### SESSION PLAN

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

**ELEMENT:** Element 4 –The influence of buying behaviour theories on developing the marketing strategy

## **LEARNING OUTCOME 4**

**Discuss how consumer behavior theories influence the marketing mix (Weighting 25%)**

4.1 Discuss elements of the marketing mix and the impact of buyer behaviour on marketing mix decisions

4.2 Discuss the effect of post-purchase behaviour on the customers’ brand loyalty

4.3 Explain the brand’s ethical and social responsibilities in applying customer behaviour

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

**SESSION TOPICS:** Session 1: The elements of the marketing mix and the impact on buyer behaviour

Session 2: The effect of post-purchase behavior on the customers’ brand loyalty

Session 3 The brand’s ethical and social responsibilities in applying customer behavior

**Note to tutors: these are the recommended session outlines for element 4, learning outcome 4 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: The elements of the marketing mix and the impact on buyer behaviour

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| **Approx. duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **4 hours** | **Review of LO3:**  **The value of research in providing insights into buying behaviour**  **Class activity Element 3 Class Quiz** | Facilitate: **Activity 1 Element 3 Class Quiz**  Start the session by briefing students on the pop 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. **You can find the answer sheet at the end of this session plan.**  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.  Then facilitate **Activity 2: Session reminder from Element 3, session 3**. |  | **Activity 1 Element 3 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.  **Complete Activity 2: Session reminder from Element 3, session 3** | **5UBCB E4 LO4 Activity 1 - Class quiz**  **5UBCB E4 LO4 Activity 2 – Reminder Session 3 Element 3** |
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| **Debrief homework task** | Facilitate: **Class discussion on Activity 10 (homework) from the last session.**  Ask students what they found from visiting <https://youtu.be/E6nZiGIr8VQ>  Encourage them to share their notes about what they learned most.  Provide constructive feedback and support where needed.  Bring the discussion to a close by highlighting the power of data to help marketers make decisions. | 12 | Contribute to the **Class discussion** with homework feedback.  What did you find from your research into the <https://youtu.be/E6nZiGIr8VQ>  What aspects of the video stood out the most for you and what are your thoughts about the trends and changes in media channels that most stood out to you? How have consumer behaviours changed? |  |
| **Introduction to sessions and learning outcomes** | Facilitate**: Learning with PowerPoint slides**  **Use 5UBCB Tutor Presentation E4.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. |  |
|  | **LO4 4.1**  **Discuss elements of the marketing mix and the impact of buyer behaviour**  Marketing strategies and consumer behaviour | Facilitate**: Learning with PowerPoint slides**  Explain the principle that marketers design their marketing strategies to reflect and influence consumer behaviour.  Recap on the marketing mix elements using the video provided via the arrow link on Slide 5 to expand the learning. <https://youtu.be/oMZMrnNWY-A>  Explain how the marketing mix is used to deliberately target a specific consumer segment and explore the five bases of segmentation :   1. Geographic 2. Demographic 3. Benefits Sought 4. Behavioural 5. Psychographic | 4-6 | Listen, make notes and ask questions as necessary. |  |
| Facilitate**: Class discussion.**  Ask students to look around the room and identify as many different consumer segments as they can, using the five bases as a framework.  Bring the discussion to a close by exploring their answers; provide feedback and identify any segments that the students didn’t manage to identify. |  | Contribute to **Class discussion**  Look around the room. How many different consumer segments can you see based on these five segmentation types you can see on the slide?  Make some notes and share your observations with the group. Give and get feedback from others in your group. |  |
|  | The Diffusion of Innovation | Facilitate**: Learning with PowerPoint slides**  Explain the concept of the Diffusion of Innovation and how marketers use it as a method to enhance their knowledge about their target consumer segments.  Ask students to watch the video provided via the arrow link on-screen to expand the explanation of the concept. <https://youtu.be/9QnfWhtujPA> | 7 | Listen, make notes and ask questions as necessary. |  |
|  | **Activity 3** | Facilitate **Activity 3.**  Ask students to work in pairs to read through the activity brief.   * Encourage them to study the case and to use the internet to further research the potential consumer segments for personal hand-held drones. * Ask students to share their illustrations and recommendations with other groups to give and receive feedback. * Debrief the activity by discussing the likely target consumer segments for the innovation and highlight the role of Early Adopters in the behavioural segments descriptions. |  | Complete **Activity 3.**  Read the brief for this activity and work in pairs to develop a picture of the ideal consumer segment for this innovative personal drone.   * Use the internet to help you research the probabilities and to support your arguments. * Share and compare your thoughts with other groups. | **5UBCB E4 LO4 Activity 3 - Flying high with the new ‘gesture drone’** |
|  | Facilitate**: Learning with PowerPoint slides**   * Explain the concept of the Value Proposition Canvas and how it is used by marketers to help them to align their products/services with the needs and wants of the target consumer. * Discuss the example given in the slide or encourage students to contribute their own. * Expand students’ knowledge by asking them to watch the video via the arrow link on-screen. <https://youtu.be/ReM1uqmVfP0> | 8 | Listen, make notes and ask questions as necessary. |  |
| Activity 4 - homework | Facilitate **Brief Activity 4 - homework**  Ask students to watch this video in preparation for the next session: <https://youtu.be/fzs0eR40dhU>  Explain that post-purchase behaviour is important to marketers because it drives consumer conversation about the brand.  Ask students to pay particular attention to the STEPPS model explained in the video and encourage them to apply it to their own post-purchase behaviour, making some notes to share with the group. |  | **Activity 4 – homework**  Watch the video that you will find on this link: <https://youtu.be/fzs0eR40dhU>  Pay particular attention to the STEPPS model that is explained as a framework for understanding consumers’ post-purchase word-of-mouth sharing.  Think about how this model applies to your own behaviours, making notes and giving examples that support your thoughts. Come prepared to discuss this at the next session. | **5UBCB E4 LO4 Activity 4 - The importance of post-purchase behaviour** |

