

DIA

DIA Regional Roadshows Spring 2013

Welcome

The choice of the
professional instructor

Agenda

- 1.00pm Welcome
Industry News and Updates**
- 1.15pm Workshop One – Online Marketing**
- 2pm Workshop Two - GDE (Goals for Driver Education) Matrix**
- 2.30pm Coffee Break and GDE breakout activity**
- 2.50pm Workshop Two continues**
- 3.15pm Open Q & A session**
- 4.00pm Close**

Online marketing – spreading your net wider

Carly Brookfield, Head of Membership Services

Key Online Marketing Channels for ADIs/Driving Schools

- Own website
- Online advertising tools such as Google Ads
- Display Advertising and editorial content on other websites
- SEO/SEM
- Social Media
- Directory listing
- Emarketing campaigns



Own website – starting from scratch and using a web developer

- Does the website come with a content management system?
- What happens if changes are required to the initial design?
- If they mention SEO see if you can find their other websites for particular keywords
- What kind of after-development support is provided?
- Portfolio, client testimonials, how long have they been in business,
- Google them!
- Can they help with other marketing material?
- How do they test on different browsers?
- What security features are used?
- Is the website database backed up?
- Will you create your own unique design or customize existing design frameworks?
- What about hosting?
- Domain names and registration

Own website – starting from scratch and developing yourself?

- Various online build you own options and you don't need to be a web programmer
- Moonfruit. Go-Daddy, 1and1 are all big brands in this marketplace
- Easy to use guides
- Some of same rules and questions apply as if you were working with a web designer



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Essential web design

- **Mobile** and tablet version of your website
- **Content Management System** (or CMS)
- **Metatags** – key descriptors of you site's content
- Unique, accurate page titles
- Have a Site Map. People may not use site maps to navigate web pages but search engines do
- Have clear and obvious **navigation** – think of the user journey, least steps possible to find information and make actions
- Avoid 100% flash web sites, search engines find it difficult read, people are impatient
- Avoid music
- Keep text above the fold
- Think about use of colour and text size fonts – doesn't just need to be attractive, needs to be readable and also needs to comply with legislation
- Does it echo and reflect your brand so you generate brand recall?

Desirable web design

- Use images, video and enrich your content – search engines like enriched content
- Payment function
- Online booking and diary function
- Multi-platform instant publishing - technology which helps you publish across all your sites and social feeds at once
- Facebook, Twitter and other social media links



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Essential content

- **Contact details** must be prominent on every page
- Clear positioning statement about what you do– **your label on your can**
- Explain how you can help visitors to your site, whilst incorporating important **keywords** and keyword phrases –helps both the user and the search engine decide whether what is relevant to them or their browsers
- Allow room for at least 50 words but more preferably 100 words
- Search engines regard the first 100 words on a web page as the most important for evaluating what the page is about and rank it accordingly
- **Keep it fresh and interesting** so people have reasons to come back



Desirable content

- **Pricing** or idea of ballpark costs of your services
- People profile - qualifications, accreditations, awards and experience plus personality
- **Testimonials and case studies**
- Credibility Logos – i.e. DIA brand, DSA etc
- Success rate
- Any offers or incentives
- Tips, **news** and **advisory** articles about learning to drive
- Blogs – pupils, and your own
- Links to other useful sites

‘A tree falls in the forest...getting your website seen’

- 97% of consumers search for local businesses online – will they find you?
- You can build a perfect website, but its content can remain invisible to search engines unless you promote it.
- Search technology relies on the metrics of **relevance** and **importance** to display results
- Search engines still needs humans to like/want and seek out what you offer to gauge popularity and relevance and rank it highly
- An SEO strategy is more than just the set up of metatags, keywords and use of Google Ads
- Develop your website with the user in mind, and search engines will like it too
- Use free online resources – Google Webmaster Tools
 - **Google Places**
 - **Google Alert**
 - **Google Website Optimizer**
 - **Google Analytics**

**Users and search engines
love originality...**



Make a splash and standout

‘I’ve got a website and I’m not afraid to use it!’

