

A CONCEPT NOTE ON BUILDING, DEVELOPING, MARKETING AND PROMOTING (BDMP) SPEAK EASY PROGRAMMES THROUGH CHANNEL PARTNERS IN CONSULTANCY SERVICES WITH I.N.D.I.A. TRUST

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0. PRELIMINARY REMARKS

The most powerful promotional tools are effective programmes that address real issues and needs of our potential users. Without effective programmes, marketing our programmes and developing relationships will not be effective. We must plan programmes that include an evaluation that measures the specific impact that programmes have on the lives of our target audience.

The questions "What difference will it and did it make?" must be asked before and after the programme. The impact must then be communicated to prospective target students.

For our purposes, we may define marketing as follows:

- The process of identifying the current and emerging educational issues and needs of our publics.
- Creating educational programmes to meet those issues and needs.
- Communicating the impacts of those programmes.

There is an important distinction between marketing and selling.

Marketing **SPEAK EASY** begins with a focus on our customers, their needs, and a sincere desire to develop a product that addresses their needs. Selling begins with what we have for sale, and the needs of our customers are secondary or even irrelevant. Although the term marketing is often used to mean selling, it is fair to say that when the marketing process is followed, the selling (i.e., convincing and exchanging) is very easy. In effect, the product sells itself.

BDMP maximizes our return for the effort and resources we expend, because it focuses our efforts to meet the unique needs of our potential users. Marketing is also a way of thinking. Marketing consciousness begins when we critically at what we do in terms of who it attracts and who it doesn't attract. What is there in our marketing strategy that attracts certain kinds of people and not others? Because marketing is a way of thinking, it should permeate our entire organization and all of its activities.

BDMP is a source of empowerment. To market effectively, we must know who we are and what we can do. Effective marketing boosts morale by recognizing individual knowledge, skills and abilities and communicating these to our potential users. We all have a need to be known and to be appreciated and marketing can help achieve this.

1. A COMPREHENSIVE BDMP PROCESS

Development of a comprehensive **BDMP** programme includes the following:

1. Develop a **SPEAK EASY's** mission statement
2. Conduct an overall environment assessment and consider the implications of current trends for the organization:
 - Social/demographic trends,
 - Educational changes,
 - Changes in the economy and the natural environment, and
 - Technological developments.
3. Set overall goals for the organization. Goals are general statements of desired accomplishments.
4. Identify a large heterogeneous customer that you want to serve, and segment that customer into smaller, more homogeneous customer using one or more of these factors:
 - Demographics - age, sex, family size, nationality, income, education, race, religion.
 - Geography - region, county, community, neighborhood, urban-rural, population density.
 - Psychographics - social class, life style, personality, special interests or hobbies, value systems.
 - Work - occupations, kind of work, size of business or organization, particular products produced, issue or problem held in common.

Generally, it is best to segment the market as much as is appropriate for the issue under consideration. Offering career management programmes teaching teachers educational management to management education, and a leadership camp for emerging youth leaders are all examples of education programmes targeted to particular market segments.

5. Conduct market research for the segments with the greatest potential.
6. Conduct assessments of current and future needs.
7. Study market behavior of existing and potential customers.
8. Utilize primary and secondary data by questioning, observing, experimenting, using census data, and reviewing other studies.

Market research can be helpful to Extension, even though we may feel we know our customers well. How will we know the educational needs of urban limited income dwellers, unless we ask them in a systematic manner? Are their needs the same as those of rural limited income dwellers?

Focus groups have been an effective and relatively easy way to conduct market research. Identify and gather together a small group (8 to 15 people) representing a target customers (market segment) and ask them questions about their attitudes, knowledge, behavior, and preferences with respect to the good or service being marketed.

It is clear that the diverse customers and rapid changes in our society will require us to conduct more market research than in the past.

Assess our own organization. What are its:

- Mission, values, and purposes.
- Strengths and weaknesses.
- Resources and capabilities.

- Support groups and constituencies.

Develop a marketing strategy that identifies our niche (position) in the market.

A marketing strategy is a mix of (five P's of marketing):

1. Product (educational programme)
2. Price (costs, time, and other resources necessary)
3. Promotion (how the product is publicized - mass media, fliers, personal contact)
4. Place/Distribution (Where is it offered office, mail & personalised)
5. People (Who is providing the product - professionals, the PUPA HR Extension faculty, specialists, researchers, guest speakers, coalitions, team members, competitors)

Develop a plan of action based on this position.

