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**3D-APARTMENT MODELS AS SALES MATERIALS - HOW TO ACQUIRE BETTER
SALES RESULTS WITH PEDAGOGICAL METHODS. A CASE STUDY OF ZOAN**

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ABSTRACT

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3D apartment models sales materials based on pedagogy: How to acquire a better sales result. A case study of Zoan.

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Keywords: pedagogy, Bloom's taxonomy, Six facets of understanding, Self-determination theory (SDT), Sales funnel, Sales guidelines, Zoan.

This thesis studies the use of 3D apartment models as sales material produced by Zoan through the application of three pedagogical methods as well as the traditional sales funnel. The objective of the study is to discover a new pedagogical application into marketing and sales in the context of 3D apartment models. In a specific way, the aim is to suggest adequate advice to salesmen and to examine the differences in sales results in the application of the pedagogical model and the sales funnel model.

The empirical research adopted a mixed method design. Quantitative studies are conducted through surveys which were built on theory of SDT and qualitative studies are conducted on the basis of three interview groups corresponding with the three theories (Bloom's taxonomy, Six facets of understanding and sales funnel). The results of both studies would be analysed to test the hypotheses as well as to answer the research questions.

The results indicated significant improvement of potential hot sales leads of the two models (Bloom's taxonomy and Six facets of understanding) in comparison with the traditional sales funnel before and after the interviews. The finding provided reliability and validity to the use of the three pedagogical models into future study of customer learning and sales research.

TIIVISTELMÄ

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3D-asuntomalli myyntimateriaalina: kuinka parantaa myyntituloksia pedagogisten menetelmien avulla. Tapaustutkimus Zoanista.

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Tämä pro gradu- tutkielma tutkii Zoanin tuottamien 3D-asuntomallien käyttämistä myyntimateriaalina soveltamalla kolmea pedagogista menetelmää sekä myyntiputken menetelmää. Tutkimuksen tavoitteena on löytää uusi pedagoginen sovellus markkinointiin ja myyntiin 3D-asuntomallien näkökulmasta. Tutkimuksen tarkoituksena on ehdottaa sopivia neuvoja myyjille ja tutkia myyntituloksien eroja käytännössä pedagogisen- ja myyntiputken mallin mukaan.

Empiirinen tutkimus on toteutettu monimenetelmäisenä tutkimuksena. Määrällinen tutkimus toteutettiin SDT-teoriaan perustuvilla kyselyillä ja laadullinen tutkimus tehtiin kolmen ryhmän perusteella, jotka vastasivat kolmea pedagogista teoriaa (Bloomin taksonomia, kuusi ymmärryksen vaihetta ja myyntiputki). Molempien tutkimusten tuloksia analysoitiin testaamalla hypoteeseja sekä vastaamalla tutkimuskysymyksiin.

Tutkimustulokset osoittivat, että molempien pedagogisten menetelmien (Bloomin taksonomia ja kuusi ymmärryksen vaihetta) potentiaaliset kuumat myyntiliidit paranivat merkittävästi verrattuna perinteiseen myyntiputkeen ennen haastatteluja ja niiden jälkeen. Tulokset osoittivat luotettavuuden ja pätevyyden kolmen pedagogisen menetelmän käytölle tulevaisuuden asiakkaiden oppimisessa ja myyntitutkimuksessa.

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The time studying at LUT is approaching its end and it has gone by fast. I have enjoyed every bit of my study journey at LUT. The journey has given me the strength and confidence to pursue knowledge and make great friendships. However, it's time for me to move forward to a new chapter in my career path and prepare for fresh challenges ahead.

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Abbreviation

SDT	Self-determination theory
AR	Augmented Reality
VR	Virtual Reality

1. INTRODUCTION

1.1 Background

The promise of virtual reality (VR) is enormous and it's a born of technology and at its pure core is an organic experience that fully utilizes display technology and according Schnipper (2014a) since the birth of VR, it has opened a new way of human interacting with the surrounding environments and changed the way human conceives the ability of VR (Schnipper, 2014a) . However, its origin is still a dispute as it's a hard to formulate- the concept of alternative concept has been pawed for a long time, but the closet concept came to known only in the fifties when Morton Heilig wrote 'experience theatre' that could encompass all the internal sense thus, visionaries saw a possibility for enjoying movies in a close proximity to the onscreen activity (Schnipper, 2014b).

Fast forward to the end of the 20th century, researchers have developed better microprocessor technology and faster computers to the market, thus it paved ways for a rapid development of the world of the three-dimensional graphics which was later developed to the definition of virtuality reality concept (Mazuryk and Gervautz, 1999a). The technology has made rapid developments well into the 21st century and according to Milgram and Kishino (1994a) there are certain types of technology which can be defined as an artificial and entirely built by computer- so called 'digital environment', where users can experience the real environment (Milgram & Kishino, 1994a).

The physical boundaries in VR environment is minimal and thus can be easily exceeded. With that being said, VR eases the demand of human to faster and easier build models, however, implicating these models are pricey and even sometime impossible in the non-VR environment- real world (Tatli & Ayas, 2011), which are seen as a keystone foundation as well as developments from its ever first mention by Morton Heilig (Brockwell, 2016).

