weaknesses
	<p>TDA is Government funded, therefore:</p> <ul style="list-style-type: none"> <li>• It is financially more stable;</li> <li>• It creates a sense of security (see also Appendix A for in-house research results)</li> </ul> <p>It is the main point of contact for aspiring teachers</p> <p>‘Route to Training’ — it offers step-by-step guidance throughout the process of becoming a teacher</p>	<p>Not every school within the United Kingdom is using TDA’s service (TDA, 2011)</p> <p>Information overload on website leads to confusion as to TDA’s function</p> <p>People might go directly to ITT courses for training without TDA’s involvement</p> <p>Brand communication is overdone: after applying, ten emails were received in slightly more than a week. This can lead to prospects opting out</p> <p>Lack of punctuality: as a test, an info pack was requested and it was received after almost 2 weeks. This can lead to prospects losing interest</p>
	Opportunities	Threats
Political	<p>The school’s White Paper ‘The Importance of Teaching’ places teacher quality at the centre of school improvement as part of the new reform (Education, 2011). Teaching subjects such as Science and Maths will be exempt from any grant cuts as they are seen as tactically important (BBC, 2010). Government offers good pension schemes for teachers (DirectGov, 2011)</p>	<p>Teaching grants have been reduced by 6 per cent for the academic year 2011–2012 with further expected cuts of approximately 20% for the year 2012–2013 (BBC, 2010)</p>
Economical	<p>Current economic downturn has left many people (including graduates) jobless. This might produce a higher demand for teaching.</p> <ul style="list-style-type: none"> <li>• 2.5 million jobless in the United Kingdom in November 2010 (Statistics, 2010);</li> <li>• 40 per cent of employers have stopped graduate recruitment in 2009/2010;</li> <li>• Average of 69 applicants for each graduate job (BBC, 2010).</li> </ul> <p>Teaching offers a good starting salary, as well as the opportunity for future career</p>	<p>Governmental budget cuts might pose as a threat for TDA when recruiting new prospects</p>
Social	<p>Due to recession, an increasing number of people are seeking job alternatives that would provide security and opportunities for career development (TDA Press Release, 2011). Increase in Maths and Science teachers applicants (TDA, 2010)</p>	<p>Teaching as a job career has acquired quite a poor perception</p>
Technological	<p>Increase in social media popularity makes 24/7 contact with customers and prospects more feasible. Web-based training materials. Cost-effective solutions to communicate with prospects (podcast, webinars, etc)</p>	
Environmental		<p>As a Government-led agency, TDA always has to be aware of new environmental regulations and comply with them straight away</p>
Legal		<p>TDA must comply with the Data Protection Act (1998). This means that:</p> <ul style="list-style-type: none"> <li>• TDA has to ask permission to utilize sensitive information (opt-in) for mailing purposes;</li> <li>• Customers can choose to opt-out anytime</li> </ul>

### Primary research

Research has been carried out in order to find out students’ perceptions of teaching and what would make them consider such a career. A hundred questionnaires formed the basis of this primary research alongside a series of in-depth interviews. This paragraph is only a summary of the main findings that were deemed as germane for building a relevant communication. For a deeper analysis of both quantitative and qualitative approaches, see Appendix A.

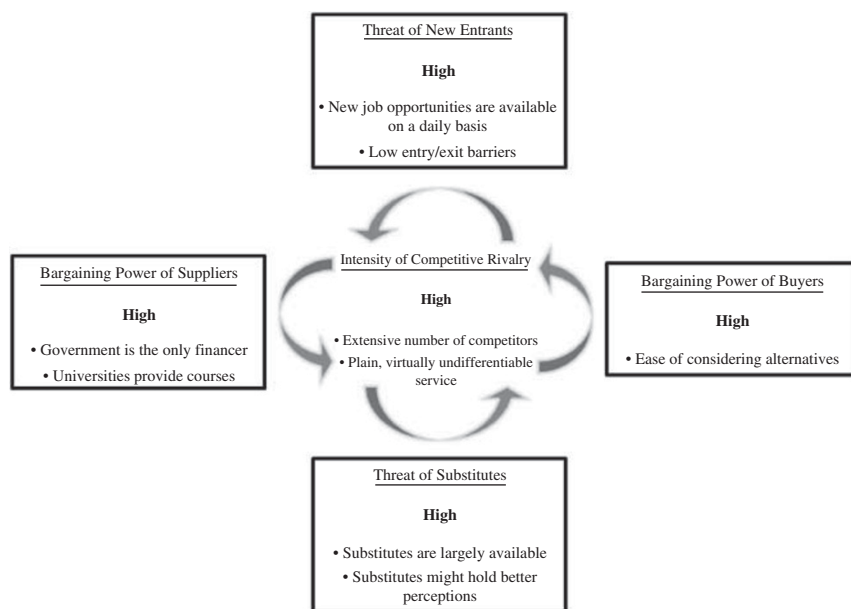


Figure 1: Porter's (1980) five forces model applied to TDA's current market position

### Quantitative

The survey conducted helped devise the following strategy for the communication:

- Mention that TDA is Government operated so that any thought of possible scam is instantly dispelled.
- Clearly state the annual income of a teacher in order to alter poor perceptions around the average teaching salary.
- Show how teaching can be both very challenging and rewarding.

### Qualitative

The five in-depth interviews helped shape the right emotional appeal and appropriate tone of voice (TOV) to be given to the communication strategy:

#### Teaching is 'passionate' and 'fair'

- teaching is about inspiring people and sharing one big, powerful passion;
- teaching is not an ordinary job: it is *alive* and only honest passion nurtures it;
- it is a *fair* job, in the sense that the two parties involved will benefit from it only if both feel equally rewarded;
- bad teachers are quickly forgotten; great teachers will be remembered forever.

### Overall brand considerations

All marketing strategies and creative solutions proposed throughout this report do not aim to alter TDA's brand image or branding strategy; instead, they suggest a sound communication plan whose core and sole

purpose is to ease prospects' acquisition and subsequent conversion. In order to ensure that the communication plan devised is in line with past and recent company's branding strategies, a comprehensive analysis of TDA's brand identity was carried out so as to keep the tone and the mood consistent with the brand across all marketing communications.

### **Brand awareness**

From in-house research conducted, it was discovered that 70 per cent of students did not know about TDA. More importantly, among those who were considering teaching as a future career, only 37.3 per cent had heard of the company (see Appendix A.3.1).