Implement the plan of action.

Evaluate and assess impact of:

- **The marketing mix (five P's)**
- **The product delivery**
- **Receptivity of the market**
- **The impact of the product**

2. KEEPING OUR EDUCATIONAL PROGRAMME CURRENT

The best marketing tool is a successful programme and the biggest liability for any organization is an outdated programme.

All educational programmes evolve through a process called the Programme Life Cycle. This involves five stages:

1. *Development* - Needs are analyzed, target clients identified, measurable objectives set, the competition and community environment analyzed, the programme is "positioned" in the marketplace based on organizational strengths, initial programme efforts are piloted, and the programme is refined.
2. *Introduction* - The programme is introduced to a segment of or to the entire target population.
3. *Growth* - Programme visibility and credibility are established and customer satisfaction grows. Resource demand is greatest and competition from other agencies is often intense.
4. *Maturity* - Programme growth moderates or levels off. Visibility and credibility remain very high.
5. *Decline* - Visibility, credibility, and clients participation consistently drop. The declining credibility of the programme endangers the organization's image.

4. PROGRAMME LIFE CYCLE

Organizational health is dependent upon a systematic and ongoing review of all programmes. Where are our educational programmes in the life cycle? How much impact and visibility has there been to date? What is the predicted life span remaining for the educational programme? The goal is to achieve a mixture of programmes in varying stages of the life cycle.

Since new programme initiatives can elevate organizational credibility and visibility, rotating the inventory of educational programmes is important. Sensitivity, care, and judgement are needed in successfully managing

educational programme inventories. A careful balance must be struck between the infusion of new and the support of existing programmes. No matter how many "new opportunities" exist for Extension, the loyalty and support of traditional customers, which has been cultivated through years of relationship marketing, must not be sacrificed.

Careful strategic planning is needed to "rotate programme inventory" without losing critical client support. Programmes can "graduate" in late maturity or decline by using three marketing methods:

1. Downsizing programmes
2. Terminating programmes
3. Re-creating programmes

Downsizing Programmes and/or Extension's Involvement in Programmes

An option for freeing Extension resources is downsizing by reducing Extension faculty or staff or financial involvement in the programme. This technique should be used with educational programmes having the least impact or visibility and long-term life expectancy.

This marketing technique involves identifying a significant programme need, demonstrating the value of addressing it, building other groups' or individuals' leadership capacity for the programme, and motivating those leaders to assume primary programme responsibility. The following strategies may be used:

1. Empowering volunteers and customers to take more initiative for programmes. This empowerment involves Extension support through training, phone calls, personal visits, and the backup of appropriate educational material.
2. Co-sponsoring activities and programmes with other agencies. Ensure that the co sponsorship brings visibility for Extension and financial and staff support from other agencies. Using electronic technology to extend staff resources. Some educational requests can be answered through computer software, personal contacts, and mass media programmes.
3. Downsizing programmes maintains organizational linkage at reduced levels of involvement after the programmes' value is demonstrated. The benefit to Extension organizations is that of maintaining involvement, visibility, and credibility - but at a reduced resource level. This technique maintains and builds a network that can also be strategically mobilized in support of future Extension requests.

Terminating Programmes

Terminating programmes is a difficult and often necessary task. This strategy releases professional time and resources for more critical programmes. This strategy should be employed where:

- Short-term educational programming is completed.
- Long-term programming is at "late maturity" or in "decline" stages.

Under these circumstances, Extension's continuing involvement could invite a negative image or label. Guidelines for gracefully terminating Extension's involvement include:

- Setting a specific termination date for the programme. Graduating programme participants with a specific ceremony and certificates.
- Encouraging displaced programme participants to become involved in other Extension programmes.
- Referring programme participants to other agencies for assistance.

Research indicates that no single method of programme termination is more effective. Professionals must choose the best one for their particular situation. To protect opportunities for future relationships, staff decisions and rationale should be openly communicated to those involved and alternative educational programmes should be offered.

Re-creating Programmes

Occasionally Extension professionals get "in a rut" in programming - maintaining the same programmes for the same target customers year after year.

Certain Extension programmes that have reached the late maturity or early decline stages can be "re-created" to better serve customers needs. Extension professionals can use their creativity in changing the type, direction, delivery method, or target customers of programmes. Often a traditional programme that is losing its appeal can be re-created with a new focus.