**SESSION 2: The effect of post-purchase behaviour on the customers’ brand loyalty**

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| **Approx. duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **4 hours** | **Activity 5 Reminder Session 1** | Facilitate **Activity 5: Reminder Session 1**  Ask students to write down the three key learnings from the previous sessions that addressed the elements of the marketing mix strategy to identify the impact of buyer behaviour  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:   * PR Smith’s (1998) integrated marketing mix. * The process of segmenting customer groups based on purchase behaviour including the Roger’s Demission of Innovation theory (2003); psychographic and behavioural characteristics such as lifestyle, purchasing patterns and preferences, and levels of usage. * The impact of different customer behaviours on the marketing mix elements and how marketers develop strategies for products, and services to appeal directly to the target consumer.   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 the marketing mix strategy to identify the impact of buyer behaviour?  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 E4 LO4 Activity 5 - Reminder Session 1** |
| **Review of Activity 4 Homework** | Facilitate: **Class discussion**  Ask students what they found from watching the video from the University of Pennsylvania: <https://youtu.be/fzs0eR40dhU>  Encourage them discuss the STEPPS framework and ask them to share their own examples with the group.  Provide constructive feedback and support where needed.  Bring the discussion to a close by highlighting the power of consumers to influence opinions through social media and the relevance this has on post-purchase consumer/buyer behaviour strategies. |  | Contribute to **Class discussion** regarding Activity 4 homework.   * What did you learn from watching the video about post-purchase consumer behaviour? * Can you relate to the STEPPS model? Give some examples to the group of your own post-purchase behaviour. * Share and compare your thoughts with others in the group. |  |
| **LO4.2**  **Discuss the effect of post-purchase behavior on the customers’ brand loyalty** | Facilitate**: Learning with PowerPoint slides**  **Use 5UBCB Tutor Presentation E4.pptx**  Carry on the theme of post-purchase consumer/buyer behaviour by explaining the concept of the loyalty loop and the point at which consumers can fall out of the purchase journey.  Explore the three concepts of Comparative Assessment, Cognitive Dissonance and buyer’s remorse. Refer to the article provided in the arrow link on Slide 11 to expand on the topic. <https://www.digitalcommerce360.com/2016/08/11/shipping-your-way-post-purchase-happiness/>  Finally, reflect on the STEPPS model putting into context for students of the consumer journey. Review the video provided via the arrow link on screen 12.  <https://www.youtube.com/watch?v=fzs0eR40dhU&feature=youtu.be> | 9-12 | Listen, make notes and ask questions as necessary. |  |
| **Activity 6** | Facilitate **Activity 6.**  Ask students to read through the activity brief and to work in groups of 3 or 4 to develop a plan for driving positive brand reviews for Jupiter Tours.  Encourage them to develop a ‘plan on a page’ using one side of A4 paper to put down their thoughts.  Have groups share their thoughts and encourage discussion about their different strategies and approaches.  Provide positive feedback to the groups and draw the discussion to a close by highlighting the cost and brand benefits to brands of maintaining a positive relationship with consumers and buyers. |  | **Complete Activity 6.**  Read through the brief for this activity and work in groups of 3 or 4 to answer the challenge of turning around Jupiter Tours bad publicity.  Create a plan on a page using no more than one side of A4 paper that describes how you will recruit and retain brand advocates.  Share and compare your proposals with others in the group.  Give constructive feedback. | **5UBCB E4 LO4 Activity 6 - Turning around the fortunes of a bad brand** |
|  | **The benefits of effective consumer relationship management** | Facilitate**: Learning with PowerPoint slides**  Explain the principles of the CRM system including the three dimensions of process; technology and people.  Highlight the benefits for brands of promoting a positive, lasting relationship with consumer and buyers. | 13 | Listen, make notes; ask and answer questions as necessary. |  |
|  | **Activity 7 - homework** | Facilitate**: Activity 7 as homework**   * Ask students to carry out research and identify an example of a good and a bad example of ethical brand behaviour. * Encourage them to explore two brands that have been in the public eye, one because of its unethical behaviours and one because of its highly ethical approach to doing business. * Ask them to come prepared to the next session to discuss their findings. |  | **Activity 7 as homework**   * Use the internet to research and identify two brands that you believe represent examples of good and bad ethics in marketing. * Who has been in the media lately for unethical behaviour and who has been praised for being honest, ethical and decent? * Make some notes that include your sources of information and come prepared to contribute your findings at the next session. | **5UBCB E4 LO4 Activity 7 – Brands behaving badly** |

