

Internship Report
on
“Digital Branding and Lead Generation Strategy of
Academy of Business Professionals – ABP”

Submitted by
Md. Abul Basar Bhuiyan
ID: BBA2202026032
Program: Bachelor of Business Administration (BBA)
Major: Marketing
Semester: Spring 2026

Submitted to
Department of Business Administration
Sonargaon University (SU)
Dhaka-1215



Sonargaon University (SU)

Date of Submission: 02/05/2026

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Submitted to
Md. Fajle Rabbi
Lecturer
Department of Business Administration
Sonargaon University (SU)
Dhaka-1215



Sonargaon University (SU)

Date of Submission: 02/05/2026

Letter of Transmittal

Date: 2nd May, 2026

To

Md Fajle Rabbi

Lecturer

Department of Business Administration

Sonargaon University (SU)

Dhaka, Bangladesh

Subject: Submission of Internship Report on “Digital Branding and Lead Generation Strategy of Academy of Business Professionals – ABP”.

Dear Sir,

With due respect, I am pleased to submit my internship report titled “Digital Branding and Lead Generation Strategy of Academy of Business Professionals – ABP”, prepared as a partial requirement for the completion of the Bachelor of Business Administration (BBA) programme, major in Marketing, at Sonargaon University.

This report is based on my practical engagement with Academy of Business Professionals (ABP), where I had the opportunity to observe and contribute to digital branding, social media communication, course promotion, and lead generation activities. I have tried to connect my academic knowledge with the practical marketing practices of a professional training institute.

I have made sincere efforts to maintain accuracy, academic integrity, and clarity throughout the report. I hope the report will meet the requirements of the department, and I would be grateful if you kindly accept it for evaluation.

Sincerely yours,

Md. Abul Basar Bhuiyan
ID: BBA2202026032
Bachelor of Business Administration (BBA)
Major in Marketing
Department of Business Administration
Faculty of Business Administration
Sonargaon University (SU)

Student's Declaration

I, Md. Abul Basar Bhuiyan, bearing student ID BBA2202026032, a student of the Bachelor of Business Administration (BBA) programme with a major in Marketing at Sonargaon University, do hereby declare that the internship report titled “Digital Branding and Lead Generation Strategy of Academy of Business Professionals – ABP” is an original work prepared by me under the academic supervision of my faculty supervisor and the practical guidance of the management team at Academy of Business Professionals (ABP).

I further declare that the materials used in this report have been collected from genuine primary sources, including direct observation, internal discussion, and on-the-job experience during the internship period, as well as authentic secondary sources such as the official ABP website, course landing pages, social media content, and recognised marketing literature. Wherever external information has been used, it has been acknowledged within the body of the report and listed in the bibliography.

I confirm that this report has not been submitted, in part or in full, for the award of any other degree, diploma, fellowship or similar academic title at any other university, college or institution. The report has been prepared solely for the purpose of fulfilling the academic requirement of the BBA programme at Sonargaon University.

Any unintentional error, omission or limitation that may exist in this work is my sole responsibility.

Md. Abul Basar Bhuiyan

ID: BBA2202026032

Bachelor of Business Administration (BBA)

Major in Marketing

Department of Business Administration

Faculty of Business Administration

Sonargaon University (SU)

Letter of Authorisation (Supervisor's Certificate)

This is to certify that the internship report titled “Digital Branding and Lead Generation Strategy of Academy of Business Professionals – ABP” has been prepared by Md. Abul Basar Bhuiyan, ID: BBA2202026032, a student of the Bachelor of Business Administration (BBA) programme with a major in Marketing at Sonargaon University, under my direct supervision.

The report has been completed as a partial fulfilment of the academic requirements of the BBA programme. Throughout the preparation of this report, the student has shown sincerity, discipline, and a genuine effort to integrate classroom learning with practical experience gained during his internship at Academy of Business Professionals (ABP). The work reflects an honest attempt to study the digital branding, social media communication, and lead generation activities of a professional training institute operating in the competitive education and skill development sector of Bangladesh.

To the best of my knowledge, this report is the original work of the student and has not been submitted earlier, in part or in whole, for any other academic purpose. I hereby authorise the submission of this report for evaluation and wish him every success in his future academic and professional endeavours.

Md. Fajle Rabbi

Lecturer

Department of Business Administration

Sonargaon University (SU)

Dhaka, Bangladesh

Acknowledgement

First and foremost, I express my deepest gratitude to the Almighty for giving me the strength, patience and ability to complete this internship report successfully.

I would like to convey my sincere thanks to my academic supervisor, Md. Fajle Rabbi, Lecturer, Department of Business Administration, Sonargaon University, for his valuable guidance, feedback and support throughout the preparation of this report. I am also grateful to the respected faculty members of the Department of Business Administration for their continuous academic support during my BBA programme.

I extend my sincere appreciation to the management of Academy of Business Professionals (ABP) for giving me the opportunity to complete my internship in the organisation. The practical exposure to branding, social media communication, course promotion and lead generation activities has helped me connect academic knowledge with real marketing practices.

I am also thankful to my colleagues, fellow interns and family members for their encouragement and cooperation. Any limitation that remains in this report is solely my own responsibility.

Md. Abul Basar Bhuiyan
ID: BBA2202026032
Bachelor of Business Administration (BBA)
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Executive Summary

This internship report has been prepared on the topic “Digital Branding and Lead Generation Strategy of Academy of Business Professionals – ABP”, based on the practical experience gained during the internship period at Academy of Business Professionals (ABP), one of the leading professional training and consultancy institutes in Bangladesh. The report attempts to study how a professional training brand operating in a highly competitive education market positions itself, communicates with its target audience, and converts digital interest into qualified enrolments through systematic lead generation.

Academy of Business Professionals operates under the Foundation for Research, Innovation, Environment, and Development (FRIEND) and offers a wide portfolio of academic and professional programmes, including Postgraduate Diploma (PGD) courses in Human Resource Management, Logistics & Supply Chain Management, Project Management, Data Science & Business Analytics, Strategic Branding & Marketing, Risk & Compliance Management, Monitoring, Evaluation, Accountability & Learning (MEAL), Islamic Banking & Finance, Professional Accounting and Finance, and Project Management for the NGO and Development sector. In addition, ABP runs a wide range of professional certificate courses, executive workshops and corporate training programmes, supported by recognised endorsements from organisations such as the National Skills Development Authority (NSDA), Edupro UK, the CPD Certification Service UK, and the Accounting and Auditing Organization for Islamic Financial Institutions (AAOIFI), Bahrain.

The report has been organised into six chapters. Chapter One sets out the context, rationale, objectives, scope and limitations of the study. Chapter Two presents an organisational overview of ABP, including its background, vision, mission, services, audience segments, brand positioning, digital presence, and a SWOT analysis. Chapter Three explains the research methodology, including the descriptive and qualitative research design, sources of data, methods of data collection, and analytical tools applied. Chapter Four describes the internship activities and job responsibilities, with particular focus on social media content development, copywriting, campaign planning, audience analysis, landing page communication, WhatsApp follow-up support, and coordination with the design and student support teams.

Chapter Five forms the analytical core of the report. It examines ABP’s overall digital branding approach, course-specific positioning for major PGD programmes, social media content strategy, lead generation funnel, audience segmentation, landing page communication, and ad campaign performance. The analysis suggests that course-specific positioning, outcome-focused messaging, structured landing pages and disciplined WhatsApp follow-up are the most powerful levers in ABP’s lead generation system, while consistency of brand voice across channels is essential to protect long-

term brand equity.

Chapter Six concludes the study and presents a set of practical recommendations. The recommendations include developing distinct positioning frameworks for each PGD course, strengthening landing page architecture, building a content calendar that balances educational, promotional and engagement content, introducing structured retargeting campaigns, and adopting a basic CRM-driven lead follow-up discipline. Overall, the study finds that ABP is a credible, multi-domain professional training brand with a strong portfolio and recognised endorsements, whose digital marketing performance can be significantly improved through more disciplined branding, targeting and follow-up practices.

List of Acronyms

Acronym	Full Form
ABP	Academy of Business Professionals
AAOIFI	Accounting and Auditing Organization for Islamic Financial Institutions
B2B	Business to Business
B2C	Business to Consumer
BBA	Bachelor of Business Administration
BASIS	Bangladesh Association of Software and Information Services
CPD	Continuing Professional Development
CPL	Cost Per Lead
CRM	Customer Relationship Management
CTA	Call To Action
CTR	Click Through Rate
DSBA	Data Science and Business Analytics
FRIEND	Foundation for Research, Innovation, Environment, and Development
HR	Human Resources
IBF	Islamic Banking & Finance
KPI	Key Performance Indicator
LSCM	Logistics & Supply Chain Management
MEAL	Monitoring, Evaluation, Accountability & Learning
NGO	Non-Governmental Organisation

Acronym	Full Form
NSDA	National Skills Development Authority
PAF	Professional Accounting and Finance
PGD	Postgraduate Diploma
PGDHRM	Postgraduate Diploma in Human Resource Management
PGDLSCM	Postgraduate Diploma in Logistics & Supply Chain Management
PGDPM	Postgraduate Diploma in Project Management
PGDDSBA	Postgraduate Diploma in Data Science and Business Analytics
PGDSBM	Postgraduate Diploma in Strategic Branding & Marketing
PGDMEAL	Postgraduate Diploma in Monitoring, Evaluation, Accountability & Learning
PGDRCM	Postgraduate Diploma in Risk & Compliance Management
RCM	Risk & Compliance Management
ROAS	Return on Ad Spend
SBM	Strategic Branding & Marketing
SCM	Supply Chain Management
SEO	Search Engine Optimisation
SU	Sonargaon University
SWOT	Strengths, Weaknesses, Opportunities, Threats
UK	United Kingdom

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Chapter 1

Introduction

1.1 Preface

The Bachelor of Business Administration (BBA) programme at Sonargaon University requires every final-year student to complete a structured internship as a partial fulfilment of the academic curriculum. This requirement reflects the conviction that academic learning, however thorough, cannot fully prepare a graduate for professional life until it is tested against the dynamics of an actual organisation. The internship period therefore acts as a bridge between the textbook and the workplace, allowing the student to translate concepts of management, marketing, finance and behavioural science into measurable contributions to a real institution.