All the previous developments and changes have apparently turned out not enough to popularise the use of virtual reality or in other words, the vision simply did not match the means. It was not until the found technology of augmented reality (AR) that demonstrates a VR environment cultivates faster and easier to implicate than non-VR environment (Feiner, Macintyre and Seligmann, 1993) The technique of VR is based

on the achievement of see-through HMD that enriches the three-dimensional objects which are captured or portrayed (Mazuryk and Gervautz, 1999b). Additionally, the recent founder of Oculus- VR company, now well-known worldwide for its specializing in virtual reality hardware and software products (Schnipper, 2016c), the popularity of virtual reality has been spreading ever faster than now with its wide uses in all the domains of life from healthcare, education to real estate. (Drummond., et 2016). It's also considered a tool to obtain competitive advantage for enterprises.

VR certainly plays an important role in affecting buyers' housing purchasing decisions, especially for housing markets in Finland, where the pre-sales system is fast developing. The application of VR is extremely beneficial especially to real estate agents (Juan, Chen and Chi, 2018) as it utilises the preview options in VR environment that is adopted and enshrined in these agent's marketing strategy. Therefore, housing or apartment pre-sales visualisation is improved which provokes curiosity as well as interests from customers- this is the so-called true-to-scale environment.

The research area largely involves the sales literature which is known under the name of adaptive selling and according to Spiro and Weitz, sales approaches should be adapted separately to each customer or customer group (Spiro and Weitz, 1990). The focus of sales funnel and sales models has been on solving customer problems and while switching the focus to customer learning is such an emerging idea (Hibbert et al, 2012; Hollebeek et al, 2019). The research built and tested four versions of a typical sales to conceptualise our research findings- one representing the sales funnel and three others representing the concept of customer learning in marketing and sales approach.

1.2. Research question

The primary goal of this thesis is to demonstrate and complete a VR-based sales material for numerous properties projects. Specifically, the aim is to prove the application of pedagogical methods into 3D real estate's sales. The thesis presents a 3D apartment company provider- Zoan as case study. Therefore, the below main research question is set to address the thesis objectives.

Main research question: *How customer learning is supported by using pedagogical methods in comparison with the traditional sales funnel approach?*

Additionally, there are other sub-questions that were formulated as to demonstrate the relationship between the constructs in the research, and to provide clear insights into the application of 3D models in the field of real estate as well as its applicability in pedagogical teaching. The research question has been applying exclusively to the framework of the questions.

Sub-questions:

Q1: How do customers learn with pedagogical and sales funnel methods?

Q2: Do different sales methods generate different numbers of potential sales leads?

1.3. Preliminary literature review:

The aim of preliminary literature review is to introduce a brief overview on the existing literature reviews. This chapter focuses on summarising previous studies or researches about the improvement of sales materials by studying customers' acknowledgements on products/services by series of questions and its coordination with possible theories such as customer learning and emotional intelligence to review the progress of sales results.

Prior studies have investigated 3D visualization application in the field of real estate. The growth of housing demand across the globe has resulted in the rapid growth of new real estate projects and Finland has not been excluded so far from the trend which were showcased by several new project booms during the 90s and 2000s (Laakso, 2000). In order to meet the demand of the market as well as satisfy the customers, this research will examine several pedagogical terms such as Bloom's taxonomy, six facets of understanding and self-determination theory (SDT) as well as sales funnel approach. Pedagogy as a whole and these mentioned terms have been around and strongly been utilised in educational teaching to raise the interests of students. However, there is a research gap of pedagogical application into the field of marketing and sales, especially when it comes utilise these 3 theories to outline questions in marketing and sales (Bidabadi et al, 2016).

The intention to improve sales result has been rationally updating as rapid changes of the modern world have demanded for better teaching approaches (Bidabadi et al, 2016). Thus, to elaborate the advantages of teaching methods, I undoubtedly applied several teaching methods to study the experiences of customers towards the offered sales materials. Various theories of pedagogical methods have been addressed across several previous researches such as Bloom taxonomy, Six facets of understanding and SDT. The theories will look into how questions are being formed professionally and transactionally and where its role in a sales process actually helps to improve sales outcome. Theories of customer learning and emotional learning have been applied through different fields of studies including sales and marketing. These 2 theories will be elaborated further in the research to study the customers' behaviour as well as examine whether the study is applicable to be applied as sales material.

1.4. Key concepts and theories:

1.4.1. Bloom taxonomy:

Bloom taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity (Bloom, 1956). Throughout the years, the levels of the Bloom's taxonomy have often depicted or declined in the downturn, leading teachers and educational professors to encourage their students to enhance higher levels of thought (Saraswati, 2015). Bloom taxonomy has been studied and examined throughout much of its existence; thus, it has been curtailed, developed and reclarified. (Forehand, 2005, p. 2)

1.4.2. Six facets of understanding:

The Six facets of understanding are a non-hierarchical framework for understanding. The theory consists of 6 'domains' or 'facets' that are used measured tool to indicate the understanding (Heick, 2019). The six facets of understanding consist of six sub-levels: explanation, interpretation, application, perspective, empathy and self-knowledge.

1.4.3. Self-determination theory (SDT)

SDT is a macro-theory of human motivation. The motivation is presented by emotion and development that are accounted as factors to either help or anticipate the

assimilate and growth-oriented process. SDT maintains the students' basic psychological needs for autonomy, competence, and relatedness are well supported in the classroom, they are more likely to internalize their motivation to learn and to be more autonomously engaged in their studies (Niemi and Ryan, 2009).

