### SESSION PLAN

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

**ELEMENT:** Element 2: Social marketing choices and consumer decision-making

**LEARNING OUTCOME 2**

**Assess the importance of social marketing choices and its relative impact on consumer decision-making (25%)**

2.1 Examine social marketing approaches from consumer behaviour perspective

2.2 Discuss the social marketing planning process in a consumer context

2.3 Discuss impact of social marketing choices in consumer decision-making

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

SESSION TOPICS: Session 1: Social marketing approaches from consumer behavioural perspective

Session 2: Social marketing planning process in a consumer context

Session 3 The impact of social marketing choices in consumer decision-making

Note: sessions are designed so that they can be ‘chunked down’ depending on delivery timetable

Note to tutors: this is the recommended session plan for learning outcome 2, element 2 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: Social marketing approaches from consumer behavioural perspective

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **5 hours** | Introduction to marketing and theories | Assessment criterion 2.1  Introduce unit and structure with learning outcomes and assessment criteria  Session outcomes | 1-4 | Remind students of their action learning groups (ALG) so they undertake tasks and support each other through the process. |  |
|  | Examine social marketing approaches from consumer behaviour perspective | Input - Social marketing focus   * Exchange time and money for benefits * Make an attractive offer / Create an awareness that the problem exists / Demonstrate the product’s benefits /Help lower the price * Theory and practice of Kolb * Importance of each Hierarchy of Need * What are the academic disciplines involved?   Brief the class on Activity 1.  Facilitate feedback from the class. Draw out key learning points. | 5-13 | Complete Activity 1 in pairs and share feedback to the class. | **5USSM E2 LO2 Activity 1 - How Exchange Works** |
|  | Consumer psychology and consumer behaviour | **Classroom discussion** of the following key areas of consumer psychology  The consumer psychology is different according to when they shop and make decisions about spending their money.   * How can you influence the customer with minimum knowledge by educating them about your products and services?   Give a local example of this for marketing a product in the community.   * How can you motivate the consumer’s buying behaviour, helping them decide in selecting between products, the importance of the product and how their decision will affect them? * How should the company improve their marketing strategy and marketing campaigns based on their focused consumer behaviour? * How does a single consumer decision affect a group of consumers that is a group of people?   Here a good example can be their friends, their family, etc. | 14-16 | Contribute to the class discussion and ask questions, where required. |  |
|  | Factors that change consumer behaviour | **This works as a class room discussion around giving examples they have seen for each major factor**  **Cultural factors**   * Culture is an important but complex area of human behaviour. It includes human social behaviour and society, our roles in society, the behaviour of the society, and its values, customs and traditions. Culture is an important factor influencing consumer behaviour. * **Sub-culture:** This is a group of people within the larger culture who share the same values, customs and traditions. Their values might be distinct and different from the main group but still share some of their ideas and maintain their principles. * **Social class:** There can be many different classes in every society. It is important to know what social class is being targeted for marketing as often the buying behaviour of a social class is quite distinct within a culture. Remember that it is not just the income but other factors that combine to make up the social class of a group of consumers.   **Social factors**  Social factors are also subdivided into the following.   * **Reference groups:** A reference group is any group that people use as a standard for evaluating themselves and their behaviour. As social beacons they have great potential for influencing consumer behaviour, although their impact will vary across products and brands. This group often includes an opinion leader. * **Family:** The behaviour of a consumer is not only influenced by their own motivations and personalities but also by their families and family members. A family can be two or more people living together either because of blood relationship or marriage or long-term commitment. * **Role and status:** People who belong to different organisations, groups or are club members, or part of families, will play different roles and have a certain status to maintain. These roles and status also influence their consumer behaviour as they decide to act and spend accordingly.   **Social factors**   * **Reference groups:** A reference group is any group that people use as a standard for evaluating themselves and their behaviour. As social beacons they have great potential for influencing consumer behaviour, although their impact will vary across products and brands. This group often includes an opinion leader. * **Family:** The behaviour of a consumer is not only influenced by their own motivations and personalities but also by their families and family members. A family can be two or more people living together either because of blood relationship or marriage or long-term commitment. * **Role and status:** People who belong to different organisations, groups or are club members, or part of families, will play different roles and have a certain status to maintain. These roles and status also influence their consumer behaviour as they decide to act and spend accordingly.   **Personal factors**   * **Age and life cycle stage:** The age of a consumer and their life cycle are two of the most important sub factors under personal factors. As people age, and there are changes in their life cycle, consumers’ purchase options and their motivation for buying products will change... * **Occupation:** Thejob or profession of a consumer affects the goods and services they are likely to buy. The work you do affects the different products and services you are interested in. * **Financial or economic situations:** The amount of money a person has will affect everything they can buy. If the economic situation of a consumer is not good or stable it will affect their purchasing power. So if consumers are feeling uncertain about their economic prospects, or the economy of a nation is suffering a loss, it will negatively affect their purchases or spending decisions. * **Lifestyle:** People originating from different cultures, sub cultures, occupations and social class have different styles of living. Lifestyle makes a statement about individuals and can confirm their interests, opinions and activities. Different lifestyles affect the purchasing pattern of consumers. * **Self-concept and personality:** Each individual in society is unique, with a different and distinct personality, which will affect their decisions as a consumer. The purchase of products and services will therefore differ from person to person.   **Psychological factors**   * **Motivation:** Motivation is responsible for activating the internal needs and requirements of the consumer. It can also be described as controlling the goals and needs of consumers. Motivation arouses and directs the consumers towards certain goals. These needs can be psychological needs, needs for security, social needs, self-esteem needs and also self-actualising needs. * **Perception:** Perception involves sensing the world and the situation around and then taking a decision accordingly. Every individual looks at the world around them differently, according to their own ability, judgement and capacity, and makes different decisions. * **Learning and experience:** Learning involves the research into different products and services before the consumer takes the decision to buy a product or service. It is now often done online and in groups. Learning and experience both again play an important role in influencing the consumer’s behaviour as it influences their purchase decision. * **Attitudes and beliefs:** Attitudes are a consumer’s favourable or unfavourable emotional condition or emotional feeling, and also the tendency to react in particular ways to certain actions and behaviours. |  | Contribute to the class discussion and ask questions, where required. |  |
|  |  | TCR – review meaning and effect  Use commercial marketing technologies and theory  Voluntary behaviour change  Targets specific audiences  Focus is on personal welfare and that of society  Do review learn apply – KOLB Cycle  Maslow’s Hierarchy of Needs | 18-20 | Make notes and ask questions, contributing to discussions. |  |
|  | Change application | If the branding and communication techniques used by the big corporations could be used for social good, how would it work? **Class discussion.**  Powerful targeted communication and adverts (think Facebook) are clearly gaining traction.  What are other methods of improving communication?  Think and list other social media strategies.  There are increasing numbers of examples where social marketing applications are being very successful in achieving positive behavioural change.  Many social marketing agencies are adopting high-end commercial communication strategies. However, there are some reasons why social marketing is not perfect as a strategy. One reason is the high cost of running a social marketing campaign – which is often hidden within a government budget.  The real cost and return on investment may be harder to analyse. The way that groups behave, in a sustained way, has also led to some negative feedback. Indeed, many people think that social marketing is the same as “selling” or “persuading” people to buy products that they do not really want. | 21 | Contribute to the class discussion and ask questions, where required. |  |
|  | Social marketing: summary | * It uses a systematic model to plan effective interventions * Based on understanding the consumer * Behaviour is key * Decisions based on data   Brief the class on Activity 2. Seek input from the class based on their responses. | 22 | Complete Activity 2 and contribute to the debriefing. | **5USSM E2 LO2 Activity 2 – The Buying Decision** |
|  | Recap of session and learning outcomes | Cover any questions.  Brief students to prepare for Session 2 as homework. |  | Q&A involvement  Homework is study guide reading for the second session (re: 2.2). |  |