Marketing, in particular, is a discipline that demands close engagement with both data and human behaviour. A student of marketing must learn how a brand is built, how a target audience is identified, how a message is composed, how a campaign is designed and how leads are nurtured into customers. Reading about these activities is useful, but observing and participating in them in a real organisation is what produces lasting professional understanding. With this in mind, the present internship was carried out at Academy of Business Professionals (ABP), a recognised training and consultancy institute headquartered in Dhaka, Bangladesh, with a global presence and international endorsements.

This report, titled “Digital Branding and Lead Generation Strategy of Academy of Business Professionals – ABP”, has been prepared on the basis of the activities, observations and learning experiences gathered during the internship. It is intended both as an academic document submitted in fulfilment of the BBA programme and as a structured reflection on how a Bangladeshi training institute uses digital media, content, advertising and personalised follow-up to attract and convert learners in a competitive environment.

1.2 Background of the Study

Bangladesh is currently going through one of the most active periods in the history of its skill development sector. Universities are producing a large number of graduates every year, but employers in the corporate, NGO, and development sectors continue to report a shortage of practical, role-ready talent. Job seekers, in turn, are increasingly aware that an academic degree alone is no longer sufficient to secure professional roles in fields such as human resources, supply chain, project management, data analytics, branding, compliance, and finance.

This gap between general academic education and industry-specific skill requirements has created a strong demand for short-cycle, professional and postgraduate diploma courses that focus on practical, applied competencies. A growing number of training institutes, online learning platforms, and university extension programmes have entered this market over the last decade, ranging from local providers in Dhaka to international platforms operating across borders. Within this competitive

landscape, the way an institute presents itself online has become at least as important as the quality of its courses.

Digital branding refers to the deliberate process of building a recognisable, trusted and differentiated identity through digital channels such as websites, social media, search engines, video platforms and messaging applications. For a training institute, digital branding is the visual, verbal and experiential signal that tells a prospective learner who the institute is, what kind of professionals it produces, what values it stands for and why it deserves the learner's time and money. Lead generation, in turn, is the systematic process of converting that brand awareness into measurable interest in the form of phone numbers, email addresses, WhatsApp inquiries and registration forms, which can then be nurtured by the marketing and student support teams.

Academy of Business Professionals (ABP) operates exactly at this intersection. It is a training and consultancy institute that delivers postgraduate diplomas, professional certificate courses and corporate workshops, supported by international endorsements and a structured digital infrastructure. Studying ABP's branding and lead generation strategy therefore provides a useful window into how a serious local brand competes in the rapidly evolving Bangladeshi training sector.

1.3 Rationale of the Study

Although digital marketing as a topic is widely discussed in academic and professional literature, the application of digital branding and lead generation in the context of professional training institutes in Bangladesh is still under-researched. Most existing case studies focus on consumer goods, fashion, telecommunications, banking or e-commerce, while education and skill development rarely receive the same level of attention. This is unfortunate, because training institutes face a unique set of marketing challenges. Their product is intangible, the buying decision is high-involvement, the price is significant relative to the average income, and the buyer's expectation involves not just a transaction but a long-term career outcome.

The rationale of the present study is therefore threefold. First, it offers an opportunity to explore how a real Bangladeshi institute, ABP, manages the complete journey from brand awareness to enrolment. Second, it allows the researcher, as an intern in the branding and marketing function, to evaluate which messages, channels and follow-up techniques generate the most engagement, while still being defensible from a brand integrity perspective. Third, it produces a structured set of recommendations that can be useful to ABP itself and, by extension, to other training institutes operating in similar markets.

In addition, this study is academically relevant for marketing students. It demonstrates how core concepts such as positioning, segmentation, the marketing mix, the AIDA model and the conversion

funnel can be observed in a working environment. It also illustrates the increasing importance of digital tools, including paid social campaigns, landing pages, and WhatsApp-based communication, which are becoming central to modern marketing practice.

1.4 Objectives of the Study

Primary Objective

The primary objective of this study is to examine the digital branding and lead generation strategy of Academy of Business Professionals (ABP) and to identify how its current branding, content, campaign and follow-up practices contribute to the acquisition and conversion of learners in the Bangladeshi professional training market.

Specific Objectives

In support of the primary objective, the study has been guided by the following specific objectives:

- To present an organisational overview of ABP, including its background, services, target audience, and brand positioning.
- To describe the digital channels used by ABP for branding and learner acquisition, with particular focus on the website, course landing pages, social media, paid advertising and WhatsApp communication.
- To analyse the course-specific positioning of major Postgraduate Diploma programmes such as PGDHRM, PGDLSCM, PGDPM, PGDDSB and PGDMEAL.
- To examine the lead generation funnel used by ABP, from awareness to enrolment, and to evaluate the role of follow-up communication in conversion.
- To identify the strengths, weaknesses, opportunities and threats of ABP's current branding and marketing approach.
- To recommend practical improvements that can strengthen ABP's digital branding and lead generation effectiveness.

1.5 Scope of the Study

The study is scoped around the digital branding and lead generation activities carried out by ABP during the internship period. It covers the organisation's official website at abpbd.org, its course-specific landing pages, its primary social media presence on Facebook (notably the page facebook.com/abp.org), its paid advertising activities on Meta platforms, its email and WhatsApp follow-up communication, and its educational sub-platform branded as Sector 99, accessible at education.abpbd.org. The portfolio of programmes considered for analysis includes the major Postgraduate Diplomas, professional certificate courses, corporate training workshops and webinar-

based promotion.

The study is restricted to marketing, branding and communication activities. It does not assess the academic quality, curriculum design, examination procedures, or financial performance of ABP, except where these elements directly influence the way courses are positioned in the market. Geographic scope is limited primarily to the Bangladeshi audience, although ABP also serves learners from other countries through its global office in the United Kingdom; international audiences are mentioned only where they are relevant to the brand narrative.

1.6 Limitations of the Study

Despite a sincere effort to maintain accuracy and depth, the study has been carried out within a number of practical limitations, which the reader should keep in mind when interpreting the findings.

- Time constraint. The internship was completed within a fixed academic period, which limited the scope for long-term campaign tracking and longitudinal analysis.
- Confidentiality of internal data. Some internal performance dashboards, supplier costs and trainer payment structures could not be disclosed in this report due to organisational confidentiality.
- Limited statistical depth. In line with the academic intent of this report, the analysis emphasises practical marketing observations rather than complex quantitative modelling. Where numerical examples are presented, they are clearly labelled as illustrative.
- Sample size of qualitative discussion. Discussions with marketing colleagues and student support staff were limited to a small group of internal team members, which restricts the generalisability of certain observations.
- Rapid change in the digital marketing environment. Algorithms, platform features, advertising costs and audience behaviour change frequently. Some observations may therefore reflect the situation during the internship period rather than a permanent industry pattern.

Chapter 2

Organisational Overview of Academy of Business Professionals – ABP

2.1 Background of ABP

Academy of Business Professionals, widely known by its acronym ABP, is a Dhaka-based professional training and consultancy institute that has been operating in the Bangladeshi skill development sector for several years. ABP functions under the umbrella of the Foundation for Research, Innovation, Environment, and Development (FRIEND), which is the sponsoring organisation behind a number of training, research and capacity-building initiatives. The corporate office of ABP is located at Rongon Tower (4th Floor), 44 F/7, West Panthapath, Dhaka-1205, while a global office operates from 71-75 Shelton Street, London, United Kingdom.

The institute was established with the broader objective of strengthening the professional capability of the Bangladeshi workforce, particularly in management-oriented disciplines such as human resources, supply chain, project management, branding, finance, compliance, monitoring and evaluation, data analytics, and Islamic finance. ABP holds a valid trade licence (TRAD/DNCC/002020/2021) and has progressively built a diversified portfolio of academic-style postgraduate diplomas, short certificate courses, corporate training programmes and consultancy services. The institute also operates an e-learning platform branded as Sector 99, accessible at education.abpbd.org, which delivers selected ABP courses through a learner-friendly online interface.

ABP differentiates itself from many other local training providers through international endorsement and quality recognition. It is a Skills Training Provider registered under the National Skills Development Authority (NSDA) of Bangladesh. It is recognised as a Learning and Examination Centre of Edupro, UK, and as a Registration Centre of the Accounting and Auditing Organization for Islamic Financial Institutions (AAOIFI), Bahrain. Furthermore, the postgraduate diploma programmes of ABP are endorsed by the CPD Certification Service in the United Kingdom, which is one of the leading independent CPD accreditation organisations in the world. The institute is also a member of the International Finance Corporation Learning Community under the World Bank Group through the Grow Learn Connect platform, and a partner of the Bangladesh Association of Software and Information Services (BASIS) for selected technology-related programmes.

Together, these endorsements give ABP a credibility profile that is rare among private training institutes in Bangladesh, and they form an important asset in the digital branding narrative discussed throughout this report.

