### SESSION PLAN

**COURSE:** ABE Level 5 Societal and Social Marketing

**ELEMENT:** Element 1: Social marketing for behavioural change

LEARNING OUTCOME 1

**Discuss the role and application of the social marketing practice for behavioural change programmes (25%)**

* 1. Discuss nature and characteristics of social marketing practices
  2. Discuss the role of marketing communication in behavioural change programmes

1.3 Discuss behavioural change programmes in relation to social marketing applications

**NUMBER OF SESSIONS:** Three - approximately fifteen hours in total, plus self-study

**SESSION TOPICS:** Session 1: Nature and characteristics of social marketing practices

Session 2: The role of marketing communication in behavioural change programmes

Session 3: Behavioural change programmes in relation to social marketing applications

**Note to tutors: this is the recommended session plan for learning outcome 1, element 1 of ABE Level 5 Societal and Social Marketing. 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: Nature and characteristics of social marketing practices

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **5 hours** | Introduction to marketing and theories | Assessment criterion 1.1  Use 5USSM Tutor Presentation E1  Introduce unit and structure with learning outcomes and assessment criteria  Session outcomes | 1-4 | Suggest early in sessions, students are put into action learning groups (ALG) so they undertake tasks and support each other through process |  |
|  | Definition and concepts | Input - Define marketing and social marketing   * **Marketing** is the process of planning and executing the product, pricing, promotion, and distribution/placement of ideas, goods, and services to create exchanges that satisfy individual and organisational goals. * **Social marketing** applies these principles to individual behaviour change to benefit individuals and/or society.   **Goals – what are they and what implications?**  **Terms – discuss the key terms.**  Brief Group Activity 1 and on completion, debrief it with input from the class. | 5-9 | **Group Activity 1**  Provide feedback to the rest of the class. | **5USSM E1 LO1 Activity 1 -**  **Global Issues** |
|  | Nature and characteristics of social marketing practices | Where is marketing used commercially?  Social Marketing v Advertising. What are the differences?  Psychological processes  Objectives | 10-12 | Make notes and ask questions as needed. |  |
|  | Barriers to social marketing | Example of barriers in social marketing - Why don't people recycle? – Write the question on board for the  Class Discussion. Facilitate class inputs. Bring out these key points in the debrief:   * People may not know that recycling facilities exist in their area, down the hall in their dorm or at the grocery store near their home. * Many people do not directly see the benefits of recycling, including improved air quality, energy savings and job creation. * People who are aware of the activity may see difficulties or barriers associated with it. * Having to take recycling to a drop-off center or not having a recycling bin next to each trash can may be seen as an inconvenience. * People do not see barriers yet do not alter their behavior because there is no direct benefit for them. * Barriers can be different depending on your community. Some areas may have curbside collection for every residence, while others may have only drop-off centers. * No matter how people recycle, multiple strategies and channels exist to promote recycling in any community. Here are some common barriers for recycling participation: * Convenience: “Recycling is not available at my home/apartment/dorm.” * Established habits: “I can’t remember to recycle.” * Beliefs: “Recycling is not important.” * Time: “Recycling takes too much time.” * Misinformation: “Recycling gets thrown in the trash.” | 13-14 | Contribute to the Class Discussion. |  |
|  | Social marketing includes:  Marketing mix in social marketing | * Insight – using UX (user experience) and market research to identify “actionable insights”. These are key pieces of understanding that will underpin the social marketing programme.   Give an example where UX is important (local and community use of technology, mobile phones etc.).   * Behavioural goals – aiming to change people’s actual behaviour, rather than just their attitudes. This can be done by setting out clear, measurable behavioural goals with specific timescales.   Discuss what is meant by ’consumer behaviour’ – why do people buy a product or service? How do we know?   * Segmentation – identifying audience “segments” which have common characteristics. These segments will inform the interventions appropriately.   The dividing up of a population in to groups by marketers – look at where this is easy and difficult in a community or population (examine age groups and look at how taste, wealth, likes and dislikes vary)   * Exchange – considering both the benefits and the costs of encouraging people to adopt a new behaviour. This will help maximise the benefits and minimise the costs, to create an attractive exchange. * Competition – finding out what else competes for the audience’s time, attention and inclination to change. Work with or learn from, the competition (look at TV advertising). * Methods mix – using a mix of methods to bring about behaviour change, including education, support, control and design techniques. * Psychology theory – using psychology and behavioural theories to understand human behaviour and inform strategy. Putting the customer at the centre of decision-making processes will allow a better understanding of the target audience.   Some of the classical, “old school” elements of commercial marketing can be seen in social marketing. For instance, they both share the key variables of the four Ps (and their sub-divisions):   * Product: quality, brand, premium, rarity, warranty, support, packaging, availability, proof, authenticity * Promotion: advertising, special offers, deals, discounting, direct marketing, direct mailing, e-shots, e-marketing, social media, discovery, channels, word of mouth, Facebook adverts * Place: retail, online, wholesale, direct sales, trade sales, e-Commerce, bartering – Market – Distribution * Pricing: Cost and benefits – Discount channels – Volume – Payment period – Credit – Bundling – List price – Rack rate – Price comparison sites – Premium pricing |  |  |  |
|  | Recap of session and learning outcomes | Run through session outcomes to demonstrate coverage. Question and answer session – suggest this could be done with students asking each other the questions to be answered by one of the other students. |  | Q&A involvement. Homework – to read and make notes about examples of social marketing. Prepare for the next session by reading the study guide. |  |

