### SESSION PLAN

**COURSE:** ABE Level 5 Buyer and Consumer Behaviour

**ELEMENT:** Element 3 –Research methods used to gather data about consumer and industrial buying behaviour

## **LEARNING OUTCOME 3**

**Analyse the value of research in providing insights into buying behaviour (Weighting 25%)**

3.1 Analyse the methods used to gather customer insights research data

3.2 Assess digital methods of gathering customer information

3.3 Discuss the importance of protecting customer data

**NUMBER OF SESSIONS:** Three - approximately 12 hours in total (plus self-study).

**SESSION TOPICS:** Session 1: Methods used to gather customer insights research data

Session 2: Digital methods of gathering customer information

Session 3: The importance of protecting customer data

**Note to tutors: these are the recommended session outlines for element 3, learning outcome 3 of ABE Level 5 Buyer and Consumer Behaviour. You should follow the plan, using the resources (referenced as ‘slides’) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible. Homework tasks are in addition to reading the recommended texts referenced in the study guide.**

### SESSION 1: Methods used to gather customer insights research data

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| **Approx. duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **4 hours** | **Review of LO2:**  **The principles of purchase decision-making in a variety of situations** | Facilitate: **Activity 1 - Element 2 Class Quiz**   * Start the session by briefing students on the Class quiz activity. * Ask them to work in teams of 3 or 4 to answer the 10 questions on the quiz sheet that you will ask them. * Encourage them to write their answers on a piece of paper and allow 1.5 minutes for them to answer each question. * At the end of the quiz ask groups to swap their papers to mark them according to the answers on the answer sheet. * Compare the score to identify the winning group.   Draw the discussion together by explaining any concepts or themes that were generally not known or understood.  Next, facilitate **Activity 2: Reminder of Session 3, element 2**. Debrief the key learning points. |  | **Activity 1 - Element 2 Class Quiz**   * Working in groups of 3 or 4, be prepared to answer 10 questions that your tutor will ask you. * You will have 1.5 minutes to answer each question. * At the end of the quiz, swap your paper with another group and award 10 points for each correct answer. * The winning group will be the one with the highest mark. * Ask your tutor to clarify any concepts or themes that weren’t clear to you.   Activity 2: Reminder of Session 3, element 2. | **5UBCB E3 LO3 Activity 1 - Element 2 Class Quiz**  **5UBCB E3 LO3 Activity 2 - Reminder Session 3 Element 2** |
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| **Introduction to sessions and learning outcomes** | Facilitate**: Learning with PowerPoint slides**  **Use 5UBCB Tutor Presentation E3.pptx**  Start the session with an explanation of the learning outcomes and what will be covered in the sessions. | 1-3 | Listen, make notes and ask questions as necessary. |  |
|  | **LO3 3.1**  **Analyse the methods used to gather customer insights research data** | Facilitate**: Learning with PowerPoint slides**  Start with the definition of consumer behaviour research and introduce the concept of how it is vital in helping marketers to understand their target audiences.  Explain the common research process and the steps involved, making the point that a systematic is important in marketing research, just as it is in scientific research.  Explain the different types of research and the methods used to gather information. | 4-7 | Listen, make notes and ask questions as necessary. |  |
