### SESSION PLAN

**COURSE:** ABE Level 6: Digital Marketing Strategy

**ELEMENT:** Element 2: Digital consumer buying behaviour

## LEARNING OUTCOME 2

**Analyse the changing nature of the digital customer (weighting 20%)**

2.1 Determine the characteristics of digital customer buying behaviour in different markets, sectors and cultures

2.2 Analyse the different stages of customer digital adoption

2.3 Apply the principles of the digital customer decision journey modelling

2.4 Justify an appropriate methodology for gathering customer insights to inform the digital marketing strategy

**NUMBER OF SESSIONS:** Four - approximately ten to twelve hours in total, plus self-study.

**SESSION TOPICS:** Session 1: Characteristics of digital customer buying behaviour

Session 2: The different stages of customer digital adoption

Session 3: The principles of customer decision journey modelling

Session 4: Gathering customer insights

**Note to tutors: these are the recommended session outlines for learning outcome 2, element 2 of ABE Level 6 – Digital Marketing Strategy. 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.**

### SESSION 1: Characteristics of digital customer buying behaviour

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 2.5-3 hours | Introduction to session and learning outcomes | Use file: **6UDMS Tutor Presentation E2.pptx**  Assessment Criterion 2.1 | 1-4 | Listen and ask questions. |  | |
| The digital environment | Facilitate feedback on **Homework Activity 5 from the last element.**  Ask learners to share their findings from Homework Activity 5:  Make recommendations as to how the organisation could develop a rich customer experience and interactive brand experience  Coordinate feedback.  Highlighting how organisations are able to connect with consumers on a more individual basis and the ability to interact in real time with them. | 5 | Contribute to discussion using your homework.  Listen and make notes. |  | |
| Changing nature of the digital customer | Background:   * In any marketing activity, the customer is the single most important factor. * Successful digital marketing will help attract and keep customers. * The marketer must develop a proposition which stimulates customer buying behaviour. * Digital marketing enables marketers to segment and target customers like never before.   Refer to the study guide for more information. | 6 | Listen and make notes. |  | |
| Facilitate a **Class discussion** to bring out the following points:   * Consumers using their mobile devices for search. * Demand for more choice. * Rise of vlogging and YouTube stars, live video and augmented reality. | 7 | Contribute to **Class discussion**:  “The majority of today’s consumers are actively personalizing their digital experiences and sampling niche content and video with increasing frequency” *Dave Friedman*  Discuss, listen and make notes. |  | |
| The differences between online and offline customer buying behaviour:   * Location * Time-poverty * Savvy consumers * Choosing who they listen too * Demand for quality * Their own media channels.   Refer to the study guide for more information. | 8 | Listen, make notes and ask questions as necessary. |  | |
| Digital natives (Prensky, 2001):   * A digital native is someone who has never known life without the internet, social media or computers. * Digital immigrants are those who were brought out prior to digital technology development.Refer to the study guide for more information.   Refer to the study guide for more information. | 9 | Listen, make notes and ask questions as necessary |  | |
| Facilitate **Small Group Activity 1**  Facilitate small group activity, answering any queries as required.  Coordinate feedback discussing some of the negative aspects about ‘going digital’ and whether these fears are valid. | 10 | Carry out **Small Group** **Activity 1**    “Research suggests that humans curb their online interactions in favor of live, face-to-face encounters.” *Lynn Helding*  Discuss the impact of the move to digital platforms on building long-term relationships with customers. Identify examples which you have encountered and think about how these have impacted on your relationship with the organisation. | **6UDMS E2 LO2 Activity 1 – Building long-term relationships** | |
| Digital buying behaviours – B2B and B2C  **Business to business**   * Individuals acting on behalf of the organisation targeting other individuals acting on behalf of their organisation * Buying decisions are task-orientated * Long and complex sales cycles based on numerous meetings * Deals are usually presented in private and details kept between the two parties * Strong seller-buyer relationships * Direct marketing channels such as trade magazines to target audiences * Uses principles of the marketing mix.   **Business to consumer**   * Organisations targeting groups of like individuals * Buying decisions are emotion led * Shorter sales cycles based on advertising, promotion and/or transaction * Details of the deal are public * Relationships built on brand loyalty * Personalised marketing * Uses principles of the marketing mix.   Refer to the study guide for more information. | 11 | Listen, make notes and ask questions as necessary. |  | |
| Culture   * “Culture is the collective programming of the mind that distinguishes the members of one group or category of people from others.” Hofstede (2011). * Culture is the complex of beliefs of human societies, their roles, their behavior, their values, traditions, customs and traditions. Yakup, Mucahit and Reyhan, (2011).   Refer to the study guide for more information. | 12 | Listen, make notes and ask questions as necessary. |  | |
| The impact of cultural background   * The consumer reaction to content, message or brand will be derived from their cultural background. * Cultural background of customers impacts their buying decisions and behaviour. * Cultural factors are based upon shared values and impact buying behaviour. * Habits and customs do need to be understood.   Refer to the study guide for more information. | 13 | Listen, make notes and ask questions as necessary. |  |
| Facilitate **Small Group Activity 2**  Coordinate small group activity, answering any queries as required. Draw the groups together to feedback their findings, discussing some of the differences between the cultures they examined and agreements about the cultural factors of consumers in the home nation.  Coordinate feedback. | 14 | Contribute to **Small Group Activity 2**  Compare the cultural background and cultural factors of consumers in your home nation versus that of another country. How do they differ and what impact do they have on consumer buying behaviour?  Listen and make notes. | **6UDMS E2 LO2 Activity 2 – Cultural background and factors** |
| Key trends and changes   * Changing face of the consumer * Geopolitical dynamics * New patterns of personal consumption * Mobile world * Structural industry shifts.   Refer to the study guide for more information. | 15 | Listen, make notes and ask questions as necessary. |  |
| Brief on **Homework Activity 3**  Read the article by Zhu et al (2017).  What impact does consumers’ perceptions of value have on buying behaviours? |  | Listen and ask questions as necessary  Individual activity as homework. | **6UDMS E2 LO2 Activity 3 – Perceptions of value** |
|  | Review of session and learning outcomes |  |  | Listen |  |