When developing or updating a marketing plan, knowing where to start is often a challenge. To better develop effective marketing strategies, begin by gathering information about both your business and the larger business environment (competition, trends, statistics, etc). Internally, the amount of information you gather about your own business will depend on your company size. Information can include business strategies and plans; company marketing plans; pricing; and income statements. Employee knowledge is also a valuable resource. As you gather information, if you at first turn to internal sources then expand your understanding through external resources you will do fine.

External information about the business environment often takes the form of existing research, articles, competitive information, and industry news. While these are often available in both print and digital, the focus here is finding information online.

3. GATHERING INFORMATION ONLINE – GETTING STARTED

The numerous news sources and billion or so Web pages available on the Internet make finding information much easier than in pre-Internet days. Before the Internet, gathering information meant trips to the library, purchasing expensive publications and reports, and commissioning our own primary research. Now, it is a matter of knowing where to search.

We can start searching the Internet by looking in each of the general areas below. Organize useful material as we find it. Purchase, bookmark, or file each resource so you can draw upon it during marketing plan development.

These external resources, together with our internal organisation information, will be our initial knowledge base as we develop our BDMP Plan. As we progress along the planning process and the specific information we need become clearer, these initial resources are likely to be jumping-off points for gathering more specific information.

Information Sources

Annual Reports. These documents are required by publicly held companies and often include statistics and other information.

Books. Books can often provide detailed insight and analysis we cannot find elsewhere.

The Government. Governmental agencies had statistical programmes, many with data available on the Web.

Message Boards and Newsgroups. We can pick up on trends, hot topics in the field, and competitor information by following discussions.

News Articles. These often give clues to the environment and can lead you to additional information sources.

Newsletters. By reading and subscribing to competitor and newsletters we can get insight into current promotional tactics and other activities.

Research Sites. Archives, press releases, newsletters, and executive summaries on these sites can provide relevant research findings and statistics.

Search Engines and Directories. Search by keyword or drill down into directory sub-categories to find information.

Subject Sites. There are some general sites with numerous topic-specific pages. Check for pages relating to your field or product.

Trade Associations and Publications. We will often find information, statistics, and membership lists online.

White Papers and other Company Publications. Companies will sometimes publish free white papers that summarize the trends or other information.

Search these resources and follow a sound marketing plan strategy for greater business success.

Keep in mind that when planning a promotional campaign, a campaign generally consists of three desired outcomes.

Outcome 1: Our promotional message reaches our intended and targeted audience.

Outcome 2: Our audience understands your message.

Outcome 3: Our message stimulates the recipients and they take action.

The question is how do we achieve these outcomes with our campaign? The process is easy, but it takes "planning" time. Here are seven steps that will get our campaign off to the right start.

Step 1: Assess Marketing Communication Opportunities.

It's important in this first step to examine and understand the needs of our target market.

Who is our message going out to? Current users, influencers among individuals, deciders, groups, or the general public?

Step 2: What Communication Channels Will You Use?

In the first step of planning we should have defined the markets, products, and environments. This information will assist us in deciding which communication channels will be most beneficial. Will we use personal communication channels such as face-to-face meeting, telephone contact, or perhaps a personal presentation? Or will the no personal communication such as newspapers, magazines, or direct mail work better?

Step 3: Determine Our Objectives

Keep in mind that our objectives in a promotional campaign are slightly different than our marketing campaign. People who have been exposed to your promotional communication should state promotional objectives in terms of long or short-term behaviors. These objectives must be clearly stated, measurable, and appropriate to the phase of market development.

Step 4: Determine Our Promotion Mix

This is where we will need to allocate resources among sales promotion, advertising, publicity, and of course personal selling. Don't skimp on either of these areas. We must create awareness among our buyers in order for our promotional campaign to succeed. A well-rounded promotion will use all of these methods in some capacity.

Step 5: Develop Our Promotional Message

This is the time that we will need to sit down with our team and focus on the content, appeal, structure, format, and source of the message. Keep in mind in promotional campaigns appeal and execution always works together.

Step 6: Develop the Promotion Budget

This is the exciting part. We must now determine the total promotion budget. This involves determining cost breakdowns per territory and promotional mix elements. Take some time to break down allocations and determine the affordability, percent of sales, and competitive parity. By breaking down these costs you will get a better idea on gauging the success potential of your campaign.