|  | Debrief Homework (Activity 10) E2 | Debrief Activity 10 Homework from E2.   * Students were asked to watch this video and share what they learned from it. https://youtu.be/4RTVOl-knNs * Highlight the value of qualitative research, quantitative research and observational methods as important methods of marketing understanding consumer buying behaviour. * Ask students to consider both the benefits and the drawbacks of observational research. |  | Share inputs from Homework 10. |  |
|  | Qualitative research gathering | Facilitate**: Learning with PowerPoint slides**  Explain the principles of qualitative research and the common methods of gathering attitudes, opinions and feelings. | 8 | Listen, make notes and ask questions as necessary. |  |
| Facilitate: **Class discussion**  Ask students if they have had any experience of being part of a qualitative research project. For example, being a member of a focus group or interview panel; taking part in a product trial or being stopped by a street researcher to answer questionnaire, and so on.  Encourage students to discuss their experiences. | Contribute to **Class discussion**   * Have you ever been involved in a qualitative research project; one where you took part in a group discussion or interview? * If so, share the details if you are able to with the group. What was the topic? What kind of questions/discussion took place? |  |
| Quantitative research gathering and mix methods | Facilitate**: Learning with PowerPoint slides**  Explain the principles of quantitative research and the common methods of gathering statistics, numbers and arithmetic data. For example, through online questionnaires; self-completion questionnaires and so on.  Explain the approach of mixed methods used by some marketers where both qualitative and quantitative data is used as part of the research plan. For example, when researchers use qualitative methods to reveal the issues and quantitative research to measure their prevalence among a target audience.  Ask students to watch the video link in Slide 10 to help further explain your key points <https://youtu.be/XynPxWSLjZY> | 9-10 | Listen, make notes and ask questions as necessary. |  |
| Activity 3 | Facilitate**: Activity 3.**  Ask students to work in groups of 4 or 5 and to read through the activity brief.  Encourage them develop the research question before designing the research plan for the Firefox Chilli Chocolate brand.  Ask students to present their posters to the groups and stimulate discussion and debate, providing positive, constructive feedback.  Debrief the activity by reflecting on type of primary and secondary research that can help marketers make the decision about whether to launch a new product. |  | **Complete Activity 3**  Working in groups of 4 or 5, read through the activity brief.  Consider the research data you will need to gather for the organisations and develop a research plan capable of answering the research question.  Present your finished posters to the group; be prepared to contribute to the discussion and provide appropriate feedback to others. | **5UBCB E3 LO3 Activity 3 – Hot chocolate** |
| Homework task 4 | **Brief Activity 4 as homework.**  Ask students to prepare for the next session by visiting this website and ask them to identify five interesting pieces of insights from the Google research data. For example, the percentage of people who access the internet every day or the percentage of people who use a smartphone.  Encourage students to make notes to share at the beginning of the next session.  <https://www.consumerbarometer.com/en/> |  | **Complete Activity 4 as homework**  Visit the Think with Google website and explore the research data that you will find there.  Be curious about the depth and breadth of information and find five strong insights that interest you the most. These can be about anything or anyone!  Make some notes and come to the next session prepared to discuss your findings.  <https://www.consumerbarometer.com/en/> | **5UBCB E3 LO3 Activity 4 – Google’s consumer barometer** |