- Email campaigns
- Enewsletters
- Advertise your online presence - in your branding and marketing? Car, business cards, flyers?
- Make sure your domain name is memorable - as you whizz past or you’re parked up can they see it and remember it/type it into search quickly?
- Use other marketing channels to fuel your SEO and drive traffic to you
 - PR
 - offers and incentives – only available online?
 - social media
 - enriched content
 - links to and from other sites your target audience use
 - blogs – yours and your pupils

Customer service and marketing tool

- Use it to also manage and increase efficiency of customer service/cut down on admin etc
- You're in the car teaching – your website and emarketing channels need to work as customer service channels
- **Incentivise/encourage online bookings and payments**, possibly even initial enquiries



Search Engine Marketing - 'paid for' SEO

- Promotion of websites increasing their visibility in search engine results
- **Google Adwords** – you chose the phrases and keywords most relevant to your product, service or audience, Google pushes them for you
- If unique enough and not much competition even a one month campaign can boost **SEO** for months – hence **originality** overall so important
- Yahoo Search Marketing and Microsoft adCenter other options
- There are four categories of methods and metrics used to optimize websites through search engine marketing
 - **Keyword search and analysis** ensuring the site can be indexed in the search engines, using the most relevant and popular keywords to generate and convert traffic.
 - **Website saturation and popularity**, how much presence a website has on search engines
 - **Back end tools**,
 - **Whois tools** reveal the owners of various websites.
- **Paid inclusion** – paying for listing in search engines, normally annual fee
- **Pay per click (PPC)**– advertising on other sites where you paying for volume of traffic clicking through on adverts

Monitor it

- Analytics are not just for geeks
- It's free!
- Understand your visitors and what they do on your site
- Check positioning and ranking in all major search engines
- Regularly Google your site and all brands/names associated with your business
- Google and monitor competitor sites
- Search on what users would search for, not just your business name and see where you appear
- **Eyetracking** – where do people look on your site? ClickHeat is a free open source heatmap statistics application.
- **Click Mapping** – this refers to where people click. Click Mapping can provide an invaluable insight into what your visitors do and what they are thinking.
- **Monitor source of all enquiries/business** - how many cite your website or emarketing channels as source?
- **Reputation management**

Social Media Marketing

- **Social media marketing** - process of gaining web traffic or attention through social media sites
- **Twitter**
- **Facebook**
- **Foursquare** - location based social networking website, where users can check into locations via their smartphones.
- **Instagram** - free photo-sharing program and social network - 100 million registered users.
- **Blogs**
- **LinkedIn**
- **YouTube**
- **Groupon and similar** – voucher based sales to subscribed community
- **Freecycle** - exchange/barter based community of subscribers



Social Media Marketing – Free Stuff

- Create content that attracts attention and encourages readers to share it with their social networks
- Offers and incentives
- News
- Success stories, passes
- Student blogs
- Competitions
- Surveys
- Anything that can go viral – shock and awe campaigns (though be aware of the pitfalls)

Social Media Marketing – Paid For

- Facebook and Twitter, in fact most social media channels, now offer advertising options
- Facebook surveys, sponsored content, games and giveaways
- Facebook also 'sell' user data based on behaviours in Facebook
- Twitter – pay to promote your tweets – good platform for new products and promotions
- Twitter 'Promoted Accounts' – pay for followers
- Groupon and similar promotions



Want to know more about online marketing?

Google™ it!

Goals for Driver Education (GDE) Matrix

- GDE Matrix was initially developed in the context of the EU's GADGET project, and later frequently updated.
- The GDE can be seen as 'best practice', as it was developed on the basis of the knowledge of risk conditions and learning processes.