Step 7: Determine Campaign Effectiveness

After marketing communications are assigned, the promotional plan must be formal defined in a written document. In this document we should include situation analysis, copy platform, timetables for effective integration of promotional elements with elements in your marketing mix. We will also need to determine how we will measure the effectiveness once it is implement. How did the actual performance measure up to plan objectives? We'll need to gather this information by asking our target market whether they recognized or recall specific advertising messages, what they remember about the message, how they felt about the message, and if their attitudes toward our organisation was effected by the message.

The benefits of a planned marketing strategy are numerous. Business owners often rely solely on their intuition to make business decisions. While this informal knowledge is important in the decision making process, it may not provide us with all the facts we need to achieve marketing results. A marketing strategy will help us in defining business goals and develop activities to achieve them.

Here's How:

1. Describe your **SPEAK EASY**'s unique selling proposition (USP).
2. Define our target market.
3. Write down the benefits of our products or services.
4. Describe how we will position your products or services.
5. Define our marketing methods. Will we advertise, use Internet marketing, direct marketing, or public relations?

Marketing Strategy

Every operation manager should develop a written guideline that sets forth the institution's marketing strategy. This document is used to judge the appropriateness of each action that the institution takes.

A good marketing strategy provides specific goals and can include:

- A description of the key end user
- Competitive market segments the institution will compete in

- Distribution channels
- The unique positioning of the institution and its products versus the competition
- The reasons why it is unique or compelling to clients

An overall **SPEAK EASY's** marketing strategy should also:

- Define the services
- Position the service as a leader, challenger, follower, or niche player in the category
- Define the image that is desired in the minds of end users
- Define life cycle influences, if applicable

Checklist to help create our own BDMP.

Marketing strategy checklist

1. Define what our **SPEAK EASY** is
2. Identify the products or services that **SPEAK EASY** will provide
3. Identify our target end users
4. Describe the unique characteristics of our products or services that distinguish them from the competition.
5. Identify the distribution channels through which our products/services will be made available to the target market/end users
6. Describe how advertising and promotions will convey the unique characteristics of our products or services
7. Describe the image or personality of our company and its products or services

Strategy statement tests. If the statements in our strategy are measurable and actionable and work to differentiate our organisation and products apart from the competition, congratulations! If they are not measurable and actionable and do not differentiate our organisation from the competition, revise them until they are.

A good working marketing strategy should not be changed every year. It should not be revised until organisation objectives (financial, marketing, and overall goals) have been achieved or the competitive situation has changed significantly, e.g., a new competitor comes into the category or significantly different or new products emerge from existing competitors.

The marketing tools that we keep in our toolbox help us in the success of our marketing goals. A primary and essential tool is the marketing calendar. A marketing calendar assists us in launching our marketing vehicles in a way that can drive us to our goal in a structured and thought-out manner.

By using a marketing calendar effectively we will not only be enabled to coordinate all our marketing efforts but it also assist us in budgeting our adventures.

A marketing calendar can keep us on track, making sure that we are using every opportunity that we have to market without lapsing in our efforts. With it we can rest assured that our planning; budgeting and staffing are taken care of. This alone could save us hundreds if not thousands of rupees.

How to Create and Use a Marketing Calendar?

Marketing calendars can be created to address our specific needs.

Most marketing calendars break down the weeks of a year and address the marketing activities that will take place in each week. A calendar will be best used if it is specific, spelling out individual promotions or events. I've personally found it best in my experience to include the marketing cost for each event and the results that came from the event. By doing this it is easy to see at a glance which events and strategies were productive and on target. This aids us in planning our marketing in the future.

A marketing calendar also crystallizes our focus and allows us to see the investment and value in our marketing programme. By doing this we are able to build a consistency in our planning. This again will aid you in preventing marketing lapses that cause the "feast and famine" effect that many businesses experience.

Remember to be flexible when creating your calendar. Rest assured there is no right or wrong way. The purpose of our marketing calendar is to create results - this is just the first piece to mapping to those results.

Primary and essential tool is the marketing calendar. A marketing calendar assists us in launching your marketing vehicles in a way that can drive us to our goal in a structured and thought-out manner.

Explore Settings, Channels, and Activities to Reach Intended Audiences

In this step, begin to think about the best ways to reach the intended audiences.