**SESSION 2: Digital methods of gathering customer information**

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| **Approx. duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **4 hours** | **Activity 5 -Reminder Session 1** | **Activity 5 - Reminder Session 1**  Ask students to write down the three key learnings from the previous sessions that addressed the theories of the purchase decision process followed by individuals  Don’t prompt students on the topics; allow them ten minutes to reflect on the core themes.  Debrief the activity by providing constructive feedback and reflecting on:   * The marketing research process. * Qualitative methods of gathering and analysing customer behaviour insights including focus groups, individual interviews, action research and observational techniques. * Quantitative methods of gathering and analysing customer behaviour insights including surveys, questionnaires, digital behaviour analytics, internal consumer records and syndicated data. * Mixed methods of research and the benefits of a qual-quant approach.   Encourage students to identify those topics they know well and those that they will need to revise further. |  | **Activity 5 - Reminder Session 1**  What do you remember most from the session that addressed theories of the purchase decision process followed by individuals?  Using the template provided, write down the three things that stood out for you.  Share and compare your answers with others in your group. | **5UBCB E3 LO3 Activity 5 - Reminder Session 1** |
| **Review of Activity 4 (Homework)** | Facilitate: **Class discussion**  Ask students what they found from visiting <https://www.consumerbarometer.com/en/>  Encourage them to share their five insights and to explain why they selected these particular pieces of information.  Provide constructive feedback and support where needed.  Bring the discussion to a close by highlighting the power of data to help marketers make decisions. |  | Contribute to **Class discussion**  What did you find from your research into the <https://www.consumerbarometer.com/en/> website?  Share your five selected research insights with the rest of the group and explain your choice. What was it about these pieces of information that you found particularly interesting? |  |
| **LO3.2 Assess digital methods of gathering customer information**  **Situations; risks and stakeholders** | Facilitate**: Learning with PowerPoint slides**  **Use 5UBCB Tutor Presentation E3.pptx**  Carry on the theme of the homework task by explaining the imperative of marketers being clear and precise in identifying what they need and want to know from digital data.  Explain the concept of the data plan that you can see on slide 12 that marketers use to help structure their digital research.  Make the point that data in its raw form is only valuable when it is turned into meaningful information and insights.  Expand on this construct by asking students to read through the web page provided as an arrow link on slide 12. | 11-13 | Listen, make notes and ask questions as necessary. |  |
| Facilitate**: Class discussion**  Ask students to discuss the CoNVO model (Context; Need; Vision; Outcome) that is included in the article and give their thoughts about how useful they believe it would be for marketers to apply.  Bring the discussion to a close by highlighting how this article advocates that marketers tell a data ‘story’ and that data is only really helpful when it identifies powerful insights. |  | Contribute to **Class discussion**  Consider CoNVO model (Context; Need; Vision; Outcome) that you read about in the article and give their thoughts about how useful you think it is for marketers to apply.  Contribute your understanding of the key points to the discussion giving examples and a clear rationale. |  |
|  | **Sources of digital data** | Facilitate**: Learning with PowerPoint slides**  Explain that the principal provider of digital research is Google because of the sheer weight of web traffic that it handles.  Discuss the three main Google tools that marketers use including Trends, Analytics and Insight reports.  Expand on the learning by watching the video about Google Trends provided as an arrow link on Slide 14  <https://youtu.be/EOdN0CF1N68>  Explain how these tools enable marketers to solve a range of problems, mostly involved in the four key data questions that you can see illustrated on Slide 15.  Explain the concept of Big Data and discuss the four dimensions that help marketers to make sense of vast quantities of raw information.  Ask students to contribute some examples that they can think of where big data can help marketers make strategy decisions. For instance, whether their websites are completely effective; whether consumers are visiting competitive sites more often than theirs; what consumers are buying most and so on. | 14-16 | Listen, make notes; ask and answer questions as necessary. |  |
| **Activity 6** | Facilitate**: Activity 6**  Ask students to work in groups of 4 or 5 and to read through the activity brief.  Encourage them to explore the Worldmeters website thoroughly to identify the information they need to make recommendations for target launch counties.  Ask students to make some notes and encourage them to share these with the rest of the group for discussion.  Debrief the activity by reflecting on the power of big data to inform marketing decisions. |  | **Class Activity 6**  Working in groups of 4 or 5, read through the activity brief.  Thoroughly explore the Worldmeters website to identify the data you need to provide to your client.  Which three countries have the highest density of over 65’s now and how might this change in the future? Try to construct a 3-year forecast for your chosen regions.  Share your findings with the other groups giving examples and a clear rationale to support your answers. | **5UBCB E3 LO3 Activity 6 -**  **A big challenge to explore big data** |
|  | **The benefits and drawback of consumer behaviour research** | Facilitate**: Learning with PowerPoint slides**  Reflect on the power of digital research as a marketing decision tool and make the point that it has its benefits but that it also has drawback.  Discuss the concepts of validity and reliability. Expand on the students’ knowledge by asking them to watch the video provided in the arrow link on Slide 17. <https://youtu.be/aEoL5g6HNsI>  Close the session with a roundup of these key concepts and the need for cyber security. | 17 | Listen, make notes; ask and answer questions as necessary. |  |
|  | Activity 7 (Homework) | Facilitate**: Activity 7 as homework.**  Ask students to read this article that appeared in the Huffington Post about the worst cases of cybercrime ever recorded. <http://www.huffingtonpost.co.uk/entry/biggest-worst-data-breaches-hacks_us_55d4b5a5e4b07addcb44fd9e>  Ask students to select two of the cases discussed and research what measures they can find evidence for that these brands have taken to ensure that these events can’t occur again.  Ask students to come prepared to discuss their findings at the next session. |  | **Complete Activity 7 as homework.**  Visit the Huffington Post website and read the article about the nine biggest cybercrime events of all time.  <http://www.huffingtonpost.co.uk/entry/biggest-worst-data-breaches-hacks_us_55d4b5a5e4b07addcb44fd9e>  Select two of the brands that are cited and carry out independent research to identify the measures that these brands have taken to ensure that these events cannot occur again in the future.  Come prepared to discuss your findings during the next session. | **5UBCB E3 LO3 Activity 7 -**  **Cybercrime** |