1.5. Theoretical framework

Theoretical framework is the backbone of a research, which aims to guide the research and what empirical factors are determined to be examined as well as what kind of statistics that the researcher should focus on.

Theoretical framework is a collection of interrelated concepts and lays out what is the research context, which business-units are involved and what are the most important key concepts and their relationships (Borgetti, 1999). The theoretical framework will be based on three pedagogical teaching methods, which are purposely to draft the interview questions. Sales and marketing theories such as customer learning and sales funnels are employed to analyse the clients' behaviours and improve the sales capability of the organisations.

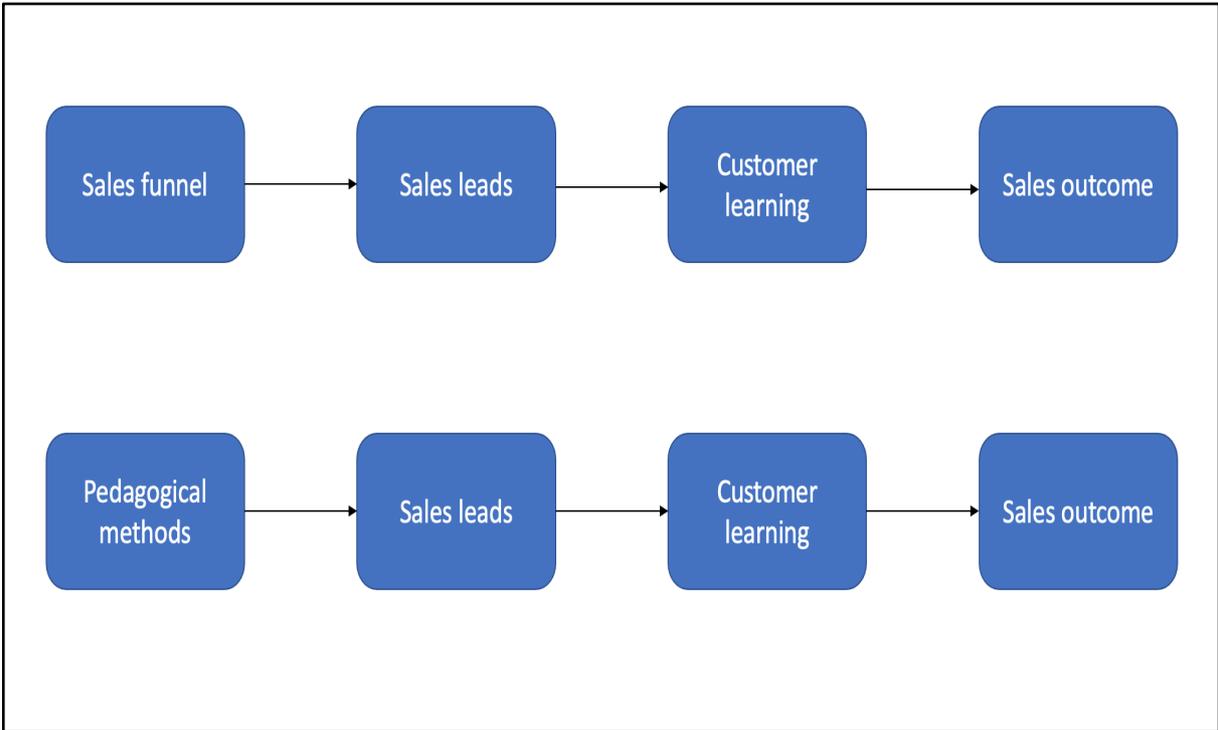


Figure 1 The theoretical framework of this thesis

1.6 Research methodology

This thesis is formulated by explanatory research with the approach of a mixed method to gather sufficient data in order to investigate the characteristics of the application of 3D visualisation in real estate sales material as well as the effect of using pedagogical methods in the sales process. The three pedagogical theories and the research questions are in need of quantitative and qualitative approach to test and collect sufficient data. The results are used to examine the 3D apartment models usage efficiency and the customer learning based on the three pedagogical methods.

Quantitative research is conducted by a series of survey questions which are based on the SDT theory as to the nature of the studies. As such, the purpose of this quantitative research is purposefully to validate one of the pedagogical methods - the SDT theory. The data collected from the questionnaire will be stored in the author's Google Drive and then analysed by Excel to and then studied carefully to verify the validity and reliability of the theory.

Qualitative research places particular emphasis on human experiences, perceptions and practices. Generally, qualitative research is based on the analysis of discussions and interviews related to the research (Ronkainen et al. 2014, p.82-83). Qualitative data is collected in a standardized way through a series of in-depth interviews with potential clients of Zoan, whose interests and experiences are well fit into the purpose of the research topic. In order to standardize the research for the purpose of pedagogical teaching, the formulated questionnaire techniques were followed by the definitions of several teaching techniques such as Bloom's taxonomy, Six facets of understanding and Sales funnel. The purpose of the qualitative studies is to collect sufficient data to prove the hypotheses of the three theories as well as answer the research questions.