### SESSION 2: Different stages of customer digital adoption

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 2.5-3 hours | Introduction to session and learning outcomes | Use file: **6UDMS Tutor Presentation E2.pptx**  Assessment Criterion 2.2 | 16 | Listen |  | |
| Changing nature of the digital customer | Facilitate feedback on **Homework Activity 3 from the last session** exploring how ‘value’ is a slippery concept and appears to be moving towards a relationship basis rather than transactional value. | 17 | Contribute to **Class discussion**.  Listen, ask questions and make notes. |  | |
| Facilitate **Class discussion** drawing out:   * Growth assumption everyone has access to internet, not everyone does. * Older people – demographically and economically attractive consumers. * Problems with wifi access/signal strength not being adequate. | 18 | Contribute to discussion:  Who are the digital excluded?  Why should digital marketers care about those who have never used the internet or do not have access to it?  Listen, ask questions and make notes. |  | |
| Roger’s Adoption Curve (2003)   * Knowledge * Persuasion * Decision * Implementation * Confirmation   Refer to the study guide for more information. | 19 | Listen, make notes and ask questions as necessary. |  | |
| Targeting marketing communications:   * Innovators * Early adopters * Early majority * Late majority * Laggards.   Refer to the study guide for more information. | 20 | Listen, make notes and ask questions as necessary. |  | |
| Brief **Class Activity 4**:  Use a white board or series of flip charts on a wall marked into five sections: innovators, early adopter, early majority, late majority and laggard.  Give students flip charts or white board markets to add their initials or names and place where they think they are on the chart. Drive a discussion about why they placed themselves there, asking for examples of ‘adoption’ to tell stories of their choice of position.  When everyone has placed their post its/written their name add up the number of students in each section and determine whether it is similar to the bell curve/percentages in Roger’s model.  Coordinate feedback. | 21 | Complete **Class Activity 4**:  Identify and plot the entire class on Rogers (2003) distribution of adopters.  Listen, ask questions and make notes. | **6UDMS E2 LO2 Activity 4 – Distribution of adopters** | |
| The influence of opinion leaders and change agents:   * Opinion leaders can cost-effectively influence word-of-mouth marketing campaigns. * Opinion leaders exert a disproportionate amount of influence in persuading other consumers to make purchase decisions. * Opinion leaders are generally early adopters.   Refer to the study guide for more information. | 22 | Listen, make notes and ask questions as necessary. |  | |
| Brief on **Homework Activity 5**  Identify who you are influenced by.  Consider you peer-to-peer network and opinion leaders who you respect and persuade you to make purchase decisions. Who are they and why does their opinion matter to you? |  | Listen and ask questions as necessary.  Individual activity as homework. | **6UDMS E2 LO2 Activity 5 – Opinion leaders** |
|  | Review of session and learning outcomes |  |  | Listen |  |