### **Brand identity**

TDA projects a strong image of reliability and professionalism; it represents a serious yet innovative company whose mission is to guide and inspire young, bright graduates through the process of becoming teachers and take the challenging, highly rewarding opportunity to make a difference in somebody else's life. Considering this is tactically important, as it sets not only the way the brand is expected to behave but it is also helpful in identifying and addressing properly the right target (Figure 2).

### **Communication outline**

Bearing in mind that TDA is asking for a life-changing decision, the communication strategy proposed in this report will focus on the challenging and rewarding aspect of teaching in order to change perceptions currently held of the profession. This will become a dominant emotional selling proposition (ESP) across all communications. Primary research has also shown that students perceive teaching salaries as being very low (see Appendix A.3.2); therefore, it is deemed strategically important to alter these perceptions. All advertising and marketing messages will share the following basic guidelines:

- *TOV*: honest, reassuring, exciting, challenging, inspiring
- *Mood*: professional, helpful, enthusiastic

### **Segmentation**

The main target market of this marketing campaign is graduates with a qualification of 2:1 or above; however, within this segment three further sub-segments have been identified and profiled (Table 2).

### **Acquisition (Stage 1)**

It illustrates the various steps that will lead to prospect acquisition via marketing and advertising communication on relevant media channels.

### **Objectives**

- Stimulate 40,000 enquiries within a 12-month period.
- Enrich and update current database.

## **A graduate brand**

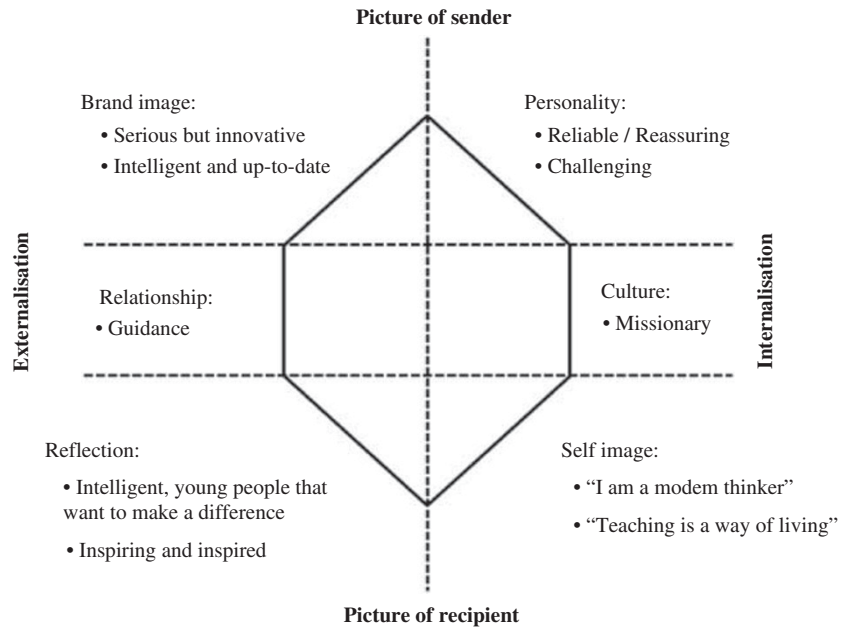


Figure 2: Brand identity prism (adapted from: Kapferer, 2002, p. 183)

Table 2: Prospect’s profile

	High fliers	Maths graduates	Science graduates
How many? <sup>a</sup>	1,220,000 (circa)	30,000 (circa)	170,000 (circa)
How old?	20–25	20–25	20–25
Which degree class?	1st — 2:1	1st — 2:1	1st — 2:1
Academic year of graduation	2008–2009 2009–2010 2010–2011 2011–2012	2008–2009 2009–2010 2010–2011 2011–2012	2008–2009 2009–2010 2010–2011 2011–2012
What newspapers do they read?	<i>Metro</i> <i>Guardian</i>	<i>Metro</i> <i>Guardian</i>	<i>Metro</i> <i>Guardian</i>
What magazines do they purchase?	NA	<i>New scientist</i> <i>Focus</i>	<i>New scientist</i> <i>Focus</i>
Internet usage <sup>b</sup> (Average: HPW)	High (45)	High (45)	High (45)
What websites do they visit more often? <sup>c</sup>	google.co.uk facebook.com youtube.com	google.co.uk facebook.com youtube.com sciencefocus.com newscientist.com	google.co.uk facebook.com youtube.com sciencefocus.com newscientist.com
Mobile usage <sup>d</sup> (Average: HPD)	High (2)	High (2)	High (2)
How many of them own a smartphone? <sup>e</sup>	34%	34%	34%
Social network usage (Average: HPM)	High (84%) (6.07)	High (84%) (6.07)	High (84%) (6.07)

<sup>a</sup>Figure spread across four academic years for England and Wales (Source: Hesa, 2011). Sources: Ofcom (2010)<sup>b</sup>; DoubleClick (2011)<sup>c</sup>; Nielsen (2011)<sup>d</sup>; Mintel (2011)<sup>e</sup>.

### Strategy

- Strong integration of online and off-line media as a means to corroborate the message being sent, as well as reach the target audience on multiple platforms at different times.

- Build strong presence on-site with TDA stands in student fairs and advertising onto Universities' newspapers, magazines, radios and websites.
- Reach Maths and Science students at the very source of their passion, thus meaning advertising in key science magazines such as *New Scientist* and *Focus*, and distributing flyers in front of Science Museums.

### Campaign

The 12-month campaign (starting May 2011 and ending April 2012) is targeting both students and graduates; therefore, while TDA's presence in Universities is almost mandatory other media different than those primarily targeted at students will be employed as a means to get in contact with people who graduated up to 2 years ago (Academic Year 2008–2009).

