### SESSION PLAN

**COURSE:** ABE Level 3 Award in Digital Marketing Essentials for Small Businesses

**ELEMENT:** Element 4 – How to develop and maintain an online presence

## **LEARNING OUTCOME 6**

**Create an online profile for a business and potential points of differentiation**

6.1 Create an online profile for a small business and outline its key points of differentiation:

6.2 Establish key points of differentiation for the business online and how it generates additional sales

**NUMBER OF SESSIONS:** TWO - approximately three hours in total

**SESSION TOPICS:** Session 1: Online profile for a small business

Session 2: Key points of differentiation for an online business

**Note to tutors: This is the recommended session plan for Learning Outcome 6 of Element 4 of the ABE Level 3 Award in Digital Marketing Essentials for Small Businesses. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 1: Online profile for a small business (1-2 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session and learning outcomes | Learning outcomes 6.1  **RESOURCE Element 4 LO6 – Online Business Profile.pptx** | 1-4 |  |  |
| Creating the right online digital persona | Explain that an online digital persona tells others:   * Who you are * What you stand for * What makes you different   Explain how an online persona may be defined by:   * Asking customers how they see you * Running focus groups and online surveys * Recording key phrases and words from conversations with customers | 5 | Ask learners to identify online business/commercial websites that they use and why they use them. Identify what attracts individuals to certain websites. |  |
| Brand Archetypes | Outline the 12 brand archetypes that marketing professional use to start defining a business proposition indicating the meaning of each type. Ask learners to think of examples of businesses or brands for each type in turn. One example is shown for each below.   * **Innocent** - Positive, optimistic, upbeat (Coco-cola) * **Sage** – a source of knowledge and expertise (Harvard Business Review) * **Explorer** – Adventurous, always on the move, active (The North Face) * **Hero** – Defender of the underdog, brave, selfless (Nike) * **Magician** – What they do is almost beyond comprehension (Apple) * **Outlaw** – Break the rules, think unconventionally (Harley Davidson) * **Lover** – Daydreamer, pleasure seeker (Chanel) * **Jester** – fun for the sake of fun, entertaining (M&Ms) * **Everyman** – Holding up a mirror to everyday life (Ikea) * **Creator** – Maker, inventor, new from old (Lego) * **Ruler** – Leader of the pack, sets standards, source of tradition – Mercedes Benz) * **Caregiver** – Helpful, protective, offers security and certainty (Dove) | 6 | As a class, learners to verbally identify examples of brands or businesses that may be associated with each type. |  |
|  |  |  | In pairs or small groups, learners complete the formative activity 1. Share findings with the class | Activity 1- Element 4 – LO6 Brand Archetypes Part One and Part Two |
| Brand Identity | Describe the aspects that make up a brand identity and explain the elements of each:   * Logo * Consistent corporate typeface * Consistent colour palette * Image rules and regularly used graphic elements | 7-8 | Access and download the Spotify Brand Guidelines at <https://developer.spotify.com/design-resources/spotify-logo-color-guidelines.pdf>  As a whole class or in small groups, identify key points made in the guidelines that support their brand identity. |  |
| Tone of voice | Explain how you ‘talk’ to customers should reflect your brand identity. For example, a ‘jester’ brand would use a light and accessible communication style that avoid stern or disconnected third person. | 9 | In small groups, using the list of brand archetypes described in Part One of activity 1, learners should consider and list the most appropriate ‘tone of voice’ to be used in communications for each brand. |  |
| Show with examples how your business persona can be reflected in your advertising in a call to action or email opt out. | 10 |  |  |
| Using online tools to create a profile | Explain how your business persona should be used to create an online profile.   * Add your company logo to any social media profiles and blogs * Put links to your social media profiles and blog on your website * Define keywords that are associated with your brand * Use the keywords you will use on your website, social media accounts and blogs and through your advertising. * Describe your offering in a way that makes it distinct from those of your competitors * Avoid repetition, express yourself with a variety of alternative words and make your content interesting | 11 |  |  |
|  |  | In pairs or small groups, learners complete the formative activity 2. Share findings with the class | Activity 2- Element 4 – LO6 Keyword Density Levels Part One |
| Review of session and learning outcomes |  |  |  |  |