2.2 Vision, Mission and Values

ABP's vision is summarised in the institutional statement "Transform career into profession." The phrase captures the underlying philosophy of the institute, which is that a structured, applied training journey can convert a generic career into a recognisable profession with clear competencies, ethical

standards and progression paths. This vision is reflected across the website, on landing pages, in social media communication and in the language used by counsellors when speaking to prospective learners. In support of this vision, the institute pursues three strategic commitments. The first is to offer a high-quality educational experience within a strong professional community. The second is to enhance the working culture in Bangladesh by promoting accountability, creativity and ethical rigour at the level of every learner. The third is to build promising professional careers for ABP graduates and staff by continuously expanding the institute's network of practitioners, employers and partner organisations. From a marketing perspective, this vision-mission framework is significant because it provides the language that the brand uses when communicating with the audience. Phrases such as “career growth”, “practical skills”, “international certification”, “expert trainers” and “career transformation” become repeated touchpoints across captions, landing pages and ad copy, which in turn reinforce the perceived identity of ABP as a serious, outcome-oriented institute.

2.3 Services and Programmes of ABP

ABP offers an integrated portfolio of services that goes well beyond the simple delivery of training sessions. The portfolio can be summarised under five broad service areas: postgraduate diploma programmes, professional certificate courses, executive and corporate training, workshops and webinars, and consultancy services. Each of these service areas plays a distinct role within the brand's value proposition.

The postgraduate diploma programmes form the academic core of ABP's portfolio. They are structured, multi-module courses that closely resemble the depth and rigour of postgraduate university courses, but with a strong applied orientation. The professional certificate courses are short, focused programmes that address specific competencies such as Microsoft Excel, Power BI, Python and R for data analysis, warehouse and inventory management, project planning, fair labour standards, and HR leadership. Corporate training services are customised programmes delivered to companies and NGOs to address specific organisational learning needs. Workshops and webinars serve as both educational events and lead generation tools, while consultancy services are offered to organisations that need expert input on areas such as audit, compliance, supply chain, and human resource development.

2.4 Major Course Categories

2.4.1 Postgraduate Diploma Programmes

The Postgraduate Diploma (PGD) programmes are the flagship offerings of ABP. They are structured to combine theoretical foundation, applied case work, exposure to industry practitioners, and a recognised certification on completion. The major postgraduate diploma programmes include the

following:

- Postgraduate Diploma in Human Resource Management (PGDHRM)
- Postgraduate Diploma in Logistics & Supply Chain Management (PGDLSCM)
- Postgraduate Diploma in Project Management (PGDPM)
- Postgraduate Diploma in Project Management for NGO and Development (PGDPM-DEV)
- Postgraduate Diploma in Data Science and Business Analytics (PGDDSBBA)
- Postgraduate Diploma in Strategic Branding & Marketing (PGDSBM)
- Postgraduate Diploma in Risk & Compliance Management (PGDRCM)
- Postgraduate Diploma in Monitoring, Evaluation, Accountability and Learning (PGDMEAL)
- Postgraduate Diploma in Islamic Banking & Finance (PGDIBF)
- Postgraduate Diploma in Professional Accounting and Finance (PGDPAF)

2.4.2 Professional Certificate Courses

The professional certificate portfolio is broader in number and addresses focused, role-specific skills. Examples include certificate courses on Microsoft Excel, Microsoft Power BI, Python and R for Data Analysis, Communication Skills for Personal and Professional Growth, Energy Management, Warehouse and Inventory Management, Industrial Compliance Management, Project Risk Management, Project Feasibility and Financing, Fair Labour Standards, Smart HR Skills, Smart Leadership Skills, Smart Recruitment & HR Practices, Performance & People Management Essentials, HR Leadership Mastery, Advanced HR Compliance, and dedicated certificates on Project Initiation, Planning, Implementation and Closure. These courses are particularly attractive to working professionals who are seeking targeted upskilling without committing to a full diploma.

2.4.3 Corporate Training and Workshops

ABP provides bespoke corporate training programmes for private companies, banks, NGOs and development sector organisations. The programmes are designed in close consultation with the client to address specific competency gaps. Workshops, on the other hand, are short-format, often weekend-based, learning events that introduce participants to a contemporary topic. They serve a dual purpose for the marketing team: they generate revenue, and they expose new audiences to the ABP brand, often resulting in subsequent enrolment in longer programmes.

2.4.4 Webinars and Free Sessions

Webinars and free informational sessions are an important part of ABP's marketing infrastructure.

They are typically promoted on social media and through email and WhatsApp groups. By offering high-quality content at no cost, ABP both supports its educational mission and creates a strong lead generation pipeline, since participants who find the webinar valuable are more likely to consider enrolling in a paid programme.

2.4.5 Consultancy Services

In addition to training, ABP delivers consultancy services in areas such as management, communication, audit and social affairs. These services are delivered by senior practitioners and frequently produce case material that feeds back into ABP's training content, thereby strengthening the brand's claim of practitioner-led education.

2.5 Target Audience of ABP

The audience that ABP serves is diverse, but it can be grouped into a small number of recognisable segments. From a branding and lead generation perspective, identifying these segments is essential because each one responds to different motivations and content styles.

The primary segments include final-year university students and recent graduates who are preparing for entry into the workforce; job seekers who are still searching for their first or second professional position; entry-level employees who want to accelerate their progression; and mid-level professionals who are aiming for senior roles or transitioning into a new functional area. In addition, ABP serves corporate executives who are seeking executive education, HR practitioners who need updated knowledge in compliance and analytics, supply chain and procurement professionals who are facing global disruption, project managers from corporate, IT, engineering and NGO backgrounds, finance and accounting professionals, and development sector professionals working in monitoring, evaluation and donor-funded projects.

Beyond these professional segments, ABP also serves a smaller but important segment of international and diaspora learners, particularly through its global office in the United Kingdom. While this segment is smaller in volume, it is strategically valuable because it reinforces the brand's international profile and creates content opportunities such as success stories of Bangladeshi professionals working abroad.

2.6 Brand Positioning of ABP

Brand positioning refers to the way an organisation wants to be perceived by its target audience in relation to its competitors. ABP positions itself as a credible, multi-domain professional training institute with international endorsement, practitioner-led delivery, and a clear focus on career outcomes. Three positioning pillars stand out across its communication. The first is credibility, supported by recognised endorsements from NSDA Bangladesh, Edupro UK, the CPD Certification Service UK, and AAOIFI Bahrain. The second is breadth and depth, supported by the diverse portfolio

of postgraduate diplomas and certificate programmes spanning ten or more functional disciplines. The third is career outcome, supported by the alumni network, the visible career trajectories of graduates, and language such as “transform career into profession.”

These positioning pillars also influence how each course is presented. The branding team is therefore continuously balancing two needs: the institutional brand, which signals trust and stability, and the course-specific narrative, which must speak the language of the target professional segment for that particular programme. This balance is one of the central themes of the analysis presented in Chapter Five.

2.7 Digital Presence of ABP

2.7.1 Website

The official website abpbd.org serves as the primary digital home of the institute. It hosts the institutional information, course pages, blog, gallery, calendar, alumni benefit page, notice board and contact details. The website also integrates a payment portal at app.abpbd.org for fee payment and a student portal at abpstudy.org for learners’ academic activities. From a marketing standpoint, the website is the central conversion engine because most paid campaigns and organic posts ultimately direct visitors to either the homepage, a specific course page, or a tailored landing page.

2.7.2 Course Landing Pages

Each major course at ABP has a dedicated landing page, such as abpbd.org/pgdhrm for the HRM diploma or abpbd.org/pgdlscm for the supply chain diploma. The landing pages typically present an overview of the course, the target audience, key learning outcomes, the module structure, the trainers, the certification information, payment options, and inquiry forms. These pages are critical assets in the lead generation funnel because they are the points where curiosity is converted into a registration or an inquiry.

2.7.3 Sector 99

Sector 99, hosted at education.abpbd.org, is ABP’s e-learning sub-platform. It carries selected ABP skill courses and presents them in an online learning interface, separate from the main website. Sector 99 broadens the brand’s reach to learners who prefer fully online, self-paced study, and it complements the more structured cohort-based PGD programmes.

2.7.4 Social Media

Facebook is the most prominent social channel for ABP, and the official Facebook page operates at facebook.com/abp.org. The page is used for educational posts, course announcements, alumni testimonials, webinar invitations, and engagement-focused content. The Facebook page acts as both a

brand asset and a powerful traffic source for the website and landing pages, especially when supported by paid promotion.

2.7.5 WhatsApp Communication

WhatsApp is increasingly used by ABP as an interactive lead nurturing channel. After a prospective learner submits an inquiry through the website or a landing page, the student support team contacts the lead through WhatsApp to provide course information, share schedules, answer questions and guide enrolment. The platform's rich media support, low friction and personal nature make it particularly effective for high-involvement decisions like enrolling in a postgraduate diploma.

2.7.6 Lead Generation Forms

Lead generation forms are embedded across the website, the landing pages and inside Facebook campaigns. The forms typically capture name, phone number, email address, current professional position and area of interest. The data is then routed to the marketing and student support teams for further qualification and follow-up.

2.8 SWOT Analysis of ABP

A SWOT analysis from a branding and marketing perspective helps to summarise where ABP stands today and to identify the priorities for future improvement.