**SESSION 3: The brand’s ethical and social responsibilities in applying customer behavior**

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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 the effect of post-purchase behaviour on the customers’ brand loyalty.  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:   * Exploring different theories of customer behaviour including: * Customers’ post-purchase emotions and behaviours * How organisations develop strategies for managing consumer relationships (CRM) and improve brand loyalty * Brand responses to post-purchase dissonance and its impact on brand reputation, including the consumer complaint handling process; attitudes to deceptive marketing and the effect on repeat purchases.   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 the theories of the effect of post-purchase behaviour on the customers’ brand loyalty?  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 E4 LO4 Activity 8 - Reminder Session 2** |
|  | **Debrief Activity 7 - homework** | Facilitate: **Class discussion on Activity 7 homework**  Ask students to discuss the two cases of ethical and unethical marketing that they were asked to research at the end of Session 2.  Encourage them to share the research into the case studies; what did the brands do that was seen by the public as ethical/unethical? What were the consequences for the brand and how did it respond to public opinion?  Bring the discussion together by highlighting the need for brands to behave ethically throughout the marketing process, mix and strategy. |  | Contribute to **Class discussion** **on Activity 7 homework**  What did you discover in your research about the two cases of ethical and unethical brand behaviour?  What evidence did you find that these two brands have behaved well and behaved badly? What was the case study, the outcome and the impact on the brand as a result?  Share your research and the sources of your information, supporting your arguments with research data and a clear rationale. |  |
|  | **LO4 4.3** **Explain the brands ethical and social responsibilities in applying customer behaviour** | Facilitate**: Learning with PowerPoint slides**  **Use 5UBCB Tutor Presentation E4.pptx**   * Start the session by explaining the concept of corporate social responsibility and marketing’s responsibility to reflect the brands values and ethics. * Introduce the concept of the Pyramid of Corporate Social Responsibility (CSR). * Expand on the topic by watching the video in the link provided in slide 15. <https://youtu.be/u5t9Qv-dhmE> * Make the connections between CSR and the marketing mix and explore the key elements. | 14-15 | Listen; make notes; ask and answer questions as necessary. |  |
| Facilitate**: Class discussion**  Ask students to think of examples of how marketing needs to plan the marketing mix to be ethical and honest.  Encourage them to contribute examples of what brands should avoid for each of the 4-Ps. | 16 | **Class discussion**  Consider the 4-P’s that you can see on the slide and contribute examples of how you believe marketers should create ethical strategies throughout the marketing mix.  Can you think of examples of brands that have been unethical in each or all the 4 Ps? |  |
| **Activity 9** | Facilitate: **Activity 9**   * Ask students to work in pairs to read through the case study. * Encourage them to consider the marketing behaviours of the case study firm and to decide if they are any unethical behaviours that they can find in relation to the marketing 4-P’s * Ask them to prepare for a 30-minute class debate that discusses whether the firm is right or wrong in its strategies. * Debrief the activity by discussing the key points that students have made and compare these to the principles of CSR. |  | **Activity 9**   * In pairs, read through the case study about this fast-food chain and discuss between you what you believe is acceptable and unacceptable brand behaviour in relation to the main 4 marketing P’s. * Make some notes and prepare to debate with other groups about the rights and wrongs of the brand’s marketing strategy. * Use internet research if needed to support your arguments and to find examples that illustrate your key points. * Quote the sources of your research information to support your findings. | **5UBCB E4 LO4 Activity 9 - Is it wrong or just good business?** |