### SESSION 2: Social marketing planning process in a consumer context

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | | **Slides** | **Learner Activity** | **Formative assessment** |
| **5 hours** | Recap from session 1  Review of homework  Introduction to session topic | | Assessment criterion 2.2  Use **5USSM Tutor presentation E2**  Session outcomes | 23 | Review of homework – questions to address in this session. |  | |
|  | Background | | Brief the class on Activity 3. Seek input from the class based on their responses.  Input - Planning phases for social marketing campaign  There are six traditional steps in social marketing. They are initial planning, formative research, strategy formation, program development, program implementation, and tracking and evaluation.  Although tracking and evaluation comes as the last step, they are things you should be considering even during the initial planning phase. You don’t want to design a program where you can’t keep track of the data. To do so provides no way of evaluating and knowing whether your social marketing plan was successful, and did you in fact change behaviour.  Who are the stakeholders?   1. Initial planning 2. Formative research 3. Strategy formation 4. Program development 5. Program implementation 6. Tracking and evaluation   Analysis of stakeholders in a community | 24-33 | Complete Activity 3. Share responses with the group.  Make notes and ask questions, contributing to discussions. | **5USSM E2 LO2 Activity 3 – Looking at Who Buys** | |
|  | Understanding consumers | | **Definition of stakeholder marketing**  This involves the design, implementation and evaluation of marketing initiatives so as to maximise benefit for all stakeholders such as customers, employees, shareholders (i.e., actors that operate in the business domain) as well as non-profits, the environment and society in general.  **Example** The recent U.S. initiative to replace disposable plastic bags with reusable cloth bags for grocery shopping is an example of stakeholder marketing. Although consumers need to buy the cloth bags the first time around, they feel better about themselves as they are seen to be contributing to a more sustainable planet. Retailers are better off as they reduce costs by not having to pay for the plastic bags, and finally, the environment is benefited too.  Invite ideas from the class about other examples of stakeholder marketing. | 34-36 | Make notes and ask questions, contributing to discussions. |  | |
|  | The 4Ps of social marketing  Segmentation in marketing  The STP Model | | 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:   * Product * Promotion * Place * Pricing   However, in social marketing, there are some subtle differences. These include the following.   * In social marketing of **“Product”,** there are some intangible elements to consider. These include ideas that allow concepts to be grasped and therefore bought into by the consumer. The importance of language in social marketing is seen in campaigns for public health and choice. * With “**Promotion”,** social marketing largely depends on the buyer’s “state” and whether they are ready to change a habit. It is more than social re-conditioning and requires an approach that alters the state of mind of the buyer. Thus, the style and nature of the marketing are selected to create a better way (more effective and efficient) in achieving the social objective required. * The social marketing approach to **“Place”** requires that clear outlets and channels are used so the audience can transcribe and translate their motivation into the changed behaviour and action. They need to be able to demonstrate their change, so as the social behavioural change can be sustained. * With the concept of **“Price”** in social marketing (which includes everything from money costs, opportunity costs, energy costs and psychological costs)   One of the ways of solving this problem is for social marketers to work on changing the fundamental perceptions of customers. This approach causes the target group to believe there are increasing benefits and cost reduction from changing their habits. An example is to look at the approach of price on the sale of cigarettes and its effect on attitudes and decision-making at the point of sale.  Input – Segmentation analysis  Start with a class discussion to determine what is meant by segmentation and its impact on customers.  The process of defining and subdividing a large homogenous market into clearly identifiable segments having similar needs, wants, or demand characteristics.  Its objective is to design a marketing mix that precisely matches the expectations of customers in the targeted segment.  Few companies are big enough to supply the needs of an entire market; most must breakdown the total demand into segments and choose those that the company is best equipped to handle.  Four basic factors that affect market segmentation are: clear identification of the segment,  measurability of its effective size, its accessibility through promotional efforts, and its appropriateness to the policies and resources of the company.  The four basic market segmentation-strategies are based on behavioural, demographic, psychographic, and geographical differences.  Brief the class on Activity 4. Facilitate feedback from the class. Draw out key learning points.  The STP Model consists of three steps that help to analyse the offering and the way to communicate its benefits and value to specific groups. STP stands for Segment, Target and Position as shown here.   * Step 1: Segment your market. * Step 2: Target your best customers. * Step 3: Position your offering.   This model is useful because it helps identify the most valuable types of customer and then develop products and marketing messages that ideally suit them. This allows the marketer to engage with each group better, personalising their message and selling more of their product.  One of the most important aspects of social marketing is to use the right methods and techniques to solve a problem, rather than just adopting any commercial strategies. Social marketing uses a range of potential solutions to effect change. These may include the following.   * Understanding and influencing the behaviour of customers using insights from research. * Changing the approach of a campaign to focus on real customers and getting engagement and participation. * Social marketing requires the active involvement of audience and creating change in behaviours and habits. * Social marketing understands that there is a choice in behavioural models and therefore it is an exchange process. * It requires a strategic plan that is sustainable over time, and is not a quick fix or tactical solution. | 37-41  42-50 | Contribute to the class discussion.  Complete Activity 4 and share with the class. | **5USSM E2 LO2 Activity 4 – Segmentation Analysis** | |
|  | Marketing research | | The function that links the consumer, customer, and public to the marketer through information.  The information is used to identify and define marketing opportunities and problems; generate, refine, and evaluate marketing actions; monitor marketing performance; and improve understanding of marketing as a process.  Invite the class to share their own experiences of marketing research.  Brief the class on Activity 5. Facilitate feedback from the class. Draw out key learning points. | 51-53 | Complete Activity 5.  Make notes and ask questions, contributing to discussions. | **5USSM E2 LO2 Activity 5 - Market Research** | |
|  | Review of session and learning outcomes  Homework | | Run through session outcomes to demonstrate coverage  Recap Question and Answer  Homework briefing - read study guide section 2.3. |  | Q&A involvement  Homework: study guide reading for next session (ref 2.3). |  | |