Strengths	Weaknesses
Strong endorsement profile from NSDA, Edupro UK, CPD UK and AAOIFI; diversified course portfolio across HR, supply chain, project management, data, finance, MEAL and Islamic finance; recognisable institutional brand identity supported by FRIEND; active digital presence with website, landing pages, Sector 99, Facebook and WhatsApp; strong alumni and trainer base; clear vision linked to career transformation.	Limited course-specific brand differentiation in some campaigns; uneven landing page structure across courses; concentration of social media activity on a single platform; partial integration between marketing data and student support follow-up; modest content output on long-form platforms such as YouTube and LinkedIn; limited use of structured retargeting and CRM-driven nurture sequences.
Opportunities	Threats
Rising demand for short-cycle professional learning in Bangladesh; growing acceptance of online and hybrid education; corporate demand for AI-integrated, data-driven and compliance-oriented skills; potential for stronger LinkedIn and YouTube presence; expansion through Sector 99; deeper alumni-driven content and referral programmes; international expansion via the UK	Intense competition from local and international training providers and online platforms; price sensitivity in a developing economy; rising costs of digital advertising and rapidly changing platform algorithms; risk of brand dilution if course messages compete with each other; risk of lead leakage in periods of slow follow-up;

Opportunities	Threats
office; opportunity to strengthen SEO performance for course-specific keywords.	perception challenges around the value of non-university certifications among certain employers.

Chapter 3

Research Methodology

3.1 Research Design

The research design adopted in this report is descriptive and qualitative. A descriptive design is appropriate when the purpose of the study is to portray an existing phenomenon accurately and systematically rather than to establish causal relationships between variables. The branding and lead generation activities of ABP are exactly such a phenomenon: they exist in the form of decisions, content pieces, campaign settings, conversation scripts and follow-up routines that can be observed and described in detail. A qualitative orientation has been chosen because much of the meaning behind these activities, such as the tone of a caption, the emotional appeal of an alumni story, or the rationale behind a particular targeting choice, is best understood through interpretation rather than statistical measurement.

This combined descriptive and qualitative design has been complemented with a small amount of quantitative observation. Where indicators such as ad reach, impressions, leads and cost per lead are mentioned, they have been treated as supporting evidence rather than the primary focus of the study. The aim throughout the report is to make the analysis defensible in academic terms and useful in managerial terms, while remaining honest about the boundaries of the data available.

3.2 Sources of Data

3.2.1 Primary Sources

Primary data has been collected directly through the internship experience. The principal primary sources include:

- Direct observation of branding, content development and campaign execution activities at ABP.
- Practical participation in copywriting, captioning and campaign planning tasks.
- Discussion with members of the branding and marketing team, the design team and the student support team during the internship period.
- Review of internal campaign performance data, where it could be shared without breaching organisational confidentiality.
- Personal experience of writing and refining promotional content for several PGD programmes and certificate courses.

3.2.2 Secondary Sources

Secondary data has been gathered from publicly available and academically accepted sources, including:

- The official ABP website at abpbd.org and its course-specific landing pages.

- ABP's official social media presence, particularly the Facebook page at facebook.com/abp.org.
- The Sector 99 e-learning platform at education.abpbd.org.
- Recognised marketing texts, especially the work of Philip Kotler and Kevin Lane Keller on brand management and marketing communication.
- Published articles on digital marketing, content strategy, the conversion funnel and lead generation.
- Endorsement information from NSDA Bangladesh, Edupro UK, the CPD Certification Service UK and AAOIFI Bahrain.

3.3 Methods of Data Collection

The following methods have been used to collect the data that supports this study:

- Observation. The internship enabled day-to-day observation of how branding briefs are converted into content, how content is reviewed before publication, and how campaigns are launched, monitored and adjusted on Meta platforms.
- Content review. A structured review of recent ABP posts, captions, ad creatives, landing pages and WhatsApp messages was conducted to identify recurring patterns of language, tone and value proposition.
- Campaign report review. Selected campaign reports, including reach, impressions, leads, click-through indicators and cost per lead, were reviewed in coordination with the marketing supervisor.
- Informal discussion. Several informal discussions were held with the senior manager of branding & marketing, the digital marketing executives, and members of the student support team. These discussions provided context that no document could have provided alone.
- Website and landing page analysis. Each major course landing page was analysed for headline, value proposition, course outcomes, trainer information, certification, modules, schedules, calls to action, trust elements and contact information.

3.4 Analytical Tools

Several lightweight analytical tools have been used to interpret the collected data, in line with the academic level and practical orientation of this report:

- Basic percentage analysis, where applicable, to express simple ratios such as the proportion of leads from different campaigns or the share of various audience segments in

the inquiry mix.

- Comparative analysis, to compare the messaging styles and structures used across different ABP courses and to highlight where differentiation could be improved.
- SWOT analysis, used at the organisational level in Chapter Two to summarise strengths, weaknesses, opportunities and threats from a branding and marketing perspective.
- Funnel analysis, used in Chapter Five to examine how prospects move from awareness through interest, consideration, lead submission and follow-up to enrolment.
- Content and audience analysis, used to study how language, tone, imagery and timing on social media affect engagement levels with different professional segments.

3.5 Limitations of Methodology

Every research design carries certain limitations, and it is important to acknowledge them so that the findings can be read in proper context. The methodology of this study is no exception.

- Selection bias. The observations are inevitably shaped by the specific tasks assigned during the internship; activities outside the immediate scope of the assigned role have only been observed indirectly.
- Confidentiality. Some financial details, full campaign performance data and trainer payment information could not be disclosed in this report and therefore could not be used in detailed quantitative analysis.
- Subjectivity in qualitative interpretation. As with all qualitative studies, the analysis carries a degree of personal judgement, especially in the assessment of tone, emotional appeal and brand consistency.
- Time-bound observation. The observations were collected over a defined internship period and may not capture seasonal patterns such as admission rush periods, festival seasons, or budget-driven campaigns.
- Platform dependence. Most of the digital observations relate to Meta platforms, particularly Facebook. Other potential channels, such as LinkedIn or YouTube, were referred to only where existing ABP activity was visible.

Chapter 4

Internship Activities and Job Responsibilities

4.1 Internship Programme Overview

The internship undertaken at Academy of Business Professionals provided a structured opportunity to participate in the day-to-day branding and digital marketing activities of a working professional training institute. The internship was carried out under the direct guidance of the Senior Manager – Branding & Marketing and in close coordination with the design team, the campaign team and the student support team. The schedule of activities followed a weekly content rhythm, in which different days were broadly devoted to content planning, copywriting, campaign preparation, performance review and follow-up coordination.

The first weeks of the internship were dedicated to orientation and observation. During this period, the focus was on understanding ABP's portfolio, reading the website thoroughly, studying the landing pages of the major postgraduate diploma courses, reviewing recent posts on the official Facebook page, and observing how the team handled inquiries on WhatsApp. This stage was important because it built the contextual understanding required to write effectively about each course and each audience segment. As the internship progressed, the responsibilities expanded into active contribution: writing captions, drafting ad copy, supporting campaign launches, helping to refine landing page copy, and contributing to the creation of testimonial-based and offer-based content.

4.2 Department / Functional Area

The internship was placed within the Branding & Marketing function of ABP, which operates as the central engine for digital communication, audience engagement and lead generation. The function works at the intersection of the academic team, which designs the curriculum and trainer roster, and the student support team, which manages enrolment and post-enrolment service. Within this function, the activities of the internship were focused on three sub-areas: digital communication and content, course-specific campaign support, and lead nurturing communication.

Digital communication and content covered the regular flow of social media posts, captions, blog snippets, course explainers, webinar invitations, alumni stories and interactive content. Course-specific campaign support involved working with the team on the messaging and audience targeting for paid Facebook campaigns dedicated to particular postgraduate diplomas. Lead nurturing communication involved supporting the WhatsApp follow-up process by helping to draft message templates, identify the right tone for each audience, and ensure that messages were aligned with the brand voice. The interaction with the design and academic teams provided a useful exposure to cross-functional teamwork in a small but professional organisation.

4.3 Major Responsibilities

The major responsibilities discharged during the internship can be grouped into eleven specific areas.

Each of these responsibilities is described below in some detail, since they collectively form the practical foundation for the analytical chapter that follows.

4.3.1 Writing Social Media Captions for ABP Courses

One of the most consistent responsibilities was writing social media captions for ABP courses, particularly for the official Facebook page at facebook.com/abp.org. Each caption was developed with three considerations in mind. First, the caption had to immediately catch the attention of a reader scrolling through the news feed. Second, it had to clearly identify the audience for whom the course was intended, so that the right professional segment would self-select into the conversation. Third, it had to communicate a clear next step, such as visiting the course page, joining a webinar or sending a message on WhatsApp.

In practice, captions were drafted for a wide variety of post types, including new batch announcements for PGDHRM, PGDLSCM and PGDPM, alumni success stories, free webinar invitations, knowledge-based posts on emerging topics such as AI in HR, and offer-based posts during admission rush periods. The drafting process involved continuous experimentation with hooks, line breaks, emoji density and call-to-action language.

4.3.2 Preparing Promotional Copy for PGD Programmes

In addition to short captions, the responsibilities included drafting longer promotional copy for the postgraduate diploma programmes. Promotional copy of this kind is typically used in long-form Facebook posts, blog articles, email newsletters and the upper sections of landing pages. The copy needed to balance two layers: an emotional layer that connected with the reader's career aspirations, and a rational layer that presented the structure of the course, the trainer profile and the certification information. Working on this content was a meaningful learning experience because it required understanding the difference between promotion that sells the course and promotion that builds the brand.

4.3.3 Developing Ad Creative Text

Ad creative text was prepared for paid campaigns running on Meta platforms. Ad copy is fundamentally different from organic copy. It must be sharper, more specific and more outcome-focused, because it is competing not just with other education brands but with all other content in the user's feed. The standard structure used for ABP ads typically included a hook line, a short value statement, three to five bullet-style outcomes, a brief credibility line referring to endorsement or alumni results, and a call to action linking to a specific landing page or a Facebook lead form.