To reach intended audiences effectively and efficiently, first identify the settings (times, places, and states of mind) in which they are most receptive to and able to act upon the message. Next, identify the channels through which our programme's message can be delivered and the activities that can be used to deliver it. In making these decisions, weigh what will best:

- Reach the intended audience
- Deliver the message

Explore Settings

To identify possible settings for reaching the intended audience, think of the following:

- Places where your programme can reach the intended audience (e.g., at home, at school or work, in the car, on the bus or train, at a community event, in the local career care provider's office)
- Times when intended audience members may be most attentive and open to our programme's communication effort
- Places where they can act upon the message
- Places or situations in which they will find the message most credible

Sometimes a given setting may be a good place to reach the intended audience but not a good place to deliver the message. For example, a movie theater slide might be a great way to reach the intended audience, but if the message is "call this number to sign up for this leadership programme," people may not be receptive to (or able to act upon) the message—and they are unlikely to recall the message or the number later, when they can act on it. In contrast, if you reach people while they are preparing dinner—or in the grocery store—with a message to increase their children's capacity to learn, they are likely to be receptive to and able to act upon the message.

Explore Channels and Activities

Message delivery channels have changed significantly in the decade.

Today, channels are more numerous, are often more narrowly focused on an intended audience, and represent changes that have occurred in Educational Channel, the mass media, and society.

Consider the following channels:

- Interpersonal
- Group
- Organizational and community
- Mass media
- Interactive digital media

Interpersonal Channels

Interpersonal channels (e.g., friends, family members, counsellors, parents, and teacher of the intended audiences) put messages in a familiar context. These channels are more likely to be trusted and influential than media sources. Developing messages, materials, and links into interpersonal channels may require time; however, these channels are among the most effective, especially for affecting attitudes, skills, and behavior/behavioral intent. Influence through interpersonal contacts may work best when the individual is already familiar with the message, for example, from hearing it through mass media exposure. (Similarly, mass media are most effective at changing behavior when they are supplemented with interpersonal channels.)

Group Channels

Group channels (e.g., professionals at work, classroom activities, school discussions, neighborhood gatherings, and club meetings) can help our programme more easily reach more of the intended audience, retaining some of the influence of interpersonal channels. Education messages can be designed for groups with specific things in common, such as workplace, school, college, club affiliations, or favorite activities, and these channels add the benefits of group discussion and affirmation of the messages.

As with interpersonal channels, working through group channels can require significant levels of effort. Influence through group channels is more effective when groups are already familiar with the message through interpersonal channels or the others described here.

Interpersonal Channel

Interpersonal channels have shown great success in delivering credible messages that produce desired results. When the one-to-one message comes from highly recognized professionals, people are especially likely to listen.

Organizational and Community Channels

Organizations and community groups, such as advocacy groups, can disseminate materials, include our programme's messages in their newsletters and other materials, hold events, and offer instruction related to the message. Their involvement also can lend their credibility to our programme's efforts.

Organizational/community channels can offer support for action and are two-way, allowing discussion and clarification, enhancing motivation, and reinforcing action.

Mass Media Channels

Mass media channels (e.g., radio, network and cable television, magazines, direct mail, billboards, fliers, newspapers) offer many opportunities for message dissemination, including mentions in news programmes, entertainment programming ("entertainment education"), public affairs programmes, "magazine" and talk shows, live remote broadcasts, editorials (television, radio, newspapers, magazines), health and political columns in newspapers and magazines, posters, brochures, advertising, and public service campaigns. You may decide to use a variety of formats and media channels, always choosing from among those most likely to reach the intended audiences.

Mass media campaigns are a tried-and-true communication approach. They have been conducted on various topics.

Overall, research has demonstrated the effectiveness of mass media approaches in:

- Raising awareness
- Stimulating the intended audience to seek information and services
- Increasing knowledge
- Changing attitudes and even achieving some change (usually) in self-reported behavioral intentions and behaviors

However, behavior change is usually associated with long-term, multiple intervention campaigns rather than with one-time communication only programmes.

Interactive Digital Media Channels

Interactive digital media channels (e.g., Internet Web sites, bulletin boards, newsgroups, chat rooms, CD-ROMs, kiosks, social networking sites) are an evolving phenomenon and are useful channels that should have even greater reach in the future. These media allow communicators to deliver highly tailored messages to and receive feedback from the intended audience. These channels are capable of producing both mass communication and interpersonal interaction.