### Off-line media evaluation

## Marketing Media

- *University*: Advertising in Universities' newspapers, magazines and radios. This can be done through BAM, the UK's leading student marketing booking agency. Since the company could not disclose information regarding prices, a list of 34 Universities is provided as an example in Appendix B.
- *Plasma TVs*: Complement aforementioned advertising. The service can be purchased from SubTV, a multi-channel marketing agency with a system of plasma screens across 86 Universities that are estimated to reach approximately 1.75 million students aged 18–24 at a cost of £5/'000.
- *Outdoor*: High-impact billboards and bus stop advertising situated close to Universities will be used (along with flyers) to increase awareness about TDA among students and reinforce all other marketing activities carried out.
- *Students Fairs*: A list of 20 Universities offering Maths, Physics and Chemistry courses is provided in Appendix B.1 where TDA will have stands during Students Fairs in the months of October 2011 and March 2012. The cost for each stand is around £300 comprising cost for promotions undertaken by Universities through students' portals and private emails.
- *Newspapers and Radio*: Metro, Guardian and Heart FM are used to reach people who have already graduated.
- *Mobile*: A list of students' phone numbers is to be rented at campusmedia.co.uk at a cost of £150/'000. Students have already given permission to be contacted; therefore, there is no violation of the Data Protection Act (1998). Texts will be sent through Dynmark Direct at £35/'000.
- *Magazines*: Maths and Science students/graduates are readers of specialized publications, such as *New Scientist* and *Focus*. Advertising inside these magazines is deemed tactically important, especially in the form of loose inserts.
- *Science Museums*: Flyers will be distributed in front of Science Museums of the five biggest cities in England: London, Birmingham, Leeds, Manchester and Liverpool. Figures for monthly visitors were

estimated from sciencemuseum.org.uk and the average response rate was taken from Marketing Minefield (2011).

A summary of the off-line evaluation elements is given in Table 3.

#### *Online media evaluation*

- *AdWords*: Since Google is the main search engine utilized by the target audience identified (DoubleClick, 2011), paid search advertising through AdWords is going to be used in order to drive traffic to TDA's website. The average CPC is estimated at £0.90 for the following keywords: *teaching, TDA, become a teacher, teacher training, pgce courses, get into teaching, graduate opportunities, graduate jobs, graduate careers, become a maths teacher, become a math teacher, teach mathematics, teach maths, maths graduate careers, maths graduate opportunities, become a chemistry teacher, teach chemistry, chemistry graduate careers, chemistry graduate opportunities, science graduate opportunities, science graduate careers, teach science, train to teach, become a physics teacher, teach physics, physics graduate opportunities, benefits of becoming a teacher, how to become a teacher, want to become a teacher, why become a teacher, why becoming a teacher.*
- *Facebook*: Facebook has been identified as the second most popular website (after Google) among TDA's visitors, with 9.33 per cent of them accessing the social network before going to tda.gov.uk and 11.72 per cent after (Alexa, 2011). Facebook's reach is estimated at 2,448,940 people for both graduates and current students aged 18–25. Average CTR is around 0.08 per cent and subsequent conversion ranges from 5 to 15 per cent (Facebook Advertising, 2011).
- *Spotify*: Over 1.5 million people aged 18–24 are registered as Spotify users in England and Wales. Audio adverts supported by scrolling banners will be used to reach the large target audience.
- *Twitter*: It is proposed that TDA should have a solid presence on Twitter throughout the campaign. Tweets will inform followers on a daily basis about teaching events, graduate fairs where TDA is present, testimony of people who have chosen a career in teaching, also information on competitive salaries and bursaries.
- *University*: Advertising on Student Unions' portals can be done through BAM. As the company could not disclose any information regarding pricing, a list of 32 Universities was compiled to illustrate part of this medium's potential.
- *Banners*: Flash banners will be placed onto employment websites, as well as onto job sections of influential newspapers (*Guardian, Daily Mail*).

A summary of the online evaluation elements is given in Table 4.

#### *Search engine optimization (SEO)*

SEO will play a major role in the online activities suggested in this report as it will help improve TDA's website ranking on search



**Table 3:** Off-line media evaluation

Medium type	Volume reached	CPT (£)	Total cost (£)	Possible response (%)	Response volume	Cost per lead (£)	Rank
<i>Newspapers<sup>a</sup></i>							
<i>The Guardian</i>	1,100,000	5.07	5,573	0.03	330	16.89	14
<i>Metro</i>	3,500,000	2.67	9,348	0.02	700	13.35	10
University (34) <sup>b</sup>	560,640	22.82	12,795	0.20	1,121	11.41	8
<i>Radio</i>							
University (15) <sup>b</sup>	261,200	13.50	3,525	0.15	392	9.00	4
Heart	321,502	20.84	6,700	0.15	482	13.89	12
<i>Mobile</i>							
Cold list <sup>c</sup>	200,000	185.00	37,000	1.75	3,500	10.57	7
<i>Magazines</i>							
<i>New scientist</i>	87,729	21.09	1,850	0.15	132	14.06	13
<i>Focus</i>	73,600	20.38	1,500	0.15	110	13.59	11
<i>Plasma TV</i>							
SubTV University <sup>d</sup>	1,750,000	5.00	8,750	0.05	875	10.00	6
<i>Loose inserts</i>							
<i>The guardian</i>	225,000	35.00	7,875	0.45	1,013	7.78	1
<i>New scientist</i>	87,729	76.00	6,667	0.65	570	11.69	9
<i>Focus</i>	73,600	55.00	4,048	0.65	478	8.46	2
<i>Events</i>							
Student fairs <sup>e</sup>	131,511	45.62	6,000	0.50	658	9.12	5
<i>Flyers<sup>f</sup></i>							
Science museum (5) <sup>g</sup>	175,000	55.00	20,000	1.30	2,275	8.79	3
University	NA	10.00	3,000	NA	NA	NA	NA
<i>Outdoor<sup>h</sup></i>							
Billboards	NA	NA	12,000	NA	NA	NA	NA
Bus stops	NA	NA	8,000	NA	NA	NA	NA

<sup>a</sup>RPC (readers per copy) affects actual readership.

<sup>b</sup>List of prices and readership/listenership was acquired through BAM (2011).

<sup>c</sup>Cold list is to be rented at campusmedia.co.uk. SMSs are sent through Dynmark Direct at £35/'000.

<sup>d</sup>Total reach and price list acquired at SubTV (2011).

<sup>e</sup>Figure for 20 Universities.

<sup>f</sup>Flyers are bought at £10/'000 at cheapleaflets.net.

<sup>g</sup>London, Birmingham, Leeds, Manchester, Liverpool. Average monthly visitors were taken from sciencemuseum.org.uk. Each museum will have two people flying in front (ten in total) paid £50 per day (£15,000 per month in total).

<sup>h</sup>List of prices (48 sheets for billboards) was acquired from outdooradvertisingltd.co.uk. Cost is per month.

engines. The main problem identified was the lack of redirection between tda.gov.uk and www.tda.gov.uk. This can lead to a risk of duplicate content, and search engines would give more importance to the one that gets more backlinks. Although the www and non-www types of a site lead to the same page and have the same content, they are different subdomains (Seda, 2009).

### Campaign timeline

The proposed campaign timeline is shown in Figure 3.