In addition to the headline and primary text, support was provided in suggesting variations for A/B testing, such as alternative hooks, different orders of bullet points and alternative calls to action. This

was useful because campaign performance often improves more from disciplined creative iteration than from large changes in budget.

4.3.4 Planning Course-Specific Campaign Messages

Each ABP course serves a distinct audience and a distinct career objective. Course-specific campaign planning, therefore, was treated as a structured exercise rather than as a uniform message rolled out across courses. For example, campaigns for PGDHRM emphasised HR career growth, modern HR practices, AI in HR and compliance, while campaigns for PGDLSCM emphasised supply chain disruption, procurement, warehouse management and global trade. The intern's role was to suggest the headline message, the supporting bullet points and the call to action for each course campaign in alignment with the senior manager's strategy.

4.3.5 Supporting Facebook Lead Generation Campaigns

Facebook lead generation campaigns are a central tool for ABP because they allow prospective learners to submit their contact information without leaving the Facebook environment, which reduces friction and improves conversion rates. The intern provided support to these campaigns by suggesting form questions that would qualify leads more effectively, drafting the introductory text shown on the lead form and contributing ideas for the post-submission thank-you message. The team also reviewed which questions tended to discourage form completion versus which questions usefully filtered out non-serious prospects.

4.3.6 Analysing Target Audience for Different Courses

Audience analysis was an important responsibility because the same course can be marketed to multiple sub-segments. For PGDPM, for example, separate audience descriptions were prepared for corporate engineers, IT project executives and NGO project officers. The intern contributed by writing audience profiles that summarised job titles, typical pain points, learning expectations and decision drivers for each segment. This information then fed into both the targeting choices on Meta platforms and the language used in the corresponding ad creative.

4.3.7 Preparing WhatsApp Communication for Learners and Leads

WhatsApp has become an essential channel for ABP, particularly because the buying decision for a postgraduate diploma is high-involvement and prospective learners often want a series of clarifying conversations before enrolling. The intern supported the team by drafting first-touch messages, follow-up messages, schedule confirmations, fee reminders and polite re-engagement messages for cooled leads. The drafting process emphasised a helpful, professional tone that reinforced the ABP brand identity and avoided overly pushy or generic language.

4.3.8 Helping with Landing Page Content

Landing pages play a critical role in the conversion stage of the marketing funnel, and the intern contributed by helping to refine the content of selected pages. The contributions included sharpening headlines, restructuring the order of sections, improving the clarity of bullet points describing learning outcomes, recommending placement of trust elements such as endorsement logos and testimonials, and ensuring that the call-to-action buttons were positioned at logical points in the page flow. Where possible, the recommendations were aligned with widely accepted landing page best practices, while staying consistent with ABP's established brand voice.

4.3.9 Supporting Webinar and Event Promotion

Webinars and free informational sessions are an important part of ABP's lead generation infrastructure. The intern supported the promotion of these events by drafting event titles, captions, reminder messages, and follow-up messages for both attendees and registered no-shows. Particular care was taken in writing post-event messages, since attendees of a useful webinar often have a window of high interest in the next few days during which they are most likely to enrol in a related paid course.

4.3.10 Creating Offer-Based Campaign Messages

Offer-based campaigns, such as early-bird discounts or limited-time fee waivers, were occasionally used to encourage faster decision-making. These campaigns are sensitive because excessive use of discounts can erode brand value over time. The intern was therefore encouraged to write offer messages that combined a clear urgency cue with a strong reaffirmation of the underlying value of the programme. This experience reinforced one of the central learnings of the internship: a discount on its own does not sell a course; it only accelerates a decision that the audience was already considering.

4.3.11 Supporting Alumni and Testimonial Content

Alumni success stories are powerful trust signals because they shift the conversation from "what the institute claims" to "what graduates have achieved." The intern supported testimonial content by helping to outline interview questions, draft caption versions of testimonial videos and prepare written quotes that could accompany alumni photographs. The activity offered a direct insight into how social proof works as a branding tool and how it can be packaged in a way that strengthens both course-specific and institutional credibility.

4.3.12 Coordinating with the Design and Support Teams

Throughout the internship, day-to-day coordination with the design team and the student support team was essential. Coordination with the design team involved sharing copy briefs, reviewing creative drafts and ensuring that visual and verbal elements supported the same message. Coordination with the student support team involved sharing campaign briefs in advance so that they were prepared for the

type of inquiries that the campaign would generate, and gathering feedback from them about which messages resonated most strongly with the actual leads they were speaking to.

4.4 Skills Developed During Internship

The internship period contributed to the development of a number of professional and personal competencies that go beyond the formal academic curriculum. These skills are summarised below.

4.4.1 Digital Marketing Communication

Working continuously on captions, ad copy, landing page text and WhatsApp templates substantially strengthened practical skill in digital marketing communication. The experience provided a clearer understanding of how each channel imposes its own constraints on message length, tone and structure, and how the same idea has to be expressed differently for an Instagram-style hook, a Facebook ad and a WhatsApp follow-up message.

4.4.2 Brand Positioning

Repeated exposure to course-specific brand positioning sharpened the ability to formulate concise positioning statements. By the end of the internship, it was possible to describe each major PGD programme in a single sentence that combined the core audience, the key promise and the differentiating benefit, which is a foundational skill for any marketing role.

4.4.3 Audience Segmentation

Drafting different copies for different segments improved the ability to think in terms of professional personas. This included recognising that fresh graduates, mid-level professionals and senior executives respond to very different cues, and that effective marketing is a matter of writing with a particular reader in mind rather than a generic crowd.

4.4.4 Copywriting

The discipline of writing tight, scannable copy under deadline pressure is one of the most transferable skills developed during the internship. Specific lessons included the importance of strong opening lines, the value of concrete outcomes over abstract claims and the need to keep sentences short enough to survive on a mobile screen.

4.4.5 Content Planning

Working with the team on weekly and monthly content calendars introduced the discipline of planning ahead. Skills developed included identifying themes for each week, balancing different content categories such as educational, promotional, engagement and announcement posts, and aligning content release with admission timelines.

4.4.6 Campaign Thinking

Beyond individual posts, the internship encouraged thinking in terms of multi-touch campaigns, where awareness, interest, lead capture and conversion are designed as connected stages rather than as isolated activities.

4.4.7 Lead Nurturing Communication

Drafting WhatsApp follow-up messages helped to develop a new and important skill: writing in a way that is professional yet personal, persistent yet not aggressive, and helpful even when the recipient has not yet decided to enrol.

4.4.8 Professional Writing

Beyond marketing copy, the internship offered opportunities to draft brief reports, internal memos and event briefs. These writing tasks improved general professional communication standards, including clarity of structure, conciseness and tone.

4.4.9 Team Coordination

Daily coordination with marketing colleagues, designers and student support staff developed practical skills in collaborative work, including the discipline of clear briefing, respectful feedback and shared accountability for outcomes.

4.5 Difficulties Faced During Internship

While the internship period was overwhelmingly positive, several genuine difficulties were encountered, and acknowledging them honestly is essential for a balanced report.

4.5.1 Balancing Professional Tone and Emotional Appeal

One of the most consistent challenges was finding the right balance between a professional, institutional tone and an emotionally engaging style. Posts that were too institutional tended to perform poorly in terms of engagement, while posts that leaned too heavily on emotion sometimes felt inconsistent with the brand's serious educational positioning. Resolving this tension required continuous conversation with the senior manager and a willingness to revise drafts repeatedly.

4.5.2 Difficulty in Creating Course-Specific Messages

Creating distinct messages for each course was harder in practice than it appeared in theory. Many courses share certain selling points, such as expert trainers, recognised certification and practical modules. The challenge was to find the unique narrative for each course without falling back on generic claims.

4.5.3 Competition in the Training Industry

The professional training industry in Bangladesh is highly competitive. Numerous local institutes,

online platforms and informal coaches are competing for the attention of the same audience segments. This made it difficult, at times, for a single ABP campaign to stand out without significant investment in creative quality and audience targeting.

4.5.4 Lead Quality Challenges

A familiar challenge in lead generation is that not every lead is a serious prospect. Some leads are submitted by curious users who are unlikely to enrol, others by people who have misunderstood the offer. This makes follow-up demanding and reinforces the importance of well-designed lead forms and qualifying questions.

4.5.5 Short Attention Span of Online Audience

The attention span of online audiences is short and continues to shrink. Posts have only a few seconds to make their case, after which the user moves on. This places a heavy burden on hooks, opening images and the first lines of copy.

4.5.6 Need for Faster Follow-Up

Speed of follow-up has a significant impact on conversion. A lead that is contacted within minutes of submission is much more likely to engage seriously than a lead contacted after several hours. Coordinating consistent fast follow-up across a team is an operational challenge.

4.5.7 Dependence on Creative Quality and Landing Page Clarity

Even the best-targeted campaign cannot rescue weak creative or a confusing landing page. Throughout the internship, it became clear that the most effective use of the marketing budget begins with good design and clear copy at the destination, not just with audience targeting at the source.

Chapter 5

Findings and Analysis

5.1 Analysis of ABP's Digital Branding

ABP has built its digital identity on three layers that work together to communicate credibility, breadth and outcome orientation. The first layer is the institutional brand, which is anchored by the FRIEND foundation, the registered trade licence, the international endorsements from NSDA, Edupro UK, the CPD Certification Service UK, and AAOIFI Bahrain, and the global office in the United Kingdom. This layer establishes that ABP is not a small, transient training provider but a structured institute with verifiable credentials.

The second layer is the portfolio brand, which communicates the breadth of the course catalogue. The presence of postgraduate diplomas in HRM, supply chain, project management, data and business analytics, strategic branding and marketing, risk and compliance, MEAL, Islamic banking and finance, and accounting and finance, alongside dozens of professional certificates, signals to the audience that ABP can serve a learner across multiple stages of a career rather than a single isolated moment.