1.7. Delimitation

This study will examine mostly potential clients who may be desired to be Zoan customers. The purpose is to study the development of their customers' journey and thus it's possible to obtain research results that are more valid and applicable to the business of Zoan in the future. As such, the findings from this study concern mainly

the Finnish clients and foreigners who have been residing in Finland for a long period of time, therefore the practicability and the reliability tie heavily with the Finnish market and thus benefiting any future research related to the Finnish real estate market.

The study is mostly to examine the three pedagogical methods and one so-called traditional sales funnel method. Concerning the theoretical point of view, the research is only examining these three pedagogical methods and the marketing/sales funnels and thus it guarantees the practicability and flexibility of the business.

1.8. Structure of the thesis

The thesis is divided into four parts: introduction, literature review, research methodology, research finding, discussion and conclusions. Firstly, the introduction starts off by outlining the background and motives for the research, which are well connected and support the highlighted importance of the study. Next off, the research question and preliminary literature review are shortly introduced and examined. The theoretical framework is presented by several theories such as pedagogical teaching methods, which will be used to conduct the research and relevant definitions pertaining to the theoretical framework are also discussed. Limitation is presented at last and the introductory chapter is completed with its discussions on research methodology.

The literature review dives deeper into the subject of the research in order to answer the main research questions. The three pedagogical theories (SDT, Bloom's taxonomy and Six facets of understanding) are reviewed within the boundaries not only the pedagogical context but also business context. The marketing/sales funnels are reviewed. The reviews of studies went on further demonstrating a huge research gap between previous researches and the proposed research topic in the context of pedagogy usage in marketing and sales, particularly in the field of 3D real estate model. By well-demonstrating the 3D theory and its application into real estate models, the reader of this study has the opportunity to get acquainted with the 3D technology and the themes being examined in this study.

In the next chapter - research methodology, mixed methods approach and research context as well as well the research design are discussed. The theoretical framework and the hypothesis are outlined and discussed. After that, data collection methods of this study are introduced: in quantitative studies, a survey is carried out to test the usage of SDT and to help to construct later interviews, which are the primary method in qualitative studies. Following by, the data analysis methods of the study are described. Then, reliability and validity of this study is examined, hence proving the possibility of the generalizability of the findings.

The next chapter presents the findings of the studies. The demographics of the survey respondents/ interviewees are presented such as age and language. The last chapter - discussion and conclusion summarises the research as well as discusses the findings. Following, the theoretical and practical contributions of the study are discussed. Lastly, the limitations of the study and possible future research are discussed and suggested.

2. LITERATURE REVIEWS

The purpose of this literature review was to identify what is available in current literature of pedagogical application into real estate sales and what the current research lacks regarding the application of pedagogy into sales and marketing.

2.1. Internal motivation of customers

Self-determination theory (SDT) is to apply to study the development of internal motivation of customers. The SDT theory would further observe the internal motivations of the customers. The SDT is to discover the motivation of customers which ingrain in human nature and thus it provokes human curiosity when there is motivation along with the contribution of the surrounding environment (Niemi and Ryan, 2009); acknowledges the controlling nature of institutionalised education, builds its application around externally imposed regulatory mechanisms to enhance learner motivation (Sun and Chen, 2010). The SDT theory would positively help the process of understanding customers much easier and more accurately. The SDT differs a type of motivation to another one and hence is able to retain its useful application when examining the motivation of customers such as catalysers, concomitants and consequences (Deci, Olafsen and Ryan, 2017).

SDT suggests that if learners' basic psychological needs for autonomy, competence, and relatedness are well supported in the classroom, they are more likely to internalize their motivation to learn and to be more autonomously engaged in their studies (Niemi and Ryan, 2009).

The table is a summarising table of the SDT theory as well as its descriptions.

Level	Description
Autonomy	Performance increases when people believe they are engaging in self-governed behaviours.
Relatedness	Coincides with feeling connected to others and or sense of belonging. Facilitate collaborative, active learning assignments that are part of the overall grading system but considered low-risk for failure may build student's confidence and sense of community.
Competence	Refers to feeling effective in the context of one's social environment.

Table 1 Summary of self-determination theory (adapted from Vanner, n.d)

2.2. The customer learning process

2.2.1. Customer learning

Within the study of the model of customer learning, there is little research regards to the model of customer learning in real estate, but more focusing on the customer learning in traditional service management. Thus, it might be generally challenging to conceptualise the process of customer learning in real estate. Up until in recent, researchers have studied the efficacy of firms in emboldening the process of customer's performance behaviours, which is found necessary in contributing for successful business's results (Dellande, Gilly and Graham, 2004).

2.2.1.1. The conceptualisation of customer learning theory

Recognising the importance of customer learning in the process of conceptualising sales materials, the conceptualisation essentially is deemed as an important role in the field of real estate. Focusing on the customer's learning, companies initially benefit largely from the customer's value creation as clients plays an essential variety of

aspects in the company's value such as being as a user, designer and disposer (Frow, Marginson and Ogden, 2010); Storback and Lehtinen, 2001). Companies play a vital role in supporting customers learning as the companies would provide the skills and knowledge to the customers about their products and thus increases the engagement in activities and create value of the company (Hibbert, Windkhofer and Sobhy, 2012a).