### Testing

Each medium employed in Stage 1 is going to be tested to ensure that it delivers the expected results. Furthermore, when two or more solutions are proposed, testing becomes necessary to understand which alternative pulls more responses. Owing to the high costs of testing, it was decided to operate at an 80 per cent confidence level. A higher rate of confidence level (ie 90 or 95 per cent) would have in fact demanded far too many names for each test to be significant.

**Table 4:** Online media evaluation

Medium type	Total reach (per month)	Total impressions (per month)	CPM (£)	CPC (£)	Total cost (£)	CTR (%)	Conversion (%)	Response volume	Cost per lead (£)	Rank
<i>Internet</i>										
AdWords	1,672,764	—	—	0.90	1,204	0.08	8.00	107	11.25	5
Spotify	1,584,000	—	9.00	—	14,256	0.80	8.00	1,014	14.06	6
<i>Social media</i>										
Facebook	2,448,940	—	—	0.70	1,371	0.08	8.00	157	8.75	1
<i>Banners</i>										
jobs.guardian.co.uk	160,000	—	—	0.85	1,360	1.00	8.00	128	10.63	4
jobs.dailymail.co.uk	20,000	—	—	0.85	170	1.00	8.00	16	10.63	4
newscientist.com	84,000	—	—	0.90	680	0.90	8.00	60	11.25	5
wordreference.com	150,000	—	—	0.85	956	0.75	8.00	90	10.63	4
milkround.com	27,000	—	—	0.70	189.00	1.00	8.00	22	8.75	1
prospects.ac.uk	130,000	—	—	0.75	975.00	1.00	8.00	104	9.38	2
jobsite.co.uk	570,000	—	—	0.75	3,420	0.80	8.00	365	9.38	2
nus.org.uk	39,000	—	—	0.75	234	0.80	8.00	25	9.38	2
University (32)	—	2,579,000	3.11	—	8,018	0.40	8.00	825	9.71	3
<b>Total</b>	<b>6,885,704</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>32,833</b>	<b>—</b>	<b>—</b>	<b>2,913</b>	<b>11.27</b>	

	MONTH	May	June	July	August	September	October	November	December	January	February	March	April
<b>MEDIUM</b>													
<b>Newspapers</b>	Guardian												
	Metro												
<b>Magazines</b>	New Scientist												
	Focus												
<b>Loose Inserts</b>	Guardian												
	New Scientist												
	Focus												
<b>Events</b>	Student Fairs												
<b>Flyers</b>	Science Museum (5)												
<b>Outdoor</b>	Billboard												
	Bus Stops												
<b>Mobile</b>	Cold List												
<b>Radio</b>	Heart												
<b>University</b>	Newspaper												
	Website												
	Radio												
	Plasma TV (SubTV)												
<b>Internet</b>	AdWords												
	SEO												
	Spotify												
	Banners												
<b>Social Media</b>	Facebook												
	Twitter												

**Figure 3:** Campaign timeline

*SMS (cold list)*

The sample size for SMS was calculated (and rounded) at 4,500 names, working at an 80 per cent confidence level but limiting the error tolerance to 0.25 per cent. As the average response rate for SMS from a cold list is 1.75 per cent (Media Burst, 2011), the test will establish whether this also applies to this case. Considering all things work as planned, this medium should deliver a response rate fluctuating within the range of 1.50–2.00 per cent.

Furthermore, two creative solutions are proposed at this stage and need to be tested. The first one has a more emotional appeal, whereas the second focuses more on showing the teaching's economical benefits. It is assumed here that the second solution will pull more responses.

#### *Newspapers*

It was decided to advertise on a quarter page (22×5) rather than half page. Owing to Sainsbury's square root principle, an advert space that is double in size will not pull twice as many responses, but just the square root of the increase in size. Only the cost would double. The quarter page was therefore deemed as a more cost-effective solution. A/B split runs will be used on both *Metro* and *Guardian* to test two different creative solutions, as well as the effectiveness of each medium.

#### *Radio*

Heart FM will be tested during the first 3 weeks of September, right before students return to University. It is here assumed that Heart FM will not deliver as expected (0.15 per cent response rate). As it scored quite poorly in the off-line media ranking (12th out of 14, with a cost per lead of £13.89), any response rate lower than the one estimated cannot be tolerated.

#### *Magazines*

The effectiveness of both *Focus* and *New Scientist* is going to be tested. As they scored low in the off-line media ranking (respectively, 11th and 13th out of 14), the testing is trying to understand whether a response rate higher than what is initially believed (0.15 per cent) can be achieved. It is here assumed that the response rate will not be higher; therefore, advertising in both magazines will be abandoned in favour of loose inserts.

#### *Loose inserts*

Split-run tests have proven particularly effective with loose inserts (Bird, 2007). The advantage of this medium is that more than two solutions can be tested at the same time. For example, along with the usual split between emotional-driven and benefit-oriented messages, also a mix of the two can be tested, as well as a fourth and fifth creative solutions. Since testing is undertaken at an 80 per cent confidence level and the expected response is well below 1 per cent, it is important to keep the error tolerance to a minimum.

Furthermore, each newspaper and magazine has its own rules regarding the minimum quantity of loose inserts to be purchased; therefore, increasing the quantity of the sample size will reduce the error tolerance and meet the publisher's demand.

#### *Science museums*

Distributing flyers in front of the five Science Museums will be tested for 2 weeks. This may seem quite a long period of time, but it is

## Number Crunching

necessary to allow a little longer for this kind of activity to deliver results as they will not be as immediate as with SMS. It is here assumed that the distribution of flyers will prove to be very effective, especially in targeting key segments such as Maths and Science students. For this reason, it will be carried out for 3 months.

#### *Outdoor*

Billboard and bus stop advertising will sustain marketing activities undertaken inside Universities. Such outdoor activities are believed to have an important impact on the amount of enquirers acquired through students' newspapers, magazines and radio as they build brand awareness and recognition. However, they will be tested too. Their effectiveness, in fact, will be monitored in the month of October and compared with results obtained in May, during a period when the same marketing activities were undertaken in Universities, but outdoor had not yet been employed. If successful, outdoor advertising will be used again in March 2012.

#### *Student fairs*

Here, it is expected that at least 1 out of 200 second- and third-year students will participate at the Student Fair and apply to get more information on becoming a teacher. Since this appears quite feasible to accomplish, it is assumed that the target will be met and TDA will renew its presence for a second Student Fair (March 2012) in all 20 Universities.