The third layer is the experience brand, which lives in everyday social media activity, alumni stories, webinar quality, trainer visibility and the personal style of WhatsApp communication. This is the layer that decides how ABP is felt by the audience, as opposed to how it is described on paper. The experience brand is the most fragile of the three, because it depends on day-to-day discipline rather than on strategic decisions, and it is also the layer in which the marketing team has the greatest opportunity for improvement.

From observation during the internship, the institutional and portfolio layers of ABP's brand are stronger than those of most local competitors, while the experience layer offers room for further refinement, particularly in terms of consistency of voice, rhythm of content and depth of personalisation in lead nurturing.

5.2 Course-Based Brand Positioning

One of the most important findings of this study is that course-based brand positioning, when executed well, generates significantly better marketing performance than generic institutional promotion. The audience for each course has a distinct professional identity, a distinct set of pain points and a distinct set of aspirations. Speaking to these segments as if they were a single audience leads to weak, easily ignored content. Speaking to them in their own language leads to strong engagement and better quality leads.

5.2.1 PGDHRM – Postgraduate Diploma in Human Resource Management

PGDHRM is positioned for current and aspiring HR professionals who want to grow from operational roles into strategic ones. Effective messaging for this course centres on themes such as career growth in HR, modern recruitment, AI in HR, HR analytics, performance management, employee engagement,

compliance, payroll modernisation and the broader transformation of the HR function in Bangladesh. The audience tends to value certification and practical employability outcomes, and they respond positively to alumni stories of professionals who have moved from generalist HR positions into senior roles.

5.2.2 PGDLSCM – Postgraduate Diploma in Logistics & Supply Chain Management

PGDLSCM is positioned for working and aspiring supply chain, procurement, warehouse, inventory and logistics professionals. The most resonant themes include supply chain disruption, global trade, freight cost volatility, procurement strategy, warehouse and inventory management, supplier negotiation and the increasing role of analytics in decision-making. The audience for this course is particularly responsive to messages that connect to industries such as garments, FMCG, pharmaceuticals and retail, where supply chain operations are central to business performance.

5.2.3 PGDPM – Postgraduate Diploma in Project Management

PGDPM serves a broad audience that includes corporate professionals, IT project staff, engineering project executives, and managers from NGOs and the development sector. Effective messaging emphasises planning, execution, monitoring, risk management, scheduling and communication within projects, while also addressing the practical reality of multi-stakeholder project environments. A separate variant, PGDPM-DEV, sharpens the focus for the NGO and development sector by addressing donor-funded project requirements, log-frame thinking and accountability obligations.

5.2.4 PGDDSBA – Postgraduate Diploma in Data Science and Business Analytics

PGDDSBA is positioned for professionals who recognise that data has become a core driver of decision-making across industries. Effective messaging focuses on practical analytical skills, business analytics, dashboard design, predictive thinking, decision-making under uncertainty and the integration of artificial intelligence into routine business workflows. This course is best presented through outcome-driven examples, such as a marketing executive learning to evaluate campaign performance using data, or a finance officer learning to analyse cost trends with structured tools.

5.2.5 PGDMEAL – Postgraduate Diploma in Monitoring, Evaluation, Accountability and Learning

PGDMEAL serves the development sector, including national and international NGOs, donor-funded projects and government-aligned programmes. Effective messaging speaks the language of the development sector, including monitoring frameworks, indicators, evaluation methodology, accountability to beneficiaries and learning loops within programmes. The audience for PGDMEAL is highly value-driven and responds best to content that shows respect for the social mission of their work, rather than content that uses an aggressive corporate sales tone.

5.2.6 Other Postgraduate Diplomas

Other diplomas, including PGDSBM in strategic branding and marketing, PGDRCM in risk and compliance management, PGDIBF in Islamic banking and finance, and PGDPAF in professional accounting and finance, follow the same logic of distinct positioning. Strategic branding messaging works best when it speaks to digital marketing, brand strategy, content and positioning. Risk and compliance messaging works best when it speaks to regulatory pressure, internal control and audit-related challenges. Islamic banking and finance messaging works best when it draws on AAOIFI standards and Shariah-aligned career pathways, while accounting and finance messaging works best when it connects to professional certifications, audit, taxation and financial reporting.

5.2.7 Comparative Positioning Summary

The table below presents a simplified comparative view of the positioning logic that emerged most clearly during the internship.

Course	Primary Audience	Core Message Theme
PGDHRM	HR professionals; aspiring HR managers	Career growth in HR, AI in HR, analytics, compliance
PGDLSCM	Supply chain, procurement, warehouse staff	Disruption, global trade, procurement, warehouse, analytics
PGDPM	Corporate, IT, engineering, NGO project staff	Planning, execution, monitoring, risk, communication
PGDDSBA	Mid-career professionals across functions	Data-driven decisions, business analytics, AI integration
PGDMEAL	Development sector professionals	Monitoring, evaluation, accountability, learning, donors
PGDSBM	Marketers and brand professionals	Digital marketing, brand strategy, content, positioning
PGDRCM	Compliance, audit and risk professionals	Regulatory pressure, control, audit, governance
PGDIBF	Islamic finance and banking professionals	AAOIFI standards, Shariah-aligned careers

Course	Primary Audience	Core Message Theme
PGDPAF	Accounting and finance professionals	Audit, tax, financial reporting, professional certification

5.3 Social Media Content Strategy

ABP's social media content, particularly on Facebook, can be analysed across several broad post categories. Each category serves a distinct role in the customer journey, and each one requires its own writing pattern.

5.3.1 Hook-Based Copy

Hook-based copy uses a short, attention-capturing opening line to stop the scroll. Effective hooks tend to be either question-based, contrast-based or pain-point-based. They work best when the rest of the post immediately rewards the curiosity that the hook has created, rather than delaying the payoff for too long.

5.3.2 Pain-Point-Based Messaging

Pain-point messaging acknowledges a specific frustration that the audience experiences and then positions the course as a structured response to that frustration. For HR professionals, the pain point may be a lack of analytical skills in a data-driven workplace; for supply chain professionals, it may be repeated stock-outs and supplier delays; for project managers, it may be missed deadlines and budget overruns. Pain-point messaging is powerful because it makes the audience feel understood before any selling begins.

5.3.3 Career Growth Positioning

Career growth content explicitly links the course to a professional outcome, such as moving into a senior HR role, transitioning into supply chain management, becoming a data-literate manager, or leading donor-funded projects. This content type works particularly well when it is paired with concrete alumni examples.

5.3.4 Course Benefit Content

Course benefit content focuses on the structural advantages of the programme: certification, expert trainers, modular curriculum, recognised endorsements, payment flexibility and post-completion support. While this content is necessary, it should not dominate the content mix because it tends to read as institutional promotion rather than personal value.

5.3.5 Offer-Based Content

Offer-based content uses early-bird discounts, scholarship-style fee reductions or short-term

registration windows to accelerate decision-making. The internship observation suggests that offer-based posts drive a short spike in inquiries, but their long-term effect on the brand depends on how they are framed. Offers that emphasise an expanded value at a temporarily reduced price tend to maintain brand strength better than offers that simply emphasise the discount itself.

5.3.6 Testimonial Content

Testimonial and alumni-based content is among the most powerful for trust building. A short story from a graduate who has improved their job, expanded their responsibilities, or moved into a new domain often communicates the value of a programme more credibly than any amount of self-description by the institute.

5.3.7 Webinar Promotion

Webinar promotion content invites the audience to free or low-cost online sessions on contemporary topics. Effective webinar promotions emphasise the practical takeaway of the session, the credibility of the speaker, the ease of joining, and the time commitment involved. Post-webinar follow-up communication is particularly important for converting attendees into longer-term enrolments.

5.3.8 Engagement Posts

Engagement posts are designed to invite reactions, comments and shares without overtly selling a course. Examples include polls, questions, knowledge-based mini posts, motivational quotes, and lightweight industry observations. Engagement posts contribute to organic reach, page health and a sense of community around the brand.

5.4 Lead Generation Strategy

ABP's lead generation process can be described through a five-stage funnel: awareness, interest, consideration, lead submission and follow-up to enrolment. Each stage is supported by specific content, channels and team activities, and weak performance at any one stage can sharply reduce overall conversion.

5.4.1 Awareness Stage

At the awareness stage, the goal is simply to put the ABP brand and its courses in front of relevant audiences. This is achieved primarily through organic Facebook posts, paid awareness campaigns, webinars, blog content, and word-of-mouth referrals from alumni. Brand-building content, hook-based posts and webinar invitations all play a role in this stage.

5.4.2 Interest Stage

At the interest stage, the audience begins to engage with the content. Engagement may take the form of a like, a share, a comment, a click on the post, a profile visit on the Facebook page, or attendance at

a webinar. The marketing team's role is to keep the engagement productive by offering more depth on demand, for example by sharing a course landing page link or a related testimonial post in the comments section.

5.4.3 Consideration Stage

At the consideration stage, prospective learners examine the course in detail. They typically visit the dedicated landing page, read the modules, study the trainer profiles, look at the certification and check the schedule and fees. The clarity and persuasiveness of the landing page is therefore critical at this stage.

5.4.4 Lead Submission Stage

At the lead submission stage, the prospect provides their contact information through a form embedded in the landing page or through a Facebook lead form. This stage is heavily affected by friction. Forms that ask for too much information, or that ask irrelevant questions, tend to suppress submissions. Forms that ask just enough to enable a meaningful follow-up tend to perform best.