The Goals for Driver Education

Level	Knowledge and Skills	Risk increasing Factors	Self-evaluation
Level V Social Environmental	Culture, legislation, enforcement, sub-cultures, social groups, group values and norms	Little or no understanding of how cultural / sub-cultural issues impact on driving.	How culture/ impacts on driving decisions / judgements
Level IV Goals for life and skills for living	Lifestyle, age, group, culture, social position etc. v.s driving behaviour	Sensation seeking, group norms, peer pressure	Introspective competence, own preconditions, impulse control
Level III Goals and context of driving	Modal choice, choice of time, role of motives, route planning	Alcohol, fatigue, low friction, rush hours, young passengers	Own motives influencing choices, self-critical thinking
Level II Driving in traffic	Traffic rules, cooperation, hazard perception, Automation	Disobeying rules, tailgating, low friction, vulnerable road users	Calibration of driving skills, own driving style
Level I Vehicle control	Car functioning, protection systems, vehicle control, physical laws	No seatbelts, breakdown of vehicle system, worn-out tyres	Calibration of car control skills

Base on the GDE, Hatakka et al and a presentation given by Keskinen 2010 NORBIT Conference

Level 4: Goals for life and skills for living

Personal motives that can influence:

- Attitudes
- Decision making
- Behaviour

Higher levels can be influenced by lower levels

Level 3: Goals and context of driving

- Type of car desired
- Type of journey
- Choices to drink and drive, or not.

Links with higher level

- Elements that affect decisions

Links with lower levels

- The level of risk assessed in level 2
- How well the driver will cope, level 1

Level 2: Driving in traffic situation

Mastering driving in traffic situations:

- Adjust driving to constantly changing traffic
- Identify and deal with hazards

Level 1: Vehicle control

Focus on vehicle control skills:

- Ability to control the vehicle
- Function, use and benefits of seat belts

Level 5: Social environment

Cultural and work related influences:

- An additional influencing variable to the existing levels
- Challenging values and beliefs
- Previously taught rules
- Meeting employer demands

The five levels define appropriate goals for driver education when combined with three key training areas:

- Knowledge and skills
- Risk increasing factors
- Self assessment

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Basic skills and knowledge a driver needs for normal traffic situations

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Drivers awareness of risk increasing factors:

- Fatigue, alcohol, peer pressure
- poor vehicle maintenance

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Drivers assessing own competencies:

- Self assessment is the basis on which a person makes decisions
- Young drivers tend to overestimate their driving skills

The third column (“self-evaluation”) refers to a process whereby an individual tries to get feedback on his or her personal actions from within the self. In the context of driving it is a matter of becoming, or wanting to become aware of personal preconditions and tendencies as well as skills and abilities regarding manoeuvring, coping in traffic, planning of driving, and life in general. In short, being able to perceive realistically one’s own role for the success of a driving situation. **Not only is self-evaluation seen as an important tool in driver training but also in the development of driving skills after training.**

(Engström et al, 2003, p.56)

The Problem

Discuss in groups the following collision:

A company car driver runs into a vehicle in front at a set of traffic lights. The time of the collision was 8.55 in the morning.