#### *AdWords and Facebook*

Both Google and Facebook offer free software to monitor pay-per-click campaigns; therefore, both activities will be tested for a month. Along with the medium itself, also the different solutions proposed are going to be tested to understand which creative approach is more effective and/or whether some of the solutions need to be improved.

#### *Banners and spotify*

The effectiveness of Flash-animated banners will be tested on all websites and Spotify. Furthermore, since different versions are provided, tests will also show which one is proving to be the more effective in terms of prospects' acquisition.

### **Evaluation**

Results and budgeting from the campaign Stage 1 are shown in Table 5.

- Total number of enquirers: 40,309 (circa).
- Total budget allocated: £500,000.
- Total budget spent: £431,822.
- A minimum of £50,000 of the leftover is to be spent on database and website maintenance, as well as market research.
- 3.64 per cent leftover (£18,178) will be used for unexpected expenses, unforeseen events and all sorts of contingencies.
- Average cost per enquiry: £10.71.

## **Social Media**

**Table 5:** Stage 1 campaign results and budgeting

Medium	Response volume	Cost (£)	Times/months used	Total responses	Total cost (£)
<i>Newspapers</i>					
<i>The guardian</i>	330	5,573	3	990	16,719
<i>Metro</i>	700	9,348	3	2,100	28,044
University (34)	1,121	12,795	3	3,363	38,385
<i>Radio</i>					
University (15)	392	3,525	3	1,176	10,575
Heart	482	6,700	1	482	6,700
Creative brief	NA	5,000	1	NA	5,000
<i>Mobile</i>					
Cold list	3,500	37,000	1	3,500	37,000
<i>Magazines</i>					
<i>New scientist</i>	132	1,850	1	132	1,850
<i>Focus</i>	110	1,500	1	110	1,500
<i>Plasma TV</i>					
SubTV university	875	8,750	1	875	8,750
<i>Loose inserts</i>					
<i>The guardian</i>	1,013	7,875	4	4,052	31,500
<i>New scientist</i>	570	6,667	5	2,850	33,335
<i>Focus</i>	478	4,048	5	2,390	20,240
<i>Events</i>					
Student fairs	658	6,000	2	1,316	12,000
<i>Flyers</i>					
Science museum (5)	2,275	20,000	3	6,825	60,000
University	NA	3,000	NA	NA	3,000
<i>Internet</i>					
AdWords	107	1,204	8	856	9,632
Spotify	1,014	14,256	1	1,014	14,256
<i>Social media</i>					
Facebook	157	1,371	1	157	1,371
<i>Banners</i>					
jobs.guardian.co.uk	173	1,360	6	1,038	8,160
jobs.dailymail.co.uk	22	170.00	6	132	1,020
newscientist.com	91	680.90	6	546	4,085
wordreference.com	96	956.25	6	576	5,738
millkround.com	29	189.00	6	174	1,134
prospects.ac.uk	140	975.00	6	840	5,850
jobsite.co.uk	365	3,420	6	2,190	20,520
nus.org.uk	25	234.00	6	150	1,404
University (32)	825	8,018	3	2,475	24,054
<i>Outdoor</i>					
Billboard	NA	12,000	1	NA	12,000
Bus stops	NA	8,000	1	NA	8,000
<b>Total</b>	<b>15,680</b>	<b>192,465</b>	<b>—</b>	<b>40,309</b>	<b>431,822</b>

## Conversion (Stage 2)

It illustrates the prospect's journey after his/her enquiry and shows how the use of different media approaches and communications will ensure the required conversion.

### Objectives

- Acquire 12,000 new applicants (30 per cent conversion).
- Enhance database. Divide enquirers in 'Type 0', 'Type 1' and 'Type 2' to analyse trends and patterns in their behaviour for future management's considerations.

### Strategy

- Testing of the message with emotional appeal vs. message with benefit at each new stage in the communication plan and apply the more effective.
- Personalized communication for each segment at each stage.
- Training of staff to deliver better support and customer service, as well as functioning as a powerful marketing tool to convert enquirers into applicants.
- Send an online questionnaire to all non-applicants to find out why they have not applied and if they still consider pursuing a career in teaching. Label and archive them as either 'Type 0' or 'Type 1'.

### Campaign

The communication plan devised for Stage 2 is divided into seven phases and will last a maximum of 20 days for each prospect. Each message sent out at each phase will be highly personalized as prospects have entered their details when applying through the TDA's website during Stage 1. It is relevant to notice that, in compliance with the current Data Protection Act (1998), only people who gave permission for their personal details to be used (through double opt-in) will be contacted.

### A Seven Step Programme

#### *The seven steps*

1. *Email (1)*: It will be administered through Dynmark Direct at a cost of 0.82p per message. The response rate from warm prospects is expected between 1 and 2 per cent (Tapp, 2008).
2. *Email (2)*: Same as Email (1) but response is a little lower.
3. *SMS (1)*: It will be administered through Dynmark Direct at a cost of 3.6p per text. The response rate from warm prospects ranges between 2 and 2.5 per cent (DMA, 2011).
4. *MMS*: It will be administered through Media Burst at a cost of £85/000. The response rate, although usually higher, is expected around 3 per cent for this kind of activity.
5. *Direct Mail*: A personalized pack will be sent to all enquirers remaining. This report proposes a brochure as an example but it can also be something more complex. However, whatever pack is sent, it is extremely important that it is tailored to the specific individual. Prices for posting were acquired from Royal Mail (36p per pack for First Class) and overall CPT was estimated at around £600 during this phase, taking into account printing costs. The response rate is usually quite high, around 6 or 7 per cent and even slightly more sometimes (Bird, 2007).
6. *Telephone Follow/Up*: It is demonstrated that a telephone call within 3 or 4 days after direct mail boosts response up to three or four times (Thomas and Housden, 2002). The phone call needs to be nothing more than a friendly enquiry and staff will have to be trained properly so as to make something similar to a soft-sell. Outbound calls will be administered by Lead Line at a CPT of £1,700.

7. *SMS (2)*: Same as *SMS (1)* but it will create a sense of urgency. This is a famous copywriting technique and will gain responses from those who wait until the very last minute to make a decision (Bird, 2007; Sugarman, 2007).

#### *Database strategy*

At the end of Stage 2, prospects who have not applied or have blown out anytime during the process will be sent an online questionnaire (see sample in Appendix C) asking the reasons for them doing so. The chance to win £50 worth of Amazon vouchers will be offered as an incentive to complete it. All prospects will then be divided into three types:

### **Ranking Prospects**

1. *Type 0*: Prospects who have not applied and do not consider pursuing a teaching career anymore.
2. *Type 1*: Prospects who have not applied but still consider pursuing a teaching career in the future.
3. *Type 2*: Prospects who have applied.

