

Scenario title

E-mail Marketing – Cold email sales outreach

Target audience

Vocational Education and Training at EQF 5 is gaining special attention across Europe and beyond, thanks to its relevance for the labour market and, consequently high rates of employability.

The scenario is intended for people working in the hospitality industry and to them mainly working back office at the Sales Department of a hotel/ resort. That is to say, stuff like the Sales Development Representative (SDR), the inside & outside sales representative, the Sales Manager, the Customer Success Manager (CSM), the Sales operation manager, the sales operation and regional sales manager, as well as the Director, Vice President Manager, and the Chief Sales Officer (CSO).

Problem to solve - Learning Situation

How to make your property's targeted audience/ guests click on and proceed with the proposed offer in the email.

The activity plan is articulated around the structure of a hotel's digital marketing, especially on email marketing and how to reach your guests through mailing and the outreach of a sales email.

During the learning phases, we offer trainers several insights and concrete proposals to co-develop their digital skills and build foundations of crucial digital skills among learners.

Overview of the scenario

EQF 5 Hospitality & Tourism

In this learning scenario, we propose a set of interrelated activities aimed at, from one side, developing the digital and marketing competencies, namely, how to create engaging email content for cold email sales outreach, and from the other side, based on DigCompEdu, fostering vital digital skills, among trainers and learners.

IDC Self-Assessment Tool

As a trainer who wishes to develop digital skills for education, we invite you, before integrating this learning scenario into your teaching practices, to undertake the [IDC-VET Self-Assessment tool](#), which may help you to map your strengths and weaknesses.

Our ambition is that once you implemented this learning scenario and re-assessed your digital skills with our self-assessment tool, you will be able to observe improvements on the following DigCompEdu dimensions and competencies.

Competencies covered by DigCompEdu

Target level of Digital Skills according to the DigCompEdu progression levels necessary for the training:

1. Professional engagement



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1.3. Reflective practice. To reflect on individually and collectively, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community.

2. Digital Resources

2.3 Managing, protecting, and sharing digital resources. To organize digital content and make it available to learners. To effectively protect sensitive digital content. To respect and correctly apply privacy and copyright rules. To understand the use and creation of open licenses and open educational resources, including their proper attribution.

3. Teaching and Learning

3.4 Self-regulated learning. To use digital technologies to support self-regulated learning processes, i.e., to enable learners to plan, monitor, and reflect on their own learning, provide evidence of progress, share insights, and come up with creative solutions.

4. Assessment

4.2 Analyzing evidence. To generate, select, critically analyze, and interpret digital evidence on learner activity, performance, and progress, in order to inform teaching and learning.

4.3 Feedback and planning. To use digital technologies to provide targeted and timely feedback to learners. To adapt teaching strategies and to provide targeted support, based on the evidence



generated by the digital technologies used. To enable learners and parents to understand the evidence provided by digital technologies and use it for decision-making.

5. Empowering learners

5.3 Actively engaging learners. To use digital technologies to foster learners' active and creative engagement with a subject matter. To use digital technologies within pedagogic strategies that foster learners' transversal skills, deep thinking, and creative expression. To open learning to new, real-world contexts, which involve learners themselves in hands-on activities, scientific investigation, or complex problem solving, or in other ways increase learners' active involvement in complex subject matters.

6. Facilitating Learners' Digital Competence

6.3 Digital content creation. To incorporate learning activities, assignments, and assessments which require learners to express themselves through digital means, and to modify and create digital content in different formats. To teach learners how copyright and licenses apply to digital content, how to reference sources, and attribute licenses.

6.4. Responsible use. To take measures to ensure learners' physical, psychological, and social wellbeing while using digital technologies. To empower learners to manage risks and use digital technologies safely and responsibly.