5.4.5 Follow-Up to Enrolment

Once a lead is submitted, the student support team contacts the lead through phone or WhatsApp. The quality of this follow-up has a decisive influence on enrolment. Important factors include the speed of the first contact, the clarity of the messages, the politeness of the tone, the willingness to answer detailed questions and the discipline of subsequent reminders. WhatsApp has emerged as the most effective channel because it allows two-way communication, file sharing, and ongoing access to the conversation history.

5.5 Audience Segmentation

Effective digital marketing depends on a clear understanding of who the audience is. ABP's audience can be segmented into nine practical groups, each with its own behaviour, motivation and decision drivers. The segmentation logic that emerged during the internship is summarised below.

Segment	Primary Motivation	Most Suitable Programmes
Fresh graduates	Differentiate CV, gain professional skill	PGDHRM, PGDPM, PGDDSBA, certificate courses
Job seekers	Improve employability and career entry	PGDHRM, PGDLSCM, PGDPM, certificate courses

Segment	Primary Motivation	Most Suitable Programmes
Entry-level employees	Accelerate growth into mid-level roles	PGDHRM, PGDLSCM, PGDPM, PGDPAF
Mid-level professionals	Move into managerial or specialist roles	PGDDSBA, PGDSBM, PGDRCM, PGDPM
HR professionals	Modern HR, analytics, compliance, AI in HR	PGDHRM, advanced HR certificates
Supply chain professionals	Disruption response, procurement, analytics	PGDLSCM, warehouse and compliance certificates
Development sector professionals	Donor compliance, evaluation, accountability	PGDMEAL, PGDPM-DEV
Finance / accounting professionals	Reporting, audit, taxation, certification	PGDPAF, PGDIBF
Corporate executives	Strategic, branding and leadership skills	PGDSBM, PGDRCM, executive workshops

5.6 Landing Page and Website Communication

Landing pages are arguably the most underestimated assets in many marketing systems. A campaign can attract the right audience and place a compelling ad in front of them, but if the landing page is unclear, slow or misaligned with the ad, the campaign will fail to convert. Several principles emerged from the internship as practical landing page essentials for ABP.

5.6.1 Clear Headline

The headline at the top of the landing page should explicitly identify the course and the audience. A good headline allows the visitor to know within two seconds whether they are in the right place. Headlines that prioritise institutional language at the cost of audience clarity tend to lose visitors quickly.

5.6.2 Course Outcomes

A focused list of three to six learning outcomes, expressed in audience language rather than academic jargon, helps to convert curiosity into commitment. Outcomes should be concrete, action-oriented and connected to the careers of the target segment.

5.6.3 Trainer Credibility

Trainer profiles, including their experience, designations and notable engagements, support the credibility of the course. Photographs of trainers, when included, must be of consistent professional quality.

5.6.4 Certification Information

Information about ABP's recognised endorsements, including NSDA, Edupro UK, the CPD Certification Service UK, and AAOIFI where applicable, should be visible at a logical point in the page. This information directly addresses the trust questions that prospects raise during follow-up conversations.

5.6.5 Module Structure

A clearly listed module structure helps prospects understand what they will study. Modules should be presented in a way that emphasises practical application rather than theoretical complexity.

5.6.6 Class Schedule and Format

Information about whether the course is offered online, on-site or in a hybrid mode, along with the schedule of classes, helps prospects assess whether they can fit the course into their professional life.

5.6.7 Call-to-Action Buttons

Calls to action should be visually distinct and repeated at logical points throughout the page. The most effective placements include immediately after the headline, at the end of the outcomes section, after the trainer information and at the end of the page.

5.6.8 Trust Elements and Testimonials

Endorsement logos, alumni quotes, alumni photographs, statistics about graduates and partner logos all serve as trust elements. They are most effective when integrated into the natural flow of the page rather than crowded into a single, decorative section.

5.6.9 Contact Information

Contact information, including phone numbers and a WhatsApp link, should be clearly visible because many prospects prefer to ask a clarifying question before submitting a lead form.

5.7 Ad Campaign Analysis

The discussion in this section is based on observation and on the review of campaign performance information made available during the internship. Where exact figures could not be disclosed for confidentiality reasons, illustrative numbers have been used and clearly labelled as sample data.

ABP runs paid campaigns on Meta platforms, primarily on Facebook, with a mixture of awareness, traffic, engagement and lead generation objectives. Awareness campaigns target broad audiences with

brand-level messaging. Traffic campaigns drive prospects to course landing pages. Engagement campaigns lift the visibility of educational and testimonial posts. Lead generation campaigns capture contact information through native Facebook lead forms or by routing visitors to the website lead form. The illustrative table below provides a sample of the structure of a typical multi-course campaign, with figures used purely as illustration. Real values vary across campaigns and time periods.

Campaign	Objective	Reach	Impressions	Leads	CPL (BDT)
PGDHRM Batch Launch	Lead Generation	180,000	320,000	240	180
PGDLSCM Awareness	Reach	210,000	390,000	—	—
PGDPM Webinar Promo	Engagement	95,000	175,000	120	95
PGDDSBA Lead Form	Lead Generation	140,000	260,000	180	210
PGDMEAL Sector Reach	Traffic	60,000	110,000	60	260
Free Workshop Promo	Engagement	120,000	230,000	350	70

(Sample data, used for illustrative purposes only.)

5.7.1 Interpreting the Sample Data

Three patterns commonly observed during the internship can be illustrated through the sample data above. First, lead generation campaigns with strong creative and clear targeting tend to deliver lower cost per lead than campaigns where the creative is generic and the audience is too broad. Second, free workshop promotions often produce a higher number of leads at lower cost, but the leads are typically less qualified than those generated for paid postgraduate diplomas. Third, niche audiences such as the development sector for PGDMEAL deliver fewer leads in absolute numbers, but the conversion rate from lead to enrolment can be relatively high because the audience is highly self-selected.

5.7.2 Drivers of Campaign Performance

From repeated observation, the most influential drivers of campaign performance for ABP appear to be the relevance and clarity of the headline, the strength of the visual creative, the precision of audience targeting, the design of the lead form, the consistency between the ad and the landing page, and the

speed of follow-up after lead submission. Budget alone, in the absence of these drivers, rarely produces a strong return.

5.8 Major Findings

Drawing the threads of the analysis together, the major findings of this study can be summarised as follows.

- Course-specific messaging is more effective than generic institutional promotion. Each major postgraduate diploma at ABP serves a distinct audience, and content that speaks to that audience in its own professional language consistently outperforms broad messaging.
- Outcome-focused content resonates more strongly than feature-focused content with professional learners. Audiences respond to clear statements of how a course will change their career rather than to descriptions of what the course contains.
- AI-integrated messaging in courses such as PGDHRM, PGDDSBA and PGDSBM increases perceived course relevance, particularly among mid-career professionals who feel the pressure of changing technology in their workplace.
- Landing pages must be clear, structured and conversion-focused. Visitors decide quickly, and the first screen of the landing page carries a disproportionate share of the conversion responsibility.
- WhatsApp follow-up plays a decisive role in lead nurturing. The quality, speed and tone of WhatsApp communication can compensate for moderate weaknesses elsewhere in the funnel and can equally undermine an otherwise strong campaign.
- Alumni testimonials and success stories are among the most credible trust signals available to ABP. Their consistent integration into both organic and paid content strengthens the brand and supports conversions.
- Offer-based promotions are useful for accelerating decisions but should be used sparingly. Excessive reliance on discounts can erode the perceived value of the brand over time.
- ABP enjoys strong portfolio diversity and recognised international endorsements. The next phase of growth is likely to come from disciplined campaign tracking, structured CRM-based follow-up and sharper course-specific positioning rather than from a wider catalogue.

Chapter 6

Recommendations and Conclusion

6.1 Recommendations

Based on the observations and analysis presented in earlier chapters, the following recommendations are offered to strengthen ABP's digital branding and lead generation strategy. The recommendations are organised in approximate order of priority and have been kept practical, so that they can be implemented within the existing capacity of the marketing function.

6.1.1 Develop a Distinct Positioning Strategy for Each PGD Course

ABP should formalise a one-page positioning brief for every postgraduate diploma. The brief should specify the primary audience, the core promise, the key differentiator, the most useful pain points, the language to use and the language to avoid. Such a document allows multiple writers, designers and counsellors to remain consistent across all touchpoints, which strengthens the brand equity of each programme.

6.1.2 Strengthen the Architecture of Landing Pages

Each major course landing page should follow a unified architectural pattern: clear headline, audience identification, three to six concrete outcomes, trainer profiles, certification information, module summary, schedule, testimonials, FAQ section, and a final call to action. Even small improvements in landing page clarity can produce meaningful improvements in conversion rate without any change in advertising budget.

6.1.3 Maintain a Consistent Brand Voice Across Channels

ABP should produce a short brand voice guide that defines the institute's tone, vocabulary, sentence rhythm, emoji policy and treatment of acronyms. The guide should be used by everyone who writes for the brand, from the senior manager to the student support team, so that the voice on the website, in ads, in WhatsApp and in webinars feels consistently like ABP.

6.1.4 Improve Lead Qualification Forms

Lead generation forms should be redesigned with two purposes in mind: capturing enough information to enable a meaningful follow-up, and gently filtering out non-serious prospects. Useful additions include a simple question on the participant's current job role, the level of seriousness in considering the course, and a preferred mode of contact. Excessive questions, however, should be avoided because they reduce form completion rates.

6.1.5 Use Separate Campaigns for Different Career Segments

Where budget allows, separate campaigns should be created for fresh graduates, job seekers and mid-level professionals, even when they are being promoted the same course. The creative, audience targeting and call to action should each be adjusted for the segment in question. This reduces wasted spend and improves conversion at the same time.