Use these media to:

- Send individual messages via electronic mail
- Post programme messages (such as information about PUPA-related campaigns) on Internet sites that large numbers of computer users access
- Create and display advertisements
- Survey and gather information from computer users
- Engage intended audiences in personalized, interactive activities
- Exchange ideas with peers and partners

Using interactive digital media is not without challenges. If you choose to do so, consider credibility and access issues.

Internet and Multimedia Channels

CD-ROMs—Computer disks that can contain an enormous amount of information, including sound and video clips and interactive devices.

Chat rooms—Places on the Internet where users hold live typed conversations. The "chats" typically involve a general topic. To begin chatting, users need chat software, most of which can be downloaded from the Internet for free.

Electronic mail (e-mail)—A technology that allows users to send and receive messages to one or more individuals on a computer via the Internet.

Intranets—Electronic information sources with limited access (e.g., Web sites available only to members of an organization or employees of a company). Intranets can be used to send an online newsletter with instant distribution or provide instant messages or links to sources of information within an organization.

Kiosks—Displays containing a computer programmed with related information. Users can follow simple instructions to access personally tailored information of interest and, in some cases, print out what they find. A relatively common health application is placing kiosks in pharmacies to provide information about medicines.

Mailing lists (listservs)—E-mail-based discussions on a specific topic. All the subscribers to a list can elect to

receive a copy of every message sent to the list, or they may receive a regular "digest" disseminated via e-mail.

Newsgroups—Collections of e-mail messages on related topics. The major difference between newsgroups and listservs is that the newsgroup host does not disseminate all the messages the host sends or receives to all subscribers. In addition, subscribers need special software to read the messages. Many Web browsers, such as Internet Explorer, contain this software. Some newsgroups are regulated (the messages are screened for appropriateness to the topic before they are posted).

Websites—Documents on the World Wide Web that provide information from an organization (or individual) and provide links to other sources of Internet information. Web sites give users access to text, graphics, sound, video, and databases. A Web site can consist of one Web page or thousands of Web pages.

Credibility. Anyone can put information on the Internet, and it may or may not be accurate. Thus it is important to demonstrate the credibility of your organization when you use this channel to disseminate information. This will help ensure that users trust the information they receive.

To improve the quality of information on the Internet and to improve quality, Web sites we should disclose the following information:

- The identity of the site, how to contact them, and information about any potential conflicts of interest or biases
- The explicit purpose of the site, including any commercial purposes and advertising
- The original sources of the content on the site
- How the privacy and confidentiality of any personal information collected from users is protected
- How the site is evaluated
- How content is updated

Access. The average computer user is affluent and well educated. Although access to this medium is increasing, it is definitely not universal; television and radio are better choices to reach a larger intended audience.

Communication Channels and Activities: Pros and Cons

<i>Type of Channel</i>	Activities	Pros	Cons
Interpersonal Channels	<ul style="list-style-type: none"> • Instruction • Informal discussion 	<ul style="list-style-type: none"> • Can be credible • Permit two-way discussion • Can be motivational, influential, supportive • Most effective for teaching and helping/caring 	<ul style="list-style-type: none"> • Can be expensive • Can be time-consuming • Can have limited intended audience reach • Can be difficult to link into interpersonal channels; sources need to be convinced and taught about the message themselves
Organizational and Community Channels	<ul style="list-style-type: none"> • Meetings and other events • Organizational meetings and conferences • Workplace campaigns C11 – ISTD etc. 	<ul style="list-style-type: none"> • May be familiar, trusted, and influential • May provide more motivation/support than media alone • Can sometimes be inexpensive • Can offer shared experiences • Can reach larger intended audience in one place 	<ul style="list-style-type: none"> • Can be costly, time consuming to establish • May not provide personalized attention • Organizational constraints may require message approval • May lose control of message if adapted to fit organizational needs
Mass Media Channels <i>Newspapers</i>	<ul style="list-style-type: none"> • Ads • Inserted sections on a topic (paid) • News 	<ul style="list-style-type: none"> • Can reach broad intended audiences rapidly • Can convey news/breakthroughs more thoroughly than TV or radio and 	<ul style="list-style-type: none"> • Coverage demands a newsworthy item • Larger circulation papers may take only paid ads and inserts