**SESSION 3: The importance of protecting customer data**

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| **Approx. duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **4 hours** | **Activity 8 Reminder Session 2** | Facilitate: **Activity 8 - Reminder Session 2**  Ask students to write down the three key learnings from the previous sessions that addressed digital methods of gathering customer information. Don’t prompt students on the topics; allow them ten minutes to reflect on the core themes.  Debrief the activity by providing constructive feedback and reflecting on:   * The scope of digital analytics used to analyse customers’ online buying behaviour. * Predictive analytics including propensity and ‘likelihood to buy’ models; non-transactional data and response tracking. * The role of ‘Big Data’ in forecasting purchase behaviour and making data-driven marking decisions. * The advantages and drawbacks of digital research data including validity and reliability; age and relevance.   Encourage students to identify those topics they know well and those that they will need to revise further. |  | **Activity 8 - Reminder Session 2**  What do you remember most from the session that addressed digital methods of gathering customer information?  Using the template provided, write down the three things that stood out for you.  Share and compare your answers with others in your group. | **5UBCB E3 LO3 Activity 8 - Reminder Session 2** |
|  | **Debrief Activity 7 homework** | Facilitate: **Activity 7 debrief**  Ask students to discuss the two cases of cybercrime that they selected as part of the homework task.  Encourage them to share the research into what measures these brands had taken since the events to ensure that they don’t reoccur.  Bring the discussion together by highlighting the need for brands to comply with legislation, but also to behave ethically when gathering, storing and using consumer research data that may contain personal information. |  | Contribute to **Class discussion.**  What did you discover in your research about the two cases of cybercrime that you selected from the article in the Huffington Post?  What evidence did you find that these two brands have taken steps to make their data more secure and to protect consumers’ personal information in the future?  Share your research and the sources of your information, supporting your arguments with research data and a clear rationale. |  |
|  | **LO3.3** **Discuss the importance of protecting customer data** | Facilitate**: Learning with PowerPoint slides**  Start the session by explaining the four key responsibilities of brands to protect consumer data involving security; access; storage and usage.  Expand on the topic by watching the video in the arrow link provided on slide 19. <https://youtu.be/AysCOTmRgVA> | 18-20 | Listen; make notes; ask and answer questions as necessary. |  |
| **Activity 9** | Facilitate: **Activity 9**  Brief students on the task and ask them to work in groups of 4 or 5 to read through the brief for this activity.  Encourage them research extensively to identify and understand the law regarding consumer data protection that applies in your home country.  Ask them to identify any voluntary codes of conduct that might influence marketers in the region as well as the legislation.  Debrief the activity by discussing the legislation that students have found and highlight the need for brands to comply with legislation and codes of conduct, but also to have their own ethical frameworks in lace to avoid abusing consumers’ personal data. |  | **Activity 9**  Read through the brief for this task and work in groups of 4 or 5 to research the legal and regulatory controls on the use of consumer data in your home country.  Use as many research sources as you can and come prepared to share your findings with the rest of the group.  Quote the sources of your research information to support your findings. | **5UBCB E3 LO3 Activity 9 – Customer data** |
| Facilitate**: Learning with PowerPoint slides**  Recap on the key points covered in this topic and draw the session to a close with a reminder that knowledge is power, but that that power must never be abused by marketers. |  | Listen; make notes; ask and answer questions as necessary. |  |
| **Brief Activity 10 for homework**  Ask students to watch this video and come to the next session prepared to discuss what they learned from it. <https://youtu.be/E6nZiGIr8VQ>  Explain how marketers need to understand as much as they can about their target consumers’ and buyers’ behaviour to inform their marketing strategies. From products to price; place to promotion.  Make the point that digital has completely disrupted traditional marketing methods and will continue to do so. |  | **Complete Activity 10 for homework**  Watch this video how digital has disrupted marketing and come prepared to discuss your thoughts about it at the next session.  <https://youtu.be/E6nZiGIr8VQ>  Make some notes so that you can share your thoughts in detail. For example, what trends and changes in media channels most stood out to you? How has consumer behaviours changed? | **5UBCB E3 LO3 Activity 10 – Digital disruption** |
|  | **Review of session and learning outcomes** | Bring the session to a close by reviewing the key topics covered including:   * Traditional research methods * Digital research methods * Research analysis and the data ‘story’ * Big data * Data security and consumer protection | 21 | Listen; make notes; ask and answer questions as necessary. |  |