Some researchers have come to associate customers as resource integrators when considering customers create value (Hibbert, Winkhofer and Sobhy, 2012b). In the perspective of customers, the distinguishing between cultural, social and physical operant resources and between the material possessions and physical spaces that constitute the economic. (Hibbert, Winkhofer and Sobhy, 2012c). The purpose of purchasing intention and resource integration have long been studied and thus recognised the critical importance of customer learning, which promotes value creation. Researchers have forwarded the customer learning process by studying and understanding the impact of customer's capacity (Hibber, Wikhofer and Sobhy, 2012d). Therefore, customer learning should be upheld as a foundation that can be applied in available resources (Arnoud, Price and Malshe, 2006).

2.2.1.2. Customers' characteristics

According to Gibler and Nelson (2003, p.66), clients tend to have more selective reflections on those properties which match their previous imagination from lists of acceptable consideration sets. The mileage theory of attitude in social psychology have strong proven co-existence as well as existed similarities and hence, it constitutes a basis for customer decisions in purchasing process. Additionally, the purpose of goods and services being purchase is due to the benefits derived from their use.

Questions given during a 3D apartment model review would largely influence customers in the process of describing information and customers encounter through related exposures such as someone's sense, attention, interpretation, understanding, acceptance that are stored in memory regards to future decision-makings (McGuire, 1976). Customers usually seek and use information from given questions and provided information during the 3D property preview to draw their own conclusion (Gibler and Nelson, 2003, p.75). The experience and time length are taken into consideration when

previous purchases and satisfactions are evolved, which largely will have an effect on customer's reliance upon internal information. The following internal determinants are classified into Motivation, Perception, Knowledge and learning and Self-concept.

(I) Motivation is described the need or demand driving potential clients to buy or rent the good or service. Needs or demands are classified as utilitarian or hedonic/experiential. The desired buying and actual state of needs of customers would increase by time and thus this condition of arousal called a drive is activate (Gibler and Nelson, 2003, p.69). In the real estate market, buyers are more likely to simultaneously satisfy both the utilitarian need- space and the hedonic need- status. A define valuation model must consider whether the expected benefit is limited to financial rewards or it's free in the financial situation.

(II) Perception: according to Gibler and Nelson, perception evolves several steps to give human the sense of objects and these steps- so called 'stimuli' include recognising, selecting, organising and interpreting. Customers tend to select to be selective and be conscious towards the products at first contact and would reinforce and enhance their given existing beliefs from the first sight. Consumers tend to negotiate with their basic attitudes, motives and aspirations so that they don't conflict and hen the customers would interpret following this spectrum (Gibler and Nelson, 2003, p.69).

(III) Knowledge and learning: consumers who have their needs recognised are most likely to study the products/ services in order to satisfy the needs and thus, real estate marketers would design appropriate marketing materials for the target consumers in order to ease the learning process and gain potential clients. The consumers process pieces would process the given marketing materials, they would categorise the provided materials and then integrate it with the current knowledge of the consumers. The integration between the promoted marketing materials and existing perceived knowledge that occurs during the learning process and which will impact on the later perceptions (Craik and Watkins, 1973). The recognised need would more actively process information, which results in greater elaboration with others and the provided materials.

(IV) Attitude: describes the emergence of several evaluations such the cognitive beliefs, emotional effects and behavioural intention. The customers' attitudes are evolved from sequences of experimental experience with the products, which may later have an impact on the confidence of the of customers towards certain products from the same brand, however, Berger has suggested the direct experience results mostly in positive impact in comparison with indirect experience (Berger, 1992). The attitudes of customers depend on guide behaviours (Fazio and Zanna, 1978 and Berger, 1992).

The 'Extended Fishbein' model is well-known and also famous for its substitute as the 'Theory of Reasoned Action'- one of the most accepted framework of relationship between attitudes and consumer behaviour, stating that behaviour is best predicted by intention, whose attitude toward a behaviour subject to subjective norms influences person's behaviour. This model stresses subjective perceptions and evaluations of behavioural consequences rather than objective measures (Gilber and Nelson, 2003e). The concept of salience towards the individualisation of judgments is the consequences of behaviour (Gilber and Nelson, 2003f). The clients are somewhat interested in learning the 3D apartment model with a positive attitude and tend to more engage in various activities.

The combined theory of attitudes and intentions are most likely ensure informative predictors for behaviour measurement, which is used to apply at the time of behaviour occurring. However, the situational influences and unexpected events would have an impact on the attitudes of the consumers towards a product/ service (Cote, McCullough and Reilly, 1985).

(V) Self-concept: comprises organised set of perceptions and thus composed of several perception elements such as the understanding of one's characteristics and abilities as well as the understanding of oneself. (Rogers, 1951). Real estate could be previewed as a part of the extended objects that would help to form an define identity (Gibler and Nelson, 2003, p.72). Consumers chooses to preview their future home to determine for consideration of purchasing possibility or the preview simple awakes the association of their future home with the model.

2.2.2. Bloom's taxonomy

Bloom's taxonomy educates customers about products/ services by series of marketing materials; hence Bloom's taxonomy is most likely to bring a positive effect on the study result. Bloom's taxonomy is a highly regarded hierarchical organisation of phenomenal global educational objectives and its cognitive domain has long been utilised in order to improve pedagogy in several disciplines of sales and marketing (Ursani, Memon and Chowdhry, 2014a). Bloom defines cognitive skills and is flexible enough to justify the potentiality of applying knowledge to different and new situations. (Ursani, Memon and Chowdhry, 2014b).