### SESSION 2: The role of marketing communication in behavioural change programmes

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | | **Learner Activity** | **Formative assessment** | |
| **6 hours** | Recap from session 1  Review of homework  Introduction to session topic | Assessment criterion 1.2  Use 5USSM Tutor Presentation E1  Session outcomes  Facilitate quick icebreaker to brainstorm the key learning points from the last session.  Review of homework / student feedback | | 15 | Contribute to the icebreaker to brainstorm the key learning points from the last session.  Review of homework / student feedback | |  | |
|  | The role of marketing communication in behavioural change programmes | Input - Work through social marketing application  **Campaign planning** - the importance of working through the alternatives and options in a social marketing campaign.  **Social marketing - audience**  **Social marketing – practical application to a case study**  Brief the Pairs Activity 2: healthcare application and major impact – work through this activity to define how it might work for reducing smoking in a community – with the alternative strategies discussed ad assessed and discussed. Then brief learners to complete it for a disease – with feedback to class.  Facilitate the feedback from groups in the class. Draw out key points.  Discuss the four approaches:   * Health education * Persuasion * Behavioural modification * Social influence | | 16 -28 | Complete Activity 2. | | **5USSM E1 LO1 Activity 2 -**  **Leading a Social Marketing Campaign** | |
|  | Affecting social problems with social marketing | InputSocial marketing as “the application of proven concepts and techniques drawn from the commercial sector to promote changes in diverse socially important behaviors such as drug use, smoking, sexual behaviour.  Discuss how this marketing approach has an immense potential to affect major social problems if we can only learn how to harness its power.” By “proven techniques” Andreasen meant methods drawn from behavioural theory, persuasion psychology, and marketing science health behaviour, human reactions to messages and message delivery, and the “marketing mix” or “four Ps” of marketing (place, price, product, and promotion). These methods include using behavioural theory to influence behaviour that affects health; assessing factors that underlie the receptivity of audiences to messages, such as the credibility and likeability of the argument; and strategic marketing of messages that aim to change the behaviour of target audiences using the four Ps.  Brief the Group Activity: Reducing dangerous behaviours.  Facilitate the feedback from groups in the class. Draw out key points. | | 29 | Make notes and complete theGroup Activity: Reducing dangerous behaviours | | **5USSM E1 LO1 Activity 3 -**  **Reducing Dangerous Behaviours** | |
|  | Nature and characteristics of social marketing practices | Input – Discuss nature and characteristics of social marketing practices.  Customer behaviour being key to marketing process.  Communication  The process for making a social marketing plan.  The behaviours of customers are key to success of a campaign.  **Analysis/Audit** - where are we now?  **Objectives** - where do we want to be?  **Strategies** - which way is best?  **Tactics** - how do we get there?  **Implementation** - getting there!  **Control** - ensuring arrival.  Brief Group Activity: Reducing litter.  Facilitate the feedback from groups in the class. Draw out key points.  Marketing planning | | 30-31 | Make notes and complete Activity 4 in Groups: Reducing litter | | **5USSM E1 LO1 Activity 4 -**  **Reducing Litter** | |
|  | Consumer insight and consumer psychology: | The study of consumers helps businesses, companies and organisations improve their marketing strategies by understanding issues such as:   * The psychology of how consumers think, feel, reason, and select between different alternatives (e.g., brands, products, and retailers) * The psychology of how the consumer is influenced by his or her environment (e.g., culture, family, signs, media) * The behaviour of consumers while shopping or making other marketing decisions * How limitations in consumer knowledge or information-processing abilities influence decisions and marketing outcome * How consumer motivation and decision strategies differ between products that differ in their level of importance or interest for the consumer; and * How marketers can adapt and improve their marketing campaigns and marketing strategies to more effectively reach the consumer now. | |  |  | |  | |
|  | Review of session and learning outcomes  Homework | Run through session outcomes to demonstrate coverage  Recap Question and Answer  Homework briefing – Activity 5 plus study guide review. | |  | Q&A involvement  Homework (Activity 5 plus study guide reading for the next session). | | **5USSM E1 LO1 Activity 5 -**  **Questions About Social Marketing** | |