**Activity 1: Class quiz about element 2 - answer sheet (tutor only)**

**Q1. What are the characteristics of a low involvement purchase?**

A1. They are: Instinctive; habitual; impulsive; routine

**Q2. What is the EKB model of consumer behaviour?**

A2. The Engel, Kollat, Blackwell (EKB) model is a cognitive problem-solving model that focuses on the active research and evaluation of products and services.

**Q3. What does the acronym STDC stand for in the buying behaviour process?**

A3. See/Think/Do/Care - Avinash Kaushik’s ideas involve considering groups of consumers defined by their purchase intention stage

**Q4. What are three benefits for marketers of using models of the consumer behaviour process?**

A4.

1. Models help us to predict and forecast buying behaviour
2. They provide signposts that can inform strategic decisions
3. They enable us to calculate probabilities

**Q5. What type of buying task represents the greatest risk for b2b buyers?**

A5. The higher the purchase risk, the more human and financial resources are needed to help mitigate it. A new purchase represents the highest risk for businesses

**Q6. Name and explain three roles in the b2b decision-making unit.**

A6.

**The initiator:**

The person who raises the original request. For example, a request for a new laptop. They may have little or no expert knowledge and little influence about brand and product class. These are people with the need but not the means or authority to make the purchase.

**The influencer:**

The person who develops the scope and specification and decides on the product/service that is needed. Influencers will have a degree of expertise in their field, such as the IT manager who considers the request for a new laptop. The purchase decision will be based on their recommendations.

**The decider:**

The person who makes the final decision about whether the solution is the right strategic solution for the business and whether the investment can be made. This maybe the commercial team or financial controller.

**The buyer:**

The person who actually makes the purchase, acting as an intermediary between the organisation and the supplier. Buyers negotiate the best value – price paid for benefits received - from those suppliers chosen by the influencers and agreed to by deciders. They may have some knowledge and expertise in the product/service category, but will be led by the influencer about the specifications, features, benefits and so on.

**The gatekeeper:**

The person who controls the flow of information. For example, a personal assistant who decides upon and filters the information that is forwarded to the influencers and deciders.

**Q7. What is the influence of corporate culture on b2b buying decision making?**

A7. Culture defines the ‘way things are done around here’ and influences employee behaviour and attitudes to risk; ethics; control and concern for compliance.

**Q8. List three differences between b2b and b2c purchase behaviour.**

A8.



**Q9. What are the four key characteristics of a service?**

A9.

1. INTANGIBLE: You can’t touch it; smell it or experience it prior to purchase.
2. INSEPARABLE: A service is performed and consumed at the same time.
3. PERISHABLE: A service cannot be stored like a product.
4. VARIABLE: The service may differ with each delivery.

**Q10. What does the acronym NPS stand for and what is the principle of the model?**

A10. Net Promoter Score © that measures the level of consumer satisfaction with a brand and whether it has more promoters than detractors.