The initial version of these six terms are knowledge, comprehension, application, analysis, synthesis and evaluation (Armstrong, n.d). According to Armstrong, the old version is structurally hierarchical, and every level follows or subsumes higher level. However, the terminology changes have occurred several times throughout its development, the six terms are technically changed from nouns to verb forms accordingly 'knowledge- remembering'; 'comprehension- understanding'; 'application- applying'; 'analysis- analysing'; 'synthesis- evaluating'; 'evaluation- creating' (Overbaugh and Schultz, n.d).

Level	Description
Remembering	Remembering: retrieving, recognizing, and recalling relevant knowledge from long term memory.
Understanding	Constructing meaning from oral, written, and graphic messages.
Applying	Carrying out or using procedure through executing or implementing.
Analysing	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organising and attributing.
Evaluating	Making judgements based on criteria and standards through checking and critiquing.
Creating	Putting elements together to form a coherent or functional whole, reorganising element into a new pattern or structure throughout generating, planning or producing.

Table 2 Summary of Bloom's taxonomy (adapted from Jack Coklin, 2001)

2.2.3. The development of customer understanding

The application of six facets of understanding is to test the level understanding of customers. The six facets of understanding are contrast with Bloom's taxonomy, which the understanding framework is a non-hierarchical sequence. The theory consists of six 'domains' or 'facets' that are used as understanding indicators (Heick, 2019b).

Grant Wiggins and Jay McTighe developed the first framework. The six facets of understanding theory's credibility that are proven to be valid, reliable and performance-based and have long-used in pedagogical teaching (Monga-Rallis, 2005). The primary purpose of the theory is support and boost the teacher's performance in evaluating and assessing student understanding. However, this theory can only be used to design assessments and create the activities designed to lead to higher level of understanding. The chart below demonstrates informative descriptions of every level of the Six facets and its application.

Level	Description
Explanation	This term is to ask students to tell the 'big idea' in their own words, make connections, show their work, explain reasoning, and include a theory from data
Interpretation	Ensures learners avoid the pitfall of looking for the right answer and demand answers that are principled and students are able to encompass as many salient facts and points of view as possible
Application	Ensures students' key performances are conscious and explicit reflection, self-assessment and self-adjustment with

	reasoning made evidence. Authentic assessment requires a real or simulated audience, a purpose, or a setting and options for personalising the work, realistic constraints and 'background noise'
Perspective	Ensures students know the importance or significance of an idea and to grasp its importance or unimportance. Encourage students to step back and ask 'what of it?', 'of what value is this knowledge?', 'how important is this idea?', what does this idea enable us to do that is important?'
Empathy	Ensures students develop the ability to see the world from a different viewpoint in order to understand the diversity of thought and feeling in the world.
Self-knowledge	Ensures students are deeply aware of the boundaries of their own and others' understanding able to recognise their own prejudices and projections has integrity- able and willing to act on what one understands.

Table 3 Summary of six facets of understanding (adapted from Wiggins and McTighe, 1998)

2.3. Sales funnel

Sales funnel is a decisive purchasing process, in which a client develops its interests through a few stages from the first impression to the final purchasing decision of the regarded product (Daniels, 2014) and the process composes of a few steps and activities such as planning, generating and filtering of potential sales with with the main objectives of transforming contacts into potential customers and potential clients into prospective customers and then prospective customers into actual customers (Grubljesic & Campa, 2016, p.75). According to Court and his research team, customers go through 4 stages of the funnel: Awareness, Familiarity (interest), Consideration and Purchase. However, there is no concrete standard form but rather varies from company to company (Grubljesic & Campa, 2016, p.76 cited in Court et al, 2009) and depends on your service (Cannon, 2019), other funnels could also be followed by: Awareness, Interest, Consideration, Intention, Evaluation and Purchase.

Awareness of products is the general knowledge that a product or its brand exists in the market. Consumers are searching for the general knowledge when the product gains their interests, which could lead to a future purchase in an expected or unexpected duration of time. An awareness queries would be the broadest of all the queries in the funnel (Jansen and Schuster, 2011, p.3). Interest is the process where the customers are engaging in an information seeking process to address a need, including determining the product confined by context factors, such as affordability of the product (Jasen and Schuster, 2011, p.4). Consideration is when customers would like to test the product and demonstrate a high degree of purchase interests (Grubljesic and Campa, 2016, p.75).

Intent, prospective customers demonstrate desire that they are intrigued in getting in the products (Zullo, 2020). Evaluation, the consumer defines a purchase set (options of possible products, services or brands) and deters a decision-making process among the purchase set (Jasen and Schuster, 2011, p5). Purchase: this stage is the final and is decisive for the customers. The consumer has made the decision to purchase with possible some comparisons between your products and others such as price, convenience, delivery (Jansen and Schuster, 2011, p. 8). In short, the actions are presented as the chart below.

Awareness	Marketing campaigns and consumer research (events, advertising, direct mail, viral campaigns, social media and search, media mentions).
Interest	Engagement and introduction to positioning (email, targeted content, classes, newsletters).
Consideration	Product information and specials (automated email campaigns, case studies, free trials).
Intent	Product demos and sales adds to nurture streams.
Evaluation	Marketing and sales work to prove their product is best.
Purchase	Sales transaction is completed.