	<ul style="list-style-type: none"> • Feature stories • Letters to the editor • Op/ed pieces 	<p>faster than magazines</p> <ul style="list-style-type: none"> • Intended audience has chance to clip, reread, contemplate, and pass along material • Small circulation papers may take PSAs 	<ul style="list-style-type: none"> • Exposure usually limited to one day • Article placement requires contacts and may be time-consuming
Radio	<ul style="list-style-type: none"> • Ads (paid or public service placement) • News • Public affairs/talk shows • Dramatic programming (entertainment education) 	<ul style="list-style-type: none"> • Range of formats available to intended audiences with known listening preferences • Opportunity for direct intended audience involvement (through callin shows) • Can distribute ad scripts (termed "live-copy ads"), which are flexible and inexpensive • Paid ads or specific programming can reach intended audience when they are most receptive • Paid ads can be relatively inexpensive • Ad production costs are low relative to TV • Ads allow message and its execution to be controlled 	<ul style="list-style-type: none"> • Reaches smaller intended audiences than TV • Public service ads run infrequently and at low listening times • Many stations have limited formats that may not be conducive to health messages • Difficult for intended audiences to retain or pass on material
Television	<ul style="list-style-type: none"> • Ads (paid or public service placement) • News • Public affairs/talk shows • Dramatic programming (entertainment education) 	<ul style="list-style-type: none"> • Reaches potentially the largest and widest range of intended audiences • Visual combined with audio good for emotional appeals and demonstrating behaviors • Can reach low income intended audiences • Paid ads or specific programming can reach intended audience when most receptive • Ads allow message and its execution to be controlled • Opportunity for direct intended audience involvement (through call-in shows) 	<ul style="list-style-type: none"> • Ads are expensive to produce • Paid advertising is expensive • PSAs run infrequently and at low viewing times • Message may be obscured by commercial clutter • Some stations reach very small intended audiences • Promotion can result in huge demand • Can be difficult for intended audiences to retain or pass on material
Internet	<ul style="list-style-type: none"> • Web sites • E-mail mailing lists • Chat rooms • Newsgroups • Ads (paid or public service placement) 	<ul style="list-style-type: none"> • Can reach large numbers of people rapidly • Can instantaneously update and disseminate information • Can control information provided • Can tailor information specifically for intended audiences • Can be interactive • Can provide health information in a graphically appealing way • Can combine the audio/visual benefits of TV or radio with the self-paced benefits of print media • Can use banner ads to direct intended audience to your program's 	<ul style="list-style-type: none"> • Can be expensive • Many intended audiences do not have access to Internet • Intended audience must be proactive--must search or sign up for information • Newsgroups and chat rooms may require monitoring • Can require maintenance over time

4. WEIGHT PROS AND CONTRAS WITHIN

As illustrated in the table Communication Channels and Activities: **Pros and Cons**, each type of channel — and activity used within that channel — has benefits and drawbacks. Weigh the pros and cons by considering the following factors:

- **Intended audiences we want to reach:**

- Will the channel and activity reach and influence the intended audiences (e.g., individuals, informal social groups, organizations, society)?
- Are the channel and activity acceptable to and trusted by the intended audiences, and can they influence attitudes?

- **Our message:**

- Is the channel appropriate for conveying information at the desired level of simplicity or complexity?
- If skills need to be modeled, can the channel model and demonstrate specific behaviors?

- **Channel reach:**

- How many people will be exposed to the message?
- Can the channel meet intended audience interaction needs?
- Can the channel allow the intended audience to control the pace of information delivery?

- **Cost and accessibility:**

- Does our program have the resources to use the channel and the activity?

- **Activities and materials:**

- Is the channel appropriate for the activity or material we plan to produce? (Decisions about activities and channels are interrelated and should be made in tandem.)
- Will the channel and activity reinforce messages and activities we plan through other routes to increase overall exposure among the intended audiences?

BEST CHOICE: USING MULTIPLE CHANNELS TO REACH INTENDED AUDIENCES

Using several different channels increases the likelihood of reaching more of the intended audiences. It also can increase repetition of the message, improving the chance that intended audiences will be exposed to it often enough to absorb and act upon it. For these reasons, a combination of channels has been found most effective in producing desired results, including behavior change.

I.N.D.I.A. TRUST as a Partner for the S P E A K E A S Y Programmes

Working with **I.N.D.I.A. TRUST** can be a cost-effective way to enhance the credibility, reach our program's messages, and to reach particular intended audiences.