Curriculum Construct(s)

According to Revised Bloom's Taxonomy (Anderson and Krathwohl, 2001), the learning scenario applies to four areas of the Revised Bloom's Taxonomy:

- Understanding: Understanding the needs of people in the sales department, especially in the digital part of their work
- Applying: Applying knowledge gained through theory to practice in hospitality in real contexts (to create an email campaign and the successful send and opening of the e-mail)
- Analysing: Analysing the needs of promoting the hotel and engaging or acquire new guests through e-mailing. Analyzing the needs of the staff in the sales department to gain the proper knowledge and skills.
- Evaluating: Evaluating and reflecting on own performance in practice

Scenario description

Digital marketing covers a huge area of different sectors, and in this case, we focus on hospitality. Additionally, digital marketing consists of various aspects and in this course, we will focus on how to outreach more sales for a property through email marketing.

There are many reasons why emails constitute an easy and effortless way to create more bookings for hotels and lodgings in general. Nowadays, people are connected to the web 24/7 with the result that they constantly receive and check their notifications from social media as



well as emails, which is a quite common but at the same time corporate and official way to communicate with the rest of the world.

In this case, you may promote your own product and guide your guests to agree to offers through email in 2-3 simple steps and as quickly as possible. This will have as result in to increase in the direct bookings in your property and an increase in the annual revenue.

The specific added value of this scenario consists in providing concrete and actionable examples to support teachers and trainers in the integration and deployment of digital skills while working on the implementation phases of digital marketing in the hospitality sector.

Scenario Objectives

The aim of this learning scenario is to adopt a structured and effective approach to your teaching strategies related to digital marketing for hotels in VET at EQF 5.

More specifically, we have identified the following steps or phases, described in detail in the following section with specific references to DigCompEdu activities and skills:

- What is Email Marketing? (definition)
- How do we manage email marketing?
- Proposed lists of famous platforms for email marketing
- Characteristics of the email marketing platforms
- Advantages of email marketing
- GDPR rules



- Double opt-in method
- Best time & day to send an email
- Best proposed titles of an email
- Spam words: what to avoid?
- Presentation of the Mailchimp platform

Requirements

To accomplish this scenario, it is necessary that students are already prepared from a theoretical point of view, and that they possess adequate digital skills. In this way, specialist skills can be integrated into the overall process and transversal skills can be developed, thanks to a scenario-based approach, collaborative work, and feedback from teachers and peer groups.

The practical part to be produced should not be too complex, so that the pedagogical focus does not shift from digital and transversal skills to practical ones.

As for the trainers' pre-requirements, we suggest implementing the activities suggested in this learning scenario to those who have already mastered basic digital skills in the DigCompEdu as referenced above.

It is therefore essential to undertake, beforehand, the IDC-VET self-assessment tool, to ensure consistency with this requirement.



Equipment and Support

Main technologies required across the multiple phases described above are:

- A smartphone, laptop, or tablet
 - An email account, preferably a professional one and not your personal
 - An account on the Canva
 - Access to the website of the property
 - Access to <https://unsplash.com/> for incorporating free copyright photos in the emails
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Outline plan

Activity 1	The email marketing & the use of Mailchimp
Timing	3 hours
Methods	<ul style="list-style-type: none">• PowerPoint presentations• Presentation & use of the platform (Mailchimp)• Use of the Internet



<p>What the tutor is doing</p>	<p>1st phase: The tutor introduces and elaborates the objectives of the courses (see 'Scenario Objectives')</p> <p>2nd phase: The tutor introduces the evaluation criteria for this phase, based on the activities assigned to each learner. The tutor explains</p> <ul style="list-style-type: none"> ● A guidance and how-to-use the Mailchimp platform ● The steps to create a successful sales email through the Mailchimp platform <p>Evaluation criteria and procedure: it is a necessary condition that the email does not end up in the spam/ junk file of the receiver (in this case, the instructor's)</p>
<p>What the learners are doing</p>	<p>1st phase. The learners perform by answering the questions set by the tutor because the tutor asks for their feedback, their opinion, and the knowledge they have gained so far.</p> <p>2nd phase. The learners individually perform the following activities:</p> <ul style="list-style-type: none"> ● To create a sales marketing email ● To opt for the right content and words to attract the reader ● To opt for the appropriate visuals & photos/ emojis ● To send the email successfully to the receiver (in this case to the tutor) and not to end up in the junk file
<p>Reference to DigCompEdu</p>	<p>1.3. Reflective practice</p> <p>2.3 Managing, protecting, and sharing digital resources</p> <p><u>3. Teaching and learning</u></p> <p>3.3 Collaborative learning</p> <p>3.4 Self-regulated learning</p>