Table 4 Actions in sales funnel (adapted from Zullo)

The concept of the funnel was used in a wide range of context, including both products and services. Researchers suggested companies should take use of this funnel to educate consumers their products for pertaining larger optimal purchasing decisions (Yu and Cai, 2007). All in all, the below chart shows literature studies that were used in the literature review and the author has done investigations throughout these literatures to portray the three pedagogical methods theoretically and practically. Each article was concentrated on a specific area of a research spectrum; therefore, it diversifies the research's literature review and provides high quality insights of the three pedagogical methods.

3. RESEARCH METHODOLOGY

The study applies mixed method research as its primary method. According to Aramo-Immonen (2013), mixed methods research is a research approach that is combining associating both qualitative and quantitative forms. Mixed method design provides researchers a rigorous approach to helping answer research question as the method is adequate in applying in questionnaire and interview research design. The researcher is acting as a bridge to construct and form forms of data (qualitative and quantitative) (Aramo-Immonen, 2013). Mixed methods as a research design are centered on the collection, analysis and mixing of qualitative and quantitative data in a single or multiple study (Yu, 2007).

Mixed methods have certain set of cores that describe mixed methods as it involves the collection of both qualitative (open-ended) and quantitative (closed-ended) data in response to examine the hypotheses in quantitative research and to act as framework in forming research question's conclusions. The merge of the two data collections are formed through merging data, connecting the data and embedding the data so that the merge would be well integrated in the later design analysis. (Cresswell, 2014).

Teddlie and Tashkkori (2012) have described some characteristics of mixed method research- "methodological eclecticism, paradigm pluralism, an iterative and cyclical approach to research; a set of basic research design and analytical processes; focus on the research questions in determining the methods employed within any given study; emphasis on continua rather a set of dichotomies; emphasis on diversity at all levels of the enterprise; tendency toward balance and compromise that is implicit within the 'third methodological community'; reliance on visual representations and a common notational system". The primary implication of mixed method research is that the combining of qualitative and quantitative approach results in a well-concluded insight of the research (Cresswell and Plano Clark, 2007). Mixed method design strengthens the validity and reliability of the research while limiting failure of research's credibility (Creswell 2014). Mix method research are the combination of different generated perspective of both qualitative and quantitative, hence the result of the research would highly interact with each other through the viewpoints of the two methods (Lund, 2012).

The author followed the explanatory sequential approach. According to (Cresswell 2014), quantitative research is first conducted, and analysed the results and the results later would be used to explain them detail with qualitative research, or in other words, the initial data results from the quantitative phase is analysed and then followed by the qualitative phase. Results from qualitative and quantitative may be differentiating from each other, applying mixed methods will give an additional reflection, a reformulated hypothesis and insight theory (Lund, 2012).

However, mixed methods are sometimes challenging to implement as they are complex methodology that is used to evaluate the interventions. Mixed methods studies are rigorously complex to plan and conduct. They require an extreme well-planning to describe all aspects of research, including the samples for qualitative and quantitative portions (Wisdom and Creswell, 2013, p.2). Therefore, getting the two of data integration during analysis is often a challenging phase for researchers. Mixed method studies are generally requiring a much larger sample size to obtain statistical significance than do qualitative and quantitative analyses (Wisdom and Creswell, 2013, p.4), which are fundamentally meeting goals of saturation.

As previously mentioned, the sequential research design was employed in this research and it poses certain significant challenges for the research such as quantitative phase faces difficulties of identifying the quantitative results, which later lead to explore the unequal sample sizes of each phase. For this particular research, three groups of people are tested in the second phase, which is the qualitative phase, therefore, the selection of participants to these three groups is required and it may be challenging for the researcher and the anonymity of participants in qualitative research arises restriction on participant selection.

Challenges threatening the qualitative data collection as the researcher and the interviewees may find difficulty in agreeing upon time and place for the interviews conducting, thus this may be most challenging for the researcher to collect qualitative data and in this such a case, the researcher may have to make quick timing decision for the qualitative data collection. The last major challenge is when the qualitative and quantitative data stand in opposition to each other; this is usually a very contradictory

findings of explanatory research design (Maxwell, 2009). Moreover, mixed methods research requires greater resources and time and commitments than single method study (Wisdom and Cresswell, 2013, p.4).