6.1.6 Build a Stronger Pipeline of Alumni Stories

Alumni testimonials are one of the most cost-effective trust assets that ABP can develop. The marketing team should commit to a regular schedule of capturing and publishing alumni stories, including video interviews, written quotes and photographs. Stories should be diverse across courses, industries and career stages.

6.1.7 Use Retargeting Campaigns for Warm Leads

Visitors who have already engaged with ABP, for example by visiting a course landing page or by watching a webinar, are significantly more likely to convert than cold audiences. Retargeting campaigns aimed at these warm audiences are typically more cost-effective and can be designed with sharper, more decision-oriented creative.

6.1.8 Maintain a Structured Content Calendar

The marketing function should maintain a structured monthly content calendar that balances educational, promotional, engagement, alumni and event-based posts. A predictable rhythm of content helps to build organic reach, supports paid campaigns and reduces last-minute scheduling pressure.

6.1.9 Track Campaign Performance Regularly

ABP should adopt a simple but disciplined campaign tracking practice that records, for each campaign, the budget, reach, impressions, leads, cost per lead, lead-to-call ratio and lead-to-enrolment ratio. Even a basic spreadsheet, updated weekly, can provide invaluable feedback to creative decisions.

6.1.10 Adopt a Structured Lead Follow-Up System

A lightweight CRM or structured tracker should be used to ensure that no lead is forgotten. Each lead should have a defined status, an assigned counsellor, a record of follow-up attempts and a final outcome. This addition would improve conversion rates and would also generate the data needed for future analytical improvements.

6.1.11 Highlight UK Certification, Expert Trainers and Practical Modules

Three credibility cues should be highlighted more clearly across all promotional content: the recognition by the CPD Certification Service in the United Kingdom, the practitioner backgrounds of the trainers, and the practical, applied nature of the curriculum. These cues directly answer the most common doubts raised by prospective learners.

6.1.12 Improve Course-Wise SEO and Website Content

Search engine optimisation, course by course, can produce a steady flow of high-quality leads at low marginal cost. The website should include clear, well-structured course pages, supplementary blog articles addressing common questions, and internal linking that connects related courses. Over time,

this discipline reduces the dependence of the brand on paid advertising alone.

6.2 Conclusion

Academy of Business Professionals occupies a credible and increasingly important position within the professional training sector of Bangladesh. With its parent foundation FRIEND, its diversified portfolio of postgraduate diplomas and certificate courses, and its recognised international endorsements from NSDA Bangladesh, Edupro UK, the CPD Certification Service UK, and AAOIFI Bahrain, the institute already commands the trust signals that many of its competitors have to spend years building. The vision “Transform career into profession” is not only a marketing line; it captures the underlying logic of how the institute approaches its learners and its industry.

From the analysis presented in this report, three broad conclusions can be drawn. The first conclusion is that ABP has built a strong institutional and portfolio brand, but the day-to-day experience brand, expressed through social media content, ads, WhatsApp conversations and follow-up rhythm, offers significant room for further refinement. The second conclusion is that course-specific positioning is the single most powerful improvement available to the marketing function. The third conclusion is that disciplined operational practices, including content calendars, campaign tracking and structured lead follow-up, can produce a meaningful uplift in performance without requiring large changes in budget.

From the perspective of the intern, the experience at ABP has been a structured introduction to the realities of digital marketing in a Bangladeshi professional services brand. The internship period offered an opportunity to translate theoretical concepts of segmentation, positioning, marketing communication and the conversion funnel into concrete decisions on captions, ads, landing pages, audiences and follow-up scripts. The experience has reinforced the conviction that effective marketing is the result of disciplined craft, careful listening to audiences, and a willingness to refine decisions repeatedly on the basis of evidence.

In conclusion, ABP has all the ingredients necessary to grow into one of the leading professional training brands in South Asia. Its further growth will depend less on the addition of new courses and more on the depth, consistency and discipline with which it communicates the courses it already offers, supports its learners through structured follow-up, and continues to build a community of professionals who view ABP as an active partner in their career journey.

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Appendix A

Survey Questionnaire

Topic: Effectiveness of Digital Branding and Promotional Communication of ABP

This questionnaire has been designed to gather feedback from learners, alumni, leads and prospective participants about ABP's digital branding and promotional communication. Responses are intended for academic and improvement purposes only.

- How did you first learn about Academy of Business Professionals (ABP)? ☐ Facebook ☐ Friend or colleague referral ☐ Search engine ☐ LinkedIn ☐ WhatsApp group ☐ Other (please specify)
- Which platform influenced you most to know about ABP? ☐ Facebook page ☐ Website ☐ Course landing page ☐ Webinar ☐ WhatsApp ☐ Other
- Do ABP's social media posts clearly explain the benefits of the courses? ☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree
- Do you find ABP's course landing pages informative and easy to navigate? ☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree
- Which factor influences your course enrolment decision the most? ☐ Course content ☐ Trainer profile ☐ Certification ☐ Career outcome ☐ Course fee ☐ Schedule and mode of delivery
- How important is the recognised certification (e.g. CPD UK, NSDA, AAOIFI) when choosing a course? ☐ Very important ☐ Important ☐ Neutral ☐ Less important ☐ Not important
- How important is the trainer's profile and industry experience to you? ☐ Very important ☐ Important ☐ Neutral ☐ Less important ☐ Not important
- How important are alumni testimonials and success stories in your decision? ☐ Very important ☐ Important ☐ Neutral ☐ Less important ☐ Not important
- Do offer-based promotions, such as early-bird or scholarship offers, influence your decision? ☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree
- Are WhatsApp or phone follow-ups from the ABP team helpful in your decision-making process? ☐ Very helpful ☐ Helpful ☐ Neutral ☐ Not very helpful ☐ Not helpful at all
- Overall, how satisfied are you with ABP's digital communication and brand presence? ☐ Very satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐ Very dissatisfied
- What single improvement would you suggest for ABP's digital branding and promotional communication? _____

Appendix B

Sample Ad Campaign Table

The illustrative table below shows the typical structure of a multi-course paid campaign at ABP, using sample data for academic illustration only.

Campaign	Objective	Budget (BDT)	Reach	Leads	CPL (BDT)	Conv. (%)
PGDHRM Lead Gen	Lead Generation	45,000	180,000	240	180	12%
PGDLSCM Awareness	Reach	25,000	210,000	—	—	—
PGDPM Webinar	Engagement	12,000	95,000	120	95	18%
PGDDSBA Lead Form	Lead Generation	38,000	140,000	180	210	10%
PGDMEAL Niche	Traffic	16,000	60,000	60	260	20%
Free Workshop	Engagement	25,000	120,000	350	70	8%

(Sample data, used for illustrative purposes only.)

Appendix C

Sample Social Media Caption

Course: Postgraduate Diploma in Human Resource Management (PGDHRM)

Hook line: Want to grow from an HR executive into a strategic HR partner?

Body: Modern HR is no longer about administrative paperwork. It is about workforce analytics, AI-driven hiring, performance frameworks and a deep understanding of compliance. ABP's Postgraduate Diploma in Human Resource Management (PGDHRM) is built for HR professionals who want to lead this transformation in their organisations.

Bullet outcomes:

- Master modern HR practices, including AI in HR and workforce analytics
- Strengthen your knowledge of recruitment, performance and compliance
- Earn an internationally endorsed Postgraduate Diploma
- Learn from industry practitioners working in leading organisations

Trust line: Endorsed by the CPD Certification Service, UK and registered under NSDA, Bangladesh.

Call to action: Send us a message on WhatsApp to book a free counselling session and check the next batch start date.

Appendix D

Sample Lead Generation Flow

The illustrative flow below shows how a lead typically moves through ABP's digital lead generation system, from first exposure on Facebook to enrolment in a postgraduate diploma.

Stage	Activity	Channel
1. Awareness	Prospect sees a Facebook post or paid ad introducing the course	Facebook (organic + paid)
2. Interest	Prospect engages with the post, watches a video or visits the page	Facebook
3. Consideration	Prospect clicks through to the dedicated course landing page	Website / Landing Page
4. Lead Capture	Prospect submits contact details through a lead form	Landing page form / Facebook lead form
5. First Contact	Student support team contacts the lead within minutes through phone or WhatsApp	WhatsApp / Phone
6. Counselling	Detailed conversation about course, schedule, fees and career outcomes	WhatsApp / Phone / Email
7. Decision Support	Sharing of brochure, sample materials, alumni stories or batch details	WhatsApp / Email
8. Enrolment	Lead completes registration and payment process	Payment portal / In-person
9. Onboarding	Welcome message, batch group, schedule and student portal access	WhatsApp / Email / Student Portal

Appendix E

Sample Course Promotion Framework

The framework below provides a simple, repeatable structure that the marketing team can use when planning the promotion of any individual course at ABP.

Element	Guiding Question	Sample Answer (PGDLSCM)
Audience	Who exactly is the course for?	Working supply chain, procurement and warehouse professionals
Pain Point	What frustration does this audience feel?	Disruption, supplier delays, unpredictable inventory and cost pressure
Promise	What will the course help them achieve?	Build a strategic, analytics-aware approach to global supply chain
Differentiator	Why ABP rather than another provider?	Endorsement by CPD UK, NSDA registration, practitioner-led delivery
Hook	What stops the scroll?	“Tired of being blamed when the warehouse runs short?”
Outcomes	What will they be able to do at the end?	Plan, source, store and deliver effectively across complex networks
Trust Cue	What proof can be shown quickly?	Endorsement logos and alumni now working in major supply chain roles
Call to Action	What should the reader do next?	Send a WhatsApp message to book a free counselling session

End of Report.