### SESSION 2: Key points of differentiation for an online business (1 hour)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative assessment** |
| Introduction to session and learning outcomes | Learning outcome 6.2  **RESOURCE Element 4 LO6 – Online Business Profile.pptx** | 12 |  |  |
| Establishing a Unique Selling Point (USP) | Explain how in the online world, establishing a USP is more important as customers can easily compare competitors’ prices, features and offers. Indicate the steps for determining a USP:   * Thinking about the value that your products or services will create for your customers. * Listing all the features of your product or service and then, with the phrase, ‘which means that’, link to a benefit for the customer. | 13 |  |  |
| Describe the difference between standard and different benefits.  **Standard** benefits are those that are generally available from other sellers in the market, i.e. not unique.  **Different** benefits are not offered by other sellers and so offer a potential USP. These benefits should be emphasised to customers in communications activities. |  | In pairs or small groups, learners complete the formative activity 3. Share findings with the class | Activity 3- Element 4 – LO6 Finding Difference Part One |
| Standing out in the digital world | Indicate how some traditional methods of marketing can be used in the digital world to make a product or service stand out from its competitors.   * Digital discount codes and vouchers * Producing relevant ‘how to’ guides or instructions * Bundling an act of charity with a purchase | 14 | Learner should investigates some major retail websites and identify any strategies that are used to make it stand out from its competitors. Compile a list as a class. |  |
| Review of session and learning outcomes |  |  |  |  |

## **LEARNING OUTCOME 7**

**Explain the importance of customer behaviour in an online context**

7.1 Explain the importance of customer behaviour in an online context

**NUMBER OF SESSIONS:** One - approximately two hours in total

**SESSION TOPICS:** Session 1: Customer behaviour in an online context

**Note to tutors: This is the recommended session plan for Learning Outcome 7 of Element 4 of the ABE Level 3 Award in Digital Marketing Essentials for Small Businesses. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 1: Customer behaviour in an online context (1-2 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session and learning outcomes | Learning outcomes 7.1  **RESOURCE Element 4 LO7 – Customer Behaviour.pptx** | 1-4 |  |  |
| Market segmentation | Explain the term market segmentation to determine a profile or biography of an ideal customer and how this can inform the messages and communications sent to each segment.  Illustrate the main categories of segmentation used and key factors for each:   * **Geographic** – country, region, location, postcode, area code * **Demographic** – age, gender, education, job, ethnicity, religion * **Behavioural** – type of user, buying readiness, loyalty, price sensitivity * **Social/lifestyle** – values, activities, interests, opinions   Indicate how combining segments may narrow the segmentation e.g. male, 20-25 year old interested in playing football. | 5-6 |  |  |
|  |  | In pairs or small groups, learners complete the formative activity 1. Share findings with the class | Activity 1- Element 4 – LO7 Identifying the Customer Proposition Part One |
| Customer characteristics and online behaviour | Explain how adding an urchin tracking module (UTM) can be used to track user behaviour on your website.  Describe how Google Analytics will report how a website is being used and individual visitor behaviour.  *NOTE: Tutors may wish to sign into a Google Analytics account so that they can demonstrate its features and benefits interactively.* | 7 | If a Google Analytics account is enabled in the Centre, learners may explore activity on a website. |  |
| Customer behaviour when transacting online | Explain how online customers often act differently to when they are shopping offline in sales outlets. Indicate how these factors should influence the way in which business communicate with customers online.   * Customers are more likely to shop around online than in offline methods * Price is often an influencing factor when switching between suppliers * Purchases tend to be transactional rather than relationship based * Online transactions are suited to busy shoppers and those who want to shop when offline sales outlets are closed * Online shoppers may be apprehensive about online security and fraud | 8 | As a class, learners should discuss the benefits and drawbacks to themselves as customers of shopping online in comparison to in a physical retail outlet and identify any behavioural traits. |  |
| A customer proposition | Explain how the customer proposition describes why a customer should buy a product or use a service rather than another.  The statement should help the customer to understand:   * who the product or service is intended for * what the company is selling (and what makes this different from competitors) * what the benefit will be to them. | 9 |  |  |
| Explain how a business may develop a customer proposition through:   * a consistent brand identity that builds trust * a unique selling proposition * keywords and phrases that describe your business, brand, products and services | 10 | In pairs or small groups, learners complete the formative activity 1. Share findings with the class | Activity 1- Element 4 – LO7 Identifying the Customer Proposition Part Two |
| Online tools to develop conversations with customers | Explain the range of online tools available to businesses to promote communications with new customers and maintain conversations with existing customers. Such as:   * SurveyMonkey * Typeform * WordPress * ClickDesk plugin | 11 | Learners may carry out independent research online into these and other online tools and note some key features. |  |
| Review of session and learning outcomes |  |  |  |  |