### SESSION 3: The impact of social marketing choices in consumer decision-making

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| **Approx.**  **Duration** | **Topic** | | **Tutor Activity** | | **Slides** | | **Learner Activity** | **Formative assessment** | |
| 5 hours | | Recap from session 2  Review of homework  Introduction to session topics | | Assessment criterion 2.3  Use **5USSM Tutor presentation E2**  Session outcomes | | 54 | Review of homework – questions to address in this session. | |  | |
|  | | Background  Life style changes and the marketing challenge  Attitude  Micro and macro marketing  Consumer behaviour models  Health promotion in social marketing | | Input – Consumer behaviour - Those activities directly involved in obtaining , consuming and disposing of products and services, including the decision processes that precede and follow these actions  **‘You cannot take the consumer for granted any more’**  Therefore a sound understanding of consumer behaviour is essential for the long run success of any marketing program   * Understanding and predicting consumer behaviour * Cause and effect relationships that govern persuasion and/or education * Post Modern – to understand consumption behaviour without any attempt to influence it   Brief the class on Activity 6. Allow up to an hour for completion. Facilitate feedback. Understanding consumer decision-making is the key to getting a strategy right for any campaign.  The professional marketer needs to understand consumer attitudes and the reason why communities choose to engage. It is a complex field in which to get objective results. The fundamental nature and understanding of the driving forces behind attitudes and subsequent choices is a hot topic. It starts with the many definitions of “attitude”.  Discuss the definition of attitude by Katz (1970), who defined attitude as “the predisposition of the individual to evaluate some symbol or object or aspect of his world in a favourable manner”.  Input - Micromarketing addresses the activities of individual firms -- how they identify the needs of the consumers and how they get their products into the hands of those consumers.  Rather than convincing consumers to buy products they do not need, a substantial part of micromarketing is conducting research to understand basic consumer needs.  Satisfying those needs revolves around the four P's -- product, place, promotion and price. Marketing seeks to build solid customer relationships in order to maintain repeat business for the benefit of the firm.  Macro marketing is the study of how society distributes goods and services. More than just the economics of supply and demand, macro marketing considers the social impact of issues such as advertising, pollution and misused resources.  Perreault and McCarthy identified eight activities that are universal macro marketing functions -- buying, selling, transporting, storing, standardisation and grading, financing, risk-taking and sharing market information.  People perform these functions to provide the goods and services that society wants. In an ideal world, these functions would be performed to maximise society's use of resources and minimise waste and environmental damage.  The result of much research into why consumers undertake certain action and engage in planned behaviour has been central to marketer strategy. They are interested in how the elements of attitude guide consumer behaviour. The research indicated the importance of the strength of expectation (value) – this was driven by consumer beliefs, that an action will have a specific consequence.  People are influenced by three main factors when they are deciding which product or service to buy:  • Prior preferences, beliefs, and experiences (P)  • Information from marketers (M)  • Input from other people (O)  Generally, one of these influencers will take precedence over the others; which one it is depends on the nature of your product or service and the demographic of customers. Once you have identified your primary influencer, you can fine-tune your marketing strategy to make best use of it.  There are many different models which try to explain consumer behaviour. As a result, it is very hard to put in place a successful social marketing strategy based on these diverse theories.  Discussion of the models of consumer behaviour:   * **Power and influence** from media, peers and family among other sources * **Awareness and understanding** by individuals of data and information * **Belief – Feeling – Intention** are some of the stages that consumers go through before buying a product or service   An example can be seen with a social marketing strategy for helping people to stop smoking. In order for an individual to stop smoking, they need to expect that this action will result in better health, greater wealth (reduction of expenditure) and increased levels of happiness. These are important to most individuals; therefore, consumers may develop a positive attitude towards the actual behaviour of stopping smoking.  However, in this example, there are more complex elements to creating behaviour change. These include the attitude of others (the peer group) and the cultural beliefs of groups and society. There is a desire to conform to these **“norms”** and expectations. This has the effect of reducing (or enhancing) an individual’s attitude towards stopping smoking. The other critical element is the concept of perceived control.  Write the barriers on the board.  A person may see huge barriers, thus preventing change. These are often expressed by an individual as:   * I can’t do it, and I will fail. * I don’t have the will power. * It is impossible for me to do this. * It is someone else’s fault.   The students may recognise these thoughts and these situational mind-set blocks are incredibly powerful. The understanding of this lack of self-control has added a new model to the mix, called “**the theory of planned behaviour**”. This is the belief of the individual that they cannot change, as they are a victim of the “power of addiction”. It has a significant impact on the attitudes of people that prevent them from trying any behaviour to stop smoking. | | 55-57  58  59-61 | Complete Activity 6.  Make notes and ask questions, contributing to discussions. | | **5USSM E2 LO2 Activity 6 - The Integrated Marketing Campaign** | |
|  | | Review of session and learning outcomes | | Run through session outcomes to demonstrate coverage  Facilitate Activity 7: Quiz  You can put the class into pairs for this – or they can answer individually.  Set homework as preparation for Element 3. Study guide reading. | |  | Complete Activity 7. | | **5USSM E2 LO2 Activity 7 - Quiz** | |