	<p>5.3 Actively engaging learners</p> <p>6.3 Digital content creation</p> <p>6.4. Responsible use</p>
<ul style="list-style-type: none"> • Equipment and Support • Resources/links/relevant content/Examples 	<p>https://unsplash.com/</p> <ul style="list-style-type: none"> • https://mailchimp.com/grow-with-mailchimp/?gclid=CjwKCAjwo8-SBhAlEiwAopc9Wy03BNuh2mLFZezDd2EuRF_mC1B6EBo9-HilOSZAb4vBimUpjPiLSBoCaUMQAvD_BwE&gclid=src=aw.ds

Activity 2	The 'cold email sales outreach'
Timing	3 hours
Methods	<ul style="list-style-type: none"> • PowerPoint presentations
What the tutor is doing	<p>1st phase. The tutor showcases the journey of a targeted email and the steps that the learners/ users have to follow in case the mail is opened or not by the receiver. The steps:</p> <ul style="list-style-type: none"> • Send Email • Wait for 2 days • Not opened: Repeat with new subject • Open - yes: Follow up email with a call to action (Click, Purchase) • Action: email for thanking that the receiver participated in the offer/ booking <p>2nd phase.</p> <ul style="list-style-type: none"> • The tutor divides the learners into groups of two.



	<ul style="list-style-type: none"> • Role play: one learner is the owner of the property, and the second is the potential guest
What the learners are doing	<ul style="list-style-type: none"> • Both learners execute the steps of the cold email sales outreach according to the theory. • The 'owner of the property' performs according to the choices of the 'guest'
Reference to DigCompEdu	4.2 Analyzing evidence 4.3 Feedback and planning
<ul style="list-style-type: none"> • Equipment and Support • Resources/links/relevant content/Examples 	<ul style="list-style-type: none"> • https://mailchimp.com/grow-with-mailchimp/?gclid=CjwKCAjwo8-SBhAIewAopc9Wy03BNuh2mLFZezDd2EuRF_mC1B6EBo9-HilOSZAb4vBimUpjPiLSBoCaUMQAvD_BwE&gclidsrc=aw.ds • https://account.microsoft.com/account/ • https://login.yahoo.com/

Assessment of/for learning

As outlined above, assessment is implemented at each phase above via different methods and approaches aimed at ensuring both validations of competencies, exploitation of digital tools and skills, engagement of learners and peer-learning.

Tutors are accompanied to exploit digital skills to implement assessment of learning via several methods and tools, including

- Evidenced-based evaluation



- Peer-review
- Email inbox

Our notes from practice

This learning scenario is proven to be very attractive to learners as it proposes multiple hands-on activities which are interconnected. We propose to alternate both groups as well as individual assignments and tasks to improve engagement and retention among learners and co-develop multiple skills, including the ability to work in teams.

The learning scenario is scenario-based and should be focused on presenting and promoting the main product related to concrete techniques which may appeal to participants.

The key dimension here is how tutors may blend their own digital skills into their own teaching and assessment strategies.

In this scenario, we handle with internet and share sensitive personal data. For this reason, trainers ought to comply with the GDPR policies. To do this, though, trainers should prepare a consent form in advance and distribute it to their students, and students should sign this form; In this way, they agree with the terms and policies of the courses and are aware that their tutors and peers may make use of their personal data for teaching purposes.



Resources and more info:

- <http://digitalpedagogycookbook.eu/>
- https://digitalent.gr/?gclid=CjwKCAiA9tyQBhAIEiwA6tdCrBsyIS2RqdPTNLED1-15807ALV_ojh8hpEqwoISbjzZTdsgUq0arTYxoCVv00AvD_BwE
- Harris, G., Stone, K. B., Mayeshiba, T., Componation, P. J., & Farrington, P. A. (2014). Transitioning from Teaching Lean Tools To Teaching Lean Transformation. *Journal of Enterprise Transformation*, 4(3), 191–204.
<https://doi.org/10.1080/19488289.2014.930545>