### SESSION 3: Behavioural change programmes in relation to social marketing applications

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| **Approx.**  **Duration** | **Topic** | | **Tutor Activity** | | **Slides** | | **Learner Activity** | **Formative assessment** | |
| **4 hours total** | | Recap from session 2  Review of homework Activity 5 from previous session.  Introduction to session topics | | Assessment criterion 1.3  Session outcomes  Facilitate quick icebreaker to brainstorm the key learning points from the last session. | | 32 | Contribute to the icebreaker to brainstorm the key learning points from the last session.  Review of homework Activity 5 – feedback to class. | |  | |
|  | | Background | | Input - The Marketplace Model  The marketing concept  Explain models of marketing   * Production concept * Product concept * Selling concept * Marketing concept   Debrief the Activity.  Customer behaviour  Customer behaviour being key to marketing process  What are the key elements for understanding behaviour? | | 33-40 | Complete Activity 6. | | **5USSM E1 LO1 Activity 6 -**  **The Marketing Mix** | |
|  | | Social marketing in a community | | Input - How commercial model of customer behaviours works for social marketing  Facilitate a Class Discussion on the subject: ‘How can social marketing be applied to safety issues in a community?’  Bring out points such as:   * Systematic thinking by management * Better co-ordination of a company’s efforts * Development of performance standards for control * Sharpening of objectives and policies   Social marketing uses the benefits of doing social good to secure and maintain customer engagement. In social marketing the distinguishing feature is therefore its "primary focus on social good, and it is not a secondary outcome.’’  Not all public sector and not-for-profit marketing is social marketing. Public sector bodies can use standard marketing approaches to improve the promotion of their relevant services and organisational aims.  This can be very important but should not be confused with social marketing where the focus is on achieving specific behavioral goals with specific audiences in relation to topics relevant to social good (e.g., health, sustainability, recycling, etc.). | | 41-42 | Class Discussion | |  | |
|  | | Situational analysis: micro- and macro-environmental analysis | | Every business organisation is a part of the business environment, within which it operates. No business (however big or small) can function in isolation because there are many factors that closely or distantly surround the business.  These factors combine to make what is known as the business environment. It is classified into two categories, i.e. the micro-environment and the macro- environment.  The former affects the working of a particular business only, to which they relate to, while the latter affects the functioning of all the business entities operating in the economy.  Bring out key differences between micro and macro:  Micro-environment is the environment which is in immediate contact with the firm.  The environment which is not specific to a particular firm but can influence the working of all the business groups is known as the macro environment.   * The factors of the micro-environment affect the particular business only, but the macro environmental factors affect all the business entities. * The micro-environmental factors are controllable by the business. However, the macro-economic variables are outside their control. * The elements of the micro-environment affect the business directly and regularly which is the opposite in the case of the macro-environment. * The study of the micro-environment is described as COSMIC (Competitors, Organisation itself, Suppliers, Market, Intermediaries and Customers) * Conversely, PESTLE (Population and Demographic, Economic, Socio-Cultural, Technological, Legal and Political and Environmental) refers to the macro-environment. | | 43-46 |  | |  | |
|  | | Market research and social marketing | | Among the many views and definitions of how marketing is used, most confirm the importance of a structured process that is taking place. For any campaign, there must be an analysis of both customer needs and customer wants before it begins. Many marketing agencies use market research to determine this information. The application of this data refines the market offering, which in turn changes a products or service. Further information emerges about what the acceptable price might be (price points) and how it is delivered to the customer (the place and channels). It may be that there is a requirement to offer a “promotional” element.  Look at how market research is done in practice and examine the methodology – surveys, interviews and other methods. | |  |  | |  | |
|  | | Use of TCR | | One recent development that has gained traction with marketers is **transformative consumer research (TCR)**. It origins were in 2005, although market researchers have been studying consumer behaviour for decades.  The “ultimate” goal is the promise of greater profits through targeted advertising campaigns and better **return on investment (ROI)**. The research gives information to directly influence consumer behaviour and is heavily financially backed by marketing agencies and trade organisations.  Some have argued that there is a larger body of research required, to directly impact on the social problems and challenges including poverty, inequality, addiction and sustainability; they are the real focus of social marketers. They have lacked equal amounts of such generous funding and remain on the forgotten side of market research. | | 46 |  | |  | |
|  | | Review of session and learning outcomes | | Run through session outcomes to demonstrate coverage.  Run the Quiz Activity in class. Facilitate feedback and ensure key points are noted.  Homework briefing for pre-session reading for LO 2.1. | | 47-48 | Quiz Activity 7.  Homework (study guide reading for the next session re: LO 2.1) | | **5USSM E1 LO1 Activity 7:**  **Quiz** | |