Prospects labelled as 'Type 0' will not be contacted again, whereas those who have been archived as 'Type 1' will constitute the key starting point for generating future 'hot lists'. Prospects who have not compiled the questionnaire will be archived as 'Type 1' as default. Future managerial implications and database management are discussed later in this case study.

A flowchart of Stage 2 is shown in Figure 4.

### **Testing**

Each medium is going to be tested at an 80 per cent confidence level. When two or more creative solutions are proposed, testing will establish which one pulls more responses.

#### *Email (1)*

- Subject line A (emotional) vs. Subject line B (economic benefit).
- Content A (emotional) vs. Content B (economic benefit).
- Banner vs. No banner.

Since each of the three testing elements has only two possible permutations (A or B), a total of  $2^3$  permutations are identified Table 6.

The problem with setting a low error tolerance (0.20 per cent) is that it will require far too many names inside each test cell to be significant (6,850). Therefore, testing needs to be done either with a higher degree of error tolerance (if deemed reasonable) or by assuming that emails with banner will pull more responses, thus meaning cutting down the lists from eight to four.

After testing, the permutation that pulled more responses will be sent to all other prospects. It is here assumed that List 7 will pull more responses.

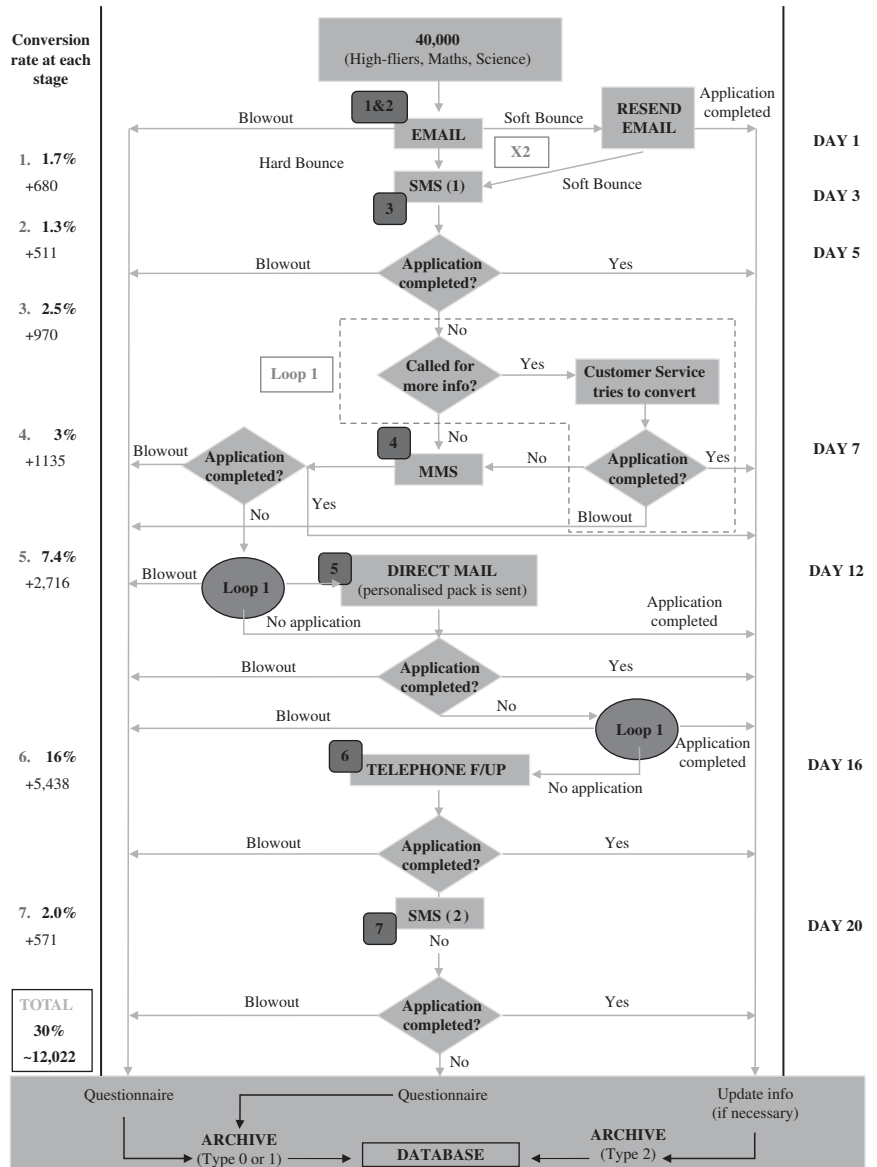


Figure 4: Stage 2 flowchart

Table 6: Email testing elements

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8
Subject A	Subject A	Subject A	Subject A	Subject B	Subject B	Subject B	Subject B
Content A	Content A	Content B	Content B	Content A	Content A	Content B	Content B
Banner	No banner	Banner	No banner	Banner	No banner	Banner	No banner

*Email (2)*

- Non-openers of previous email will be sent a different subject line but same content.
- Openers of previous email will be sent the same subject line but different content.



*SMS (1)*

For SMS, two versions of creative are to be tested.

After testing, the message that pulled more responses will be texted to all other prospects. It is here assumed that the benefit-oriented message will pull more responses.

*MMS*

As with SMS, two creative solutions are to be tested: one more benefit-oriented, the other playing on a more emotional level (ESP).

It is here assumed that the message ‘Benefit’ will pull more responses.

*Direct mail*

A brochure personalized by subject studied will be sent to all prospects. The copy will play both on the challenging role of becoming a teacher, as well as on the competitive salary and benefits. Testing will be carried out to understand which of the following permutations pulls more responses (Table 7). All future brochures will be sent according to the outcome of this test.

*SMS (2)*

This is a final call to action. Prospects will be literally invited to ‘hurry up’ and complete the application form. The text message will emphasize what the prospect is missing if he/she does not apply to become a teacher. This can be either an emotional reward or, once again, a pure economic benefit.

**Hurry Up!**

**Evaluation**

Results and budgeting from the campaign Stage 2 are shown in Table 8.

- Total number of applicants: 12,022 (30 per cent conversion).
- Total budget allocated: £100,000.
- Total budget spent: £93,764.
- 6.24 per cent leftover will be used for unexpected expenses, unforeseen events and all sorts of contingencies.
- Average cost per application: £7.80.