Try and identify as many possible causes for the collision as possible

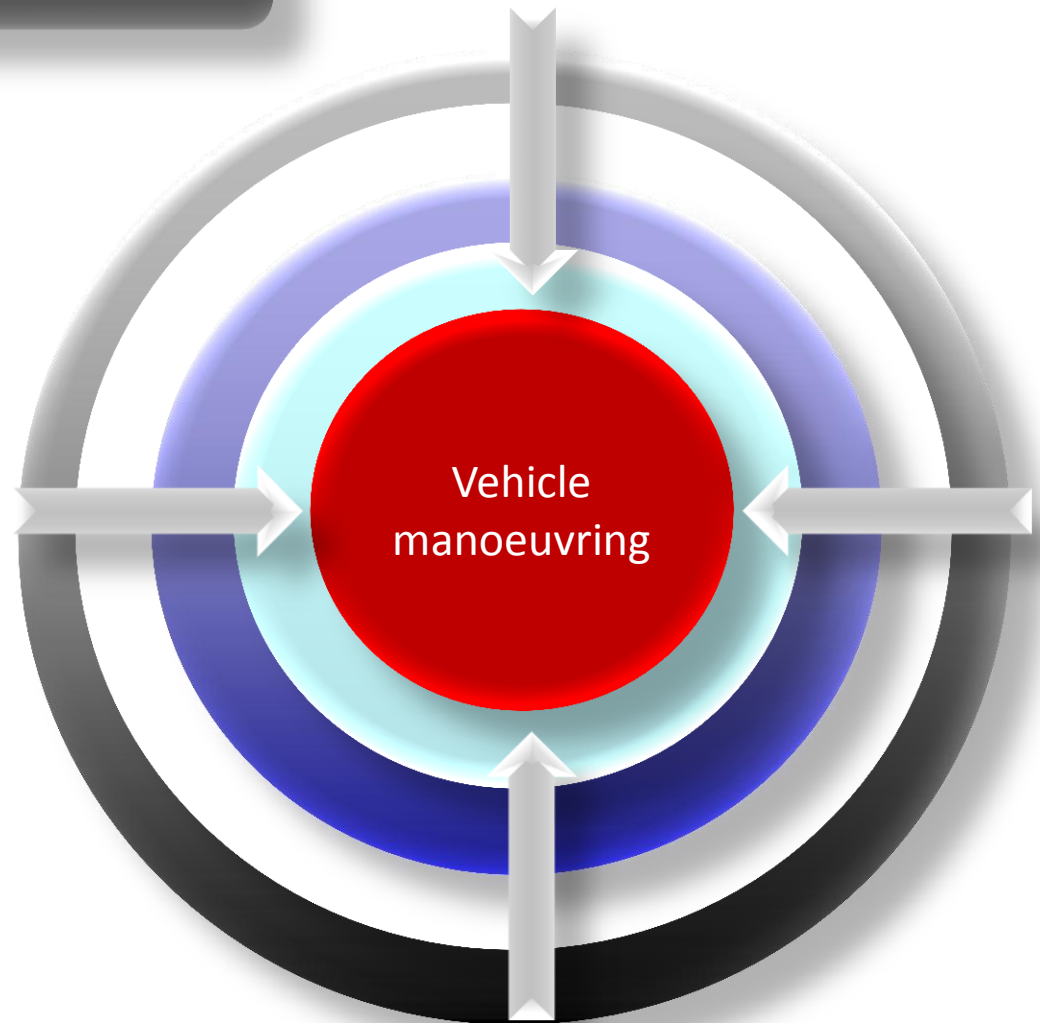
Next steps

Now, lets look at how your reasons for the collision would fit under the following headings:

- Organisation
- Personality
- Context of the journey
- Awareness of the traffic situation
- Vehicle skills

The Hierarchy

- **Company values (both official and unofficial)**
- **The driver is motivated by success**
- **They were time pressured**
- **Traffic related decisions were influenced**
- **Increased demand on their vehicle skills**



Summary

- The goals for driver training should inform all elements of driver education
- It is not simply a planning tool, it needs to be applied at an individual training level
- The aims should be to help the trainee to understand each level, how these relate to them personally and to develop appropriate coping strategies through the development of their own self-evaluation skills
- This is where appropriate coaching skills are needed by a trainer

Useful articles online:

GDE

<http://www.drivermetrics.com/2011/10/driver-beliefs-and-the-goals-for-driver-education-matrix/>.

Article by leading driver psychologist Lisa Dorn

Online marketing for small businesses

Google above as a start and host of good articles – keep to those with 2011 onwards dates as internet tools and methods progress so fast plus some I liked:

<http://www.marketingdonut.co.uk> – range of marketing resource guides for small business

<http://www.guardian.co.uk/small-business-network/2012/aug/14/small-business-benefit-social-media>

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