| Facilitate**: Learning with PowerPoint slides**  Introduce the main areas where legislation exists to protect consumers again unethical or illegal marketing  Ask students to contribute by identifying some of the benefits they see for brands that comply with these laws.  Highlight the power of the consumer/buyer and how pressure groups can heavily influence a brand’s behaviour.  Expand on the topic by watching the video in the link provided in slide 18: <https://youtu.be/WLkhECF4PYg>  Bring the topic together by discussing the consumer journey and the important touchpoints where consumers/buyers evaluate the brand and the product/service at every stage. | 17-19 | Listen; make notes; ask and answer questions as necessary. |  |
|  | **Activity 10 - Session 3 reminder** | Facilitate **Activity 10 - Reminder Session 3**  Ask student to work independently to write down all the themes and concepts that they can remember from Session 3.  Allow five minutes of thinking time and then ask students to swap their paper with the person sitting on their right.  Debrief the activity by reflecting on the key themes including:   * The concept and principles of CSR * The Pyramid of CSR * Ethics in the marketing mix * The four areas of consumer protection legislation * The power of consumer/buyer groups to influence brand standing and force political pressure * The consumer journey and brand evaluation at key touchpoints. |  | **Activity 10 - Reminder Session 3**   * What do you remember most from session 3? * Write down on a piece of paper all the key themes and concepts you can. You will have five minutes of thinking time and then pass your paper to the person on the right. | **5UBCB E4 LO4 Activity 10 - Reminder Session 3** |
|  | **Review of session and learning outcomes** | Bring the session to a close by reviewing the key topics covered.  Ensure that the class is fully briefed on the requirements for the assignment.  Support the class with question/answer sessions and revision sessions as required. | 20 | Listen; make notes; ask and answer questions as necessary. |  |

**Activity 1: Class quiz about element 3 - answer sheet (tutor only)**



**Q1. What is meant by the term Secondary Research?**

A1. Secondary research involves exploring existing bodies of knowledge to find information that could help answer the research question.

**Q2. What kind of information would you expect to get from qualitative research?**

A2. Qualitative research provides insights into respondent’s feeling, attitudes and opinions about the research topic

**Q3. Why would you hold a focus group discussion?**

A3. Focus groups are used in qualitative research to stimulate discussion about the research topic. The objective is to identify common themes in the conversation and capture the attitudes, opinions and feeling of the respondents.

**Q4. What does the acronym CoNVO stand for?**

A4. Context; Need; Vision and Outcome

**Q5. Why do marketers use the CoNVO framework?**

A5. The CoNVO framework is used by marketers to develop the data story; taking raw data to meaningful insights and conclusions.

**Q6. What is meant by the term ‘big data?**

A6. Big data is a term used to describe sets of data so large and complex that traditional data processing application software can’t be used to analyse them.

**Q7. What methods would you use to measure consumer preference for a brand?**

A7. Measuring consumer preferences requires quantitative research methods that provide numerical data for analysis.

**Q8. What is the definition of reliability and validity in research?**

A8. Reliability refers to the ability of the research to be replicated to produce the same results when applied again in exactly the same way. Validity refers to the research test or instrument is accurately measuring what it is supposed to be measuring.

**Q9. What kind of marketing information could you gather from internal research?**

A9. Internal data could include commercial reports; product information; customer data from call centre records; past research projects; past and current strategic intent.

**Q10. What are the four dimensions of consumer data protection?**

A10. Data security (keeping data safe); data access (restricting access); data storage (keep data clean); data usage (using data ethically and appropriately).