**Database**

The following paragraph is for the consideration of present and future database management. It sets the objectives to meet in order to carry

**Table 7:** Direct mail testing by list

List 1	List 2	List 3	List 4
Branded envelope Headline with benefit	Branded envelope Headline with ESP	Non-branded envelope Headline with benefit	Non-branded envelope Headline with ESP

**Table 8:** Stage 2 results and budgeting

Medium type (or Channel)	Quantity	CPT (£)	Total (£)	Conversion (%)	Applicants	CPA (£)
Email (1)	40,000	8.20	328	1.70	680	0.48
Email (2)	39,320	8.20	322	1.30	511	0.63
SMS (1)	38,809	36	1,397	2.50	970	1.44
MMS	37,839	85	3,216	3.00	1,135	2.50
Direct mail (printing and posting) <sup>a</sup>	36,703	600	22,022	7.40	2,716	8.11
<i>Telephone<sup>b</sup></i>						
Inbound <sup>c</sup>	8,000	1,000	8,000	NA	NA	NA
F/up — Outbound	33,987	1,700	57,779	16.00	5,438	10.63
SMS (2)	28,549	36	1,028	2.00	571	1.80
Incentive vouchers <sup>d</sup>	1	—	50	NA	NA	NA
Total	—	—	93,764	—	12,022	7.80

<sup>a</sup>36p per pack with Royal Mail + 20–30p for printing each brochure or any other kind of personalized pack.

<sup>b</sup>Prices for inbound and outbound calls are here provided if TDA cannot administer it internally.

<sup>c</sup>Depending on the amount of people calling for more information (20% of all enquirers is the figure here assumed). Inbound calls will be administered by AlldayPA.

<sup>d</sup>£50 worth of Amazon voucher is offered for completing the questionnaire.

out reliable data research and illustrates the different steps in the strategy to achieve this. See Appendix D for possible database structure.

### Objectives

#### Cleaning and analysing your data

- To organize data in order to ease its usage and accessibility for building future marketing communication strategies.
- To use database to segment customers in order to create more relevant, better tailored communications.

### Strategy and management

- De-duplication. Cleanse database from duplicates deriving from the purchase or rental of ‘cold lists’ or multiple enquiries from the same prospect.
- To ensure database processes comply with the current Data Protection Act (1998).
- To offer double opt-in option to enquirers.
- To draw a picture of the average enquirer through the identification of patterns and commonalities from his/her response to advertising and further subdivide prospects into ‘Type 0’, ‘Type 1’ or ‘Type 2’.
- To gain understanding in media effectiveness and best time/location of contact.
- To identify geographical areas that are under/over-represented.

### Future managerial implications

With the large amount of data gathered after Stages 1 and 2, the database manager in charge will be able to distinguish between

prospects who were converted (Type 2) and prospects who were not converted; in that last group, an online questionnaire sent to all non-applicants (see Appendix C) will allow to further discern those who still consider teaching (Type 1) from those who do not anymore (Type 0). This will provide future management with a list of warm prospects and the understanding of which medium works better as far as the acquisition of prospects is concerned (an example is provided in Appendix D).

## Recommendations

- Undertake further qualitative research on perceptions around teaching, especially inside key segments such as Maths and Science students/graduates.
- Monitor brand awareness, recognition and recall to ensure TDA is in prospects' evoked set.
- Continually enhance, maintain and update database to provide present and future management with more insightful and accurate information.

## Appendix A

### Primary research

In-house research has been carried out in order to gain insight into students' perceptions of teaching as a career. Both quantitative and qualitative approaches have been considered. The results obtained helped devise a more problem-oriented communication strategy that helped position teaching as a challenging, rewarding and fairly profitable career.

All research conducted was in line with the standards of MRS Code of Conduct and Data Protection Act (1998), and sensitive information will be kept anonymous and confidential.

### A.1 Objectives

- To gain valuable insight into why students consider teaching as a career.
- To find out what variables\* are more appealing when considering a job.
- To discover what students' perceptions of teaching are in terms of those variables.
- To understand whether students who consider teaching as a career are aware of TDA.

\*A list of variables was identified through Mintel (2011) and included: salary; degree of challenge of the job; how rewarding it is; amount of holidays; flexibility of hours.

**Targeted and focused research**

## **A.2 Methodology**

The research (both quantitative and qualitative) was administered inside the University of Greenwich in the period from 15 to 25 of January. A university setting was deemed as more appropriate because it is directly linked with TDA's operations.

### *A.2.1 Quantitative research*

Quantitative research took the form of a self-administered questionnaire that provided the researchers with insights from a key age segment (18–28-year-olds). This is not representative of the whole UK population, but it does give a good understanding of current perceptions of teaching from students, which is ultimately the scope for which the questionnaire was administered in the first place.

The sample size was set as not smaller than 100 participants because otherwise the researchers might have been supplied with data potentially misleading. The sampling method selected was purposive (or judgemental) sampling as the researchers felt that the analysis of students' perceptions was more relevant to the purpose of this research, especially when considering that it would set the basis for the development of a tailored, problem-oriented communication strategy.

To ensure ease of readability and full comprehension of the questions presented, a pilot testing of 10 per cent of all questionnaires was carried out, leaving the researchers without any doubt about possible misinterpretations from respondents.

### *A.2.2 Qualitative research*

Qualitative research took the form of five in-depth interviews, which were conducted only after the analysis of the results obtained through quantitative research. Only students who were considering teaching as a career took part in the interview. The sampling method utilized was snowball sampling as it was considered less time-consuming if each interviewee provided the name of someone who would be willing to take part in the interview. The length of each interview was 1 hour as this ensures deeper analysis and provides sufficient time for eventual investigation of relevant matters. The researchers decided to settle with five interviews after saturation point was reached.

## **A.3 Questionnaire: Results**

### *A.3.1 Main findings*

- Almost half (49 per cent) of the people surveyed were considering teaching as a career, but only 28 per cent of them had heard of TDA.
  - Among those who were considering teaching, an outstanding 62.7 per cent had never heard of TDA.
- 71 per cent of the people interviewed thought that Government-operated services are more reliable.
- There is a higher percentage of male students (57.7 per cent) considering teaching as a career than their female counterparts (43.75 per cent).