The benefits to our program of forming partnerships can include:

- Access to an intended audience

- More credibility for your message or program because the intended audiences consider the potential partner to be a trusted source
- An increase in the number of messages your program will be able to share with intended audiences
- Additional resources, either tangible or intangible (e.g., volunteers)
- Added expertise (e.g., training capabilities)
- Expanded support for your organization's priority activities
- Co sponsorship of events and activities

Partner can accomplish specific projects. Some communication initiatives may call for tapping into or assembling a coalition of organizations with a shared goal. In some cases, you may need to assemble many organizations that support particular recommendations or policies. At other times, you may want the organizations to play an active role in developing and implementing communication activities.

To encourage **I.N.D.I.A. TRUST** with your organization, consider the benefits you can offer, such as:

- Added credibility
- Access to your organization's data
- Assurance of message accuracy
- Liaison with other partners

DECIDE WHETHER YOU WANT PARTNERS

Although working with **I.N.D.I.A. TRUST** can be essential to achieving communication objectives, there are also drawbacks that you should recognize and prepare to address. Working with other organizations can:

- **Be time consuming**—Persuading **I.N.D.I.A. TRUST** to work with your program, gaining internal approvals, and coordinating planning and training all take time.
- **Require altering the program**—Every organization has different priorities and perspectives, and **I.N.D.I.A. TRUST** may want to make minor or major program changes to accommodate their own structure or needs.
- **Result in loss of ownership and control of the program**—Other organizations may change the time schedule, functions, or even the messages, and take credit for the program.

Decide how much flexibility you would be willing to allow an **I.N.D.I.A. TRUST** in the program without violating the integrity of your program, its direction, and your own organisation's procedures. If you decide to partner with other **I.N.D.I.A. TRUST**, consider which:

- Would best reach the intended audiences
- Might have the greatest influence and credibility with the intended audiences
- Will be easiest to persuade to work with you (e.g., organizations in which you know a contact person)
- Would require less support from you (e.g., fewer resources)

DEVELOP PARTNERING PLANS WITH I.N.D.I.A. TRUST

Think about the roles **I.N.D.I.A. TRUST** might play in your program and use the suggestions below to help identify specific roles for partners:

- Supplemental printing, promotion, and distribution of materials
- Sponsorship of publicity and promotion
- Purchase of advertising space/time

- Creation of advertising about your organization's priority themes and messages
- Underwriting of communication materials or program development with your organization

WE SUGGEST THE FOLLOWING ACTION PLAN

- Appoint [Minimum two] marketing executives
- Train the marketing executives effectively
- Be thorough with the product knowledge
- Take the list of schools, area wise and approach in a systematic manner
- Do effective follow-ups
- Send periodical weekly reports to the corporate office
- Establish network with the schools in your area
- Organise and conduct inter school seminars for Principals and English language teachers
- Give periodical local press release, if possible
- Establish rapport with local leading educationalists
- Give continuous feedback about the market trends to the corporate office
- Take speak easy more as an academic movement than a business process
- Establish a right striking rate
- Send thanks letters to the schools you have visited (format will be sent by the corporate office)
- Get the list of English language teachers in your area for incorporating academic support services of SpellBee International
- Do not hesitate to contact the top management for your support any time
- Give suggestions for further improvement
- Function like a leader in the industry

20 BRAND BUILDING FEATURES FOR SPEAK EASY

1. **Action based teaching and research ENGLISH LANGUAGE DEVELOPMENT**
2. **Focus on 360 degree Individual development plan**
3. **Interaction with management experts and visits by industry managers for guest lectures**
4. **Innovation in teaching methodology**
5. **4 tier mentoring enrichment programme by**
 - Corporates
 - Faculties
 - Parents
 - Peer leaders
6. **Industries institute interface for placement guidance**

7. Immersion programme with other knowledge partners
8. Knowledge partnership with stake holders, for networking with industries of research institution
9. Multiple learning and teaching tools with field based pedagogic enrichment. Teaching pedagogy include, case based learning, class discussion, seminars, simulated assignments / field projects
10. Management conclaves and seminars
11. Management development programme For working executives
12. Portfolio development and guided internship
13. Languages learning lab
14. Scholarship for students with excellent academic record and outstanding achievements in the fields like sports, arts, music, literature etc.
15. Participation in individual academic and corporate social responsibility initiatives
16. Out bound training camps
17. Rigorous industry based curriculum
18. Internship for alumni
19. Personality development lab
20. Seminar and symposiums

CONCLUDED