### SESSION 3: The principles of the digital customer decision journey modelling

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 2.5-3 hours | Introduction to session and learning outcomes | Use file: **6UDMS Tutor Presentation E2.pptx**  Assessment Criterion 2.3 | 23 | Listen. |  | |
| Changing nature of the digital customer | Facilitate feedback on **Homework Activity 5 from the last session.**  Discuss opinion leaders and why they are influential coordinate feedback to focus on how this affects digital adoption. | 24 | Listen, ask questions and make notes. |  | |
| Facilitate **Class debate**  Split the class into two groups:  Group 1: Buying decisions are rational, logical and thought out.  Group 2: Buying decisions are based on in the moment impulsive, irrational decision-making.  Give them 10 minutes to prepare arguments, and then debate.  Debrief to draw out the following points:   * Purpose of marketing is to help customers make informed choices. * But emotion is an important part of the decision making process. * Also organisations want to encourage impulse purchases. * Irrationality however means the appeal to the emotional is more important that ‘selling’ features and benefits. | 25 | Contribute to **Class debate** in your allocated group.  Listen and make notes. |  | |
| Google’s moment of truth (Lecinsky, 2011)   * Stimulus * Zero moment of truth * First moment of truth * Second moment of truth.   Refer to the study guide for more information. | 26 | Listen, make notes and ask questions as necessary. |  | |
| McKinsey’s Dynamic Consumer Journey (Court et al, 2009)   * Initial consideration * Active evaluation * Closure * Post-purchase experience.   Refer to the study guide for more information. | 27 | Listen, make notes and ask questions as necessary. |  | |
| Brief **Paired Activity 6**  Coordinate paired activity, answering any queries as required. Draw the pairs together to feedback their findings. | 28 | **Paired Activity 6**  Compare notes on your last purchase. Use McKinsey’s Dynamic Consumer Journey to examine key touchpoints and your decision making process.  Listen and make notes. | **6UDMS E2 LO2 Activity 6 – McKinsey’s Dynamic Consumer Journey** | |
| Kaushik’s Consideration Stages   * See * Think * Do   Refer to the study guide for more information | 29 | Listen, make notes and ask questions as necessary. |  | |
|  | Brief on **Homework Activity 7**  Use Kaushik’s ‘See, Think, Do’ framework to evaluate a marketing campaign for an organisation with which you are familiar. |  | Listen and ask questions as necessary.  Individual activity as homework. | **6UDMS E2 LO2 Activity 7 – Kaushik’s ‘See, Think, Do’** |
| Review of session and learning outcomes |  |  | Listen |  |

### SESSION 4: Gathering customer insights

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 2.5-3 hours | Introduction to session and learning outcomes | Use file: **6UDMS Tutor Presentation E2.pptx**  Assessment Criterion 2.4 | 30 | Listen |  | |
| Changing nature of the digital customer | Facilitate Feedback on **Homework Activity 7 from the last session**:  Review the findings from the evaluations of marketing campaigns. Share learnings. | 31 | Contribute to discussion.  Listen, ask questions and make notes. |  | |
| Customer insights | Facilitate **Class discussion** drawing out:   * Difficulties in retaining loyal customers. * Market disruptors/new entrants are stealing once loyal customers. * Can’t be complacent, digital natives are more ‘promiscuous’ as customers. * Awareness of product/service issues. | 32 | Contribute to **Class discussion**:  Consumers are so fickle, it is impossible to really know your customers.  Discuss, listen and make notes. |  | |
| Poplar methods to generate customer insights:   * Data can be categorised as either qualitative or quantitative * Google analytics * Online focus groups * Empathy interviews.   Refer to the study guide for more information. | 33 | Listen, make notes and ask questions as necessary. |  | |
| The value of customer insights:   * Motivations * Preferences * Needs * Wants * Fears.   Refer to the study guide for more information. | 34 | Listen, make notes and ask questions as necessary. |  | |
| Brief on **Homework Activity 8**  Watch YouTube [The importance of consumer insight](https://www.youtube.com/watch?v=buVmh8eP1PA). Who is influencing whom? Is it consumers who are influencing organisations or is it organisations who are influencing consumer buying behaviour.  Give reasons for your answer. |  | Listen and ask questions as necessary  Individual activity as homework. | **6UDMS E2 LO2 Activity 8 – Who is influencing whom?** |
|  | Review of session and learning outcomes |  |  | Listen |  |