**Teaching vs TDA**

- Older students (28+) are 15 per cent more prone to consider a career as teachers than younger students (18–27).
- Among 18–22 students, 66 per cent had never heard of TDA.
- Among 23–27 students, 79 per cent had never heard of TDA.
- Among 28+ students, 75 per cent had never heard of TDA.
- Students expecting a First are more likely to consider teaching (59 per cent) than those expecting a 2:1 (47.2 per cent) or a 2:2 (40 per cent).
- Among all students surveyed, the most likely to consider teaching as a career were those studying courses in Chemistry, Computer and IT, Languages, Mathematics, Medicine, Psychology and Science.
- Among all students surveyed, those studying courses in Business, Computer and IT, Economics, Languages, Law, Mathematics, Politics and Psychology were less likely to have heard of TDA.
- Out of five Science students surveyed, four were considering teaching (80 per cent) but only two of them (40 per cent) had heard of TDA.
- Out of nine Maths students surveyed, five were considering teaching (55.5 per cent) but only three of them (33.3 per cent) had heard of TDA.

### A.3.2 The Fishbein model

The Fishbein (1975) model was used to measure students' perceptions of teaching on a series of five attributes that were previously sourced via Mintel (2011). These represent the main variables people consider when looking for a job. Students were first asked to rank each of the five attributes on a 7-point scale (Likert scale) and then asked to express their beliefs about teaching according to the same range of variables (Table A1).

From the results obtained, it is evident that a job is likely to appeal more to students if it has a good starting salary, is challenging enough and is also a highly rewarding one. The amount of holidays throughout the year and flexibility of hours do not seem to play a major role, but incidentally are among the top attributes that the students surveyed linked to teaching, at the expense of salary that scored the lowest (4.19 out of 7). Overall, students agreed that teaching is both very challenging and rewarding, but they may still not be inclined to pursue it as a career due to the poor perceptions around its salary.

## Teaching as a graduate aspiration

**Table A1:** Results obtained from the application of the Fishbein model

Attributes	<i>E</i>	Teaching	be
Salary	2.43	4.19	10.18
Challenging	1.96	5.16	10.11
Holidays	1.48	5.55	8.21
Flexible hours	1.57	4.94	7.76
Rewarding	2.19	4.99	10.93
Total			47.19

#### **A.4 In-depth interviews: Results**

All five aspirant teachers interviewed shared the following viewpoints when asked why they wanted to become teachers:

- They love what they do and thus want to share their passion.
- Teaching is not an ordinary job as there is not a real routine: each day is different because they are dealing with people.
- If done properly, teaching is a very interactive and rewarding job.
- Students' honest and complete attention to a teacher's words is priceless.

They were influenced in their choice by one specific teacher who showed passion about the job and was able to transmit it.

### **Appendix B**

#### **TDA in universities**

#### **Finding TDA's audience**

As previously discussed, BAM can offer a quick and easy service for targeting students in Universities through a broad series of media specifically targeted at students. Since the company could not disclose any information about pricing, a list of 34 student newspapers and magazines was provided along with 15 radio stations and 32 Student Unions' websites on which online marketing activities were undertaken. Prices and volume of readers or listeners were acquired directly from Universities.

#### **B.1: Student fairs**

A list of 20 Universities where TDA will have stands during Student Fairs (October 2011; March 2012) is here provided. TDA's presence is spread out across England and Wales as follows: University of Birmingham; University of Bath; University of Plymouth; University of Portsmouth; London South Bank University; Kings College London; University College London; University of Essex; University of Cardiff; University of Aberystwyth; University of Manchester Metropolitan; University of Leeds; Nottingham Trent University; Sheffield Hallam University; University of Brighton; University of East Anglia; University of Liverpool; University of Southampton; University of Hertfordshire.

## Appendix C

### Online Questionnaire (Type 0; Type 1)

**TDA – Questionnaire**

Fill in this questionnaire and you could win £50 worth of Amazon vouchers!  
N.B. All information collected will remain confidential.

**Q1 Do you still consider teaching in the future?**  
*Yes*   
*No*

**Q2 If your answer was 'No', why?**  
*I got a job elsewhere*   
*I changed my mind*   
*Personal reasons*   
*I was disappointed with TDA*   
*Other*   
 Please specify  
 .....  
 .....  
 .....

**Q3 Would you suggest TDA to any of your friends or relatives?**  
*Yes*   
*No*

**Q4 How would you rate TDA in terms of the following attributes?**  
 -3 = Extremely poor  
 +3 = Extremely good

	-3	-2	-1	0	+1	+2	+3
Clarity of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Customer service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Website's ease of navigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q5 Feel free to add any other comment you have.**  
 .....  
 .....  
 .....

**Thank you for completing the questionnaire.**

Your name has been entered in the prize draw. Should you win, we will get in touch to arrange the delivery of your £50 worth of Amazon vouchers!

## Appendix D

### Database

Among many other advantages, the database (Table D1) will also help draw a picture of the average enquirer. For example, there might be a common pattern among those who enquired during Stage 1 and then applied after Stage 2 (ie location, media through which they were recruited, creative solution to which they responded, etc) and this information will represent a strong advantage when building new marketing communications in the future.

**Table D1:** Example of database structure

Personal data		Education	
Title	Mr	Graduated?	Yes
Name	James	Graduation year	2010
Last name	Smith	Expected graduation	—
Gender	Male	Degree course	BA Mathematics
Nationality	English	University	University of Greenwich
Address	8 Edith Terrace	Degree level	2:1
City/Town	London	After stage 1	
Postcode	SW10 0TQ		
Date of birth	18/09/1988	Date of enquiry	23/05/2011
Marital status	Bachelor	Medium (1)	Science museum (LDN)
Current occupation	Unemployed	Medium (2)	New Scientist
Email address	james.smith@gmail.com	Medium (3)	—
Mobile number	07567584355	After stage 2	
Converted?	Yes	If 'Yes': When?	10/06/2011
	Type 2	After which medium?	Telephone F/up
	No	If 'No': When declined?	—
	Type 0	Type 1	After Which Medium?
			—

By analysing the large amount of data gathered after Stage 2, the database manager will be able to understand which medium is working better in terms of prospect's conversion rather than just acquisition. The example above is just an assumption of what could happen when testing the same advert with the same format on two different media channels, in this case two newspapers. While at first one would argue that advertising on Metro is more convenient (CPE is £3.53 cheaper), after Stage 2 the Guardian shows a higher conversion rate with CPA being £2.60 cheaper than Metro. Future management should consider this in order to maximize ROI and should also apply the same test on all media utilized in order to discover which one is performing better in terms of conversion (not just in pulling more responses) and invest more on that in the future.