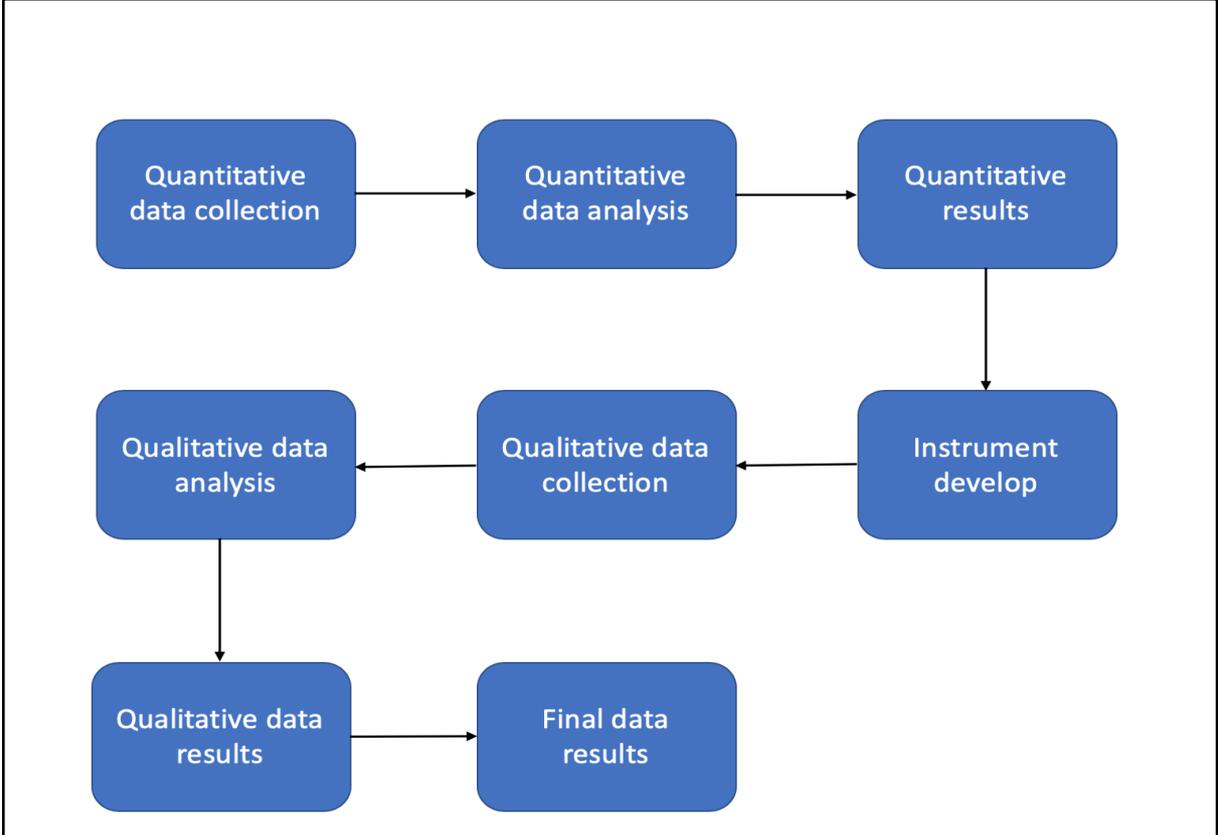


Figure 2 The research mixed method design

3.1 Research context

The research was conducted in the context of young potential clients for Zoan, who would be previewing 3D apartment models with an ultimate goal of successful property purchasing in the near future. As discussed in the introduction, Zoan is providing its customers (real estate agency) with complete 3D sales and cooperating with its customers to find out the effect of 3D apartment models on contributing successful sales. Zoan digital building 3D model can be utilised from the early stage- first models of architects to the interior designers’ finishing decisions (Zoan, a).

The model works as a bridge for virtual design and construction professionals and thus, enables them to communicate effectively with the clientele throughout the project. Acting as a communication tool between clients and the company, 3D models

marketing materials from visualisations, animations and floor cuts at Zoan are required to be accurate, therefore, they can be maximised at its uses as sales documents (Zoan, b). The impact of architectural visualisation continues to shape the method property companies use to market to clients, which have a direct effect on their sales and the 3D renders visualisation applications to real estate is gaining popularity therefore, the sales environment is more competitive than it has ever been. 3D model apartments have been gradually accepted by its clients in recent years as it models well the planned apartments or properties as well as it gives clients opportunities to see their future home decoration in multidimensional, rather than traditional papered-present.

In the context research, the researcher (Interviewer) would conduct interviews with the clients (Interviewee) primarily through Microsoft teams and telecommunication platforms so as to produce more effective results, the interview would be conducted with an appropriate length of time and the interviews are given Linkert scale questions. Likert scale consists of a 4- or 5- point order, in which on one scale is extreme agree (or strongly agree) and the other scale is extremely disagree (or strongly disagree) (Heikkilä, 2014). Further research has suggested that the Likert scale belongs to the ordinal scale where different classes of differential scale are set in a systematic organisation to measure the variables. The order scale is thus qualitative scale, in which the values of the variables are reflecting the qualitative difference between units (Nenonen et al, 2015).



Figure 3 3D bedroom model in a one-bedroom-apartment

(<https://rakennusteho.fi/kohde/ogelin-verso-i-helsinki/>)

The figure presents a walkthrough of a bedroom in a one-bedroom apartment.



Figure 4 3D model of a living room in a one-bedroom apartment

(<https://rakennusteho.fi/kohde/ogelin-verso-i-helsinki/>)

This figure demonstrates a living room walkthrough of a one-bedroom apartment



Figure 5 3D model of a living room in a two-bedroom apartment

(<https://rakennusteho.fi/kohde/ogelin-verso-i-helsinki/>)

This figure is a showcase of the living room and part of the second bedroom form far behind in a two-bedroom apartment.

The object of interviews are clients who are interested in purchasing property and desiring to experience preview 3D property. Therefore, the majority of interviewees are in the process of either considering home purchase or determining to make purchasing decisions. Criteria's selection of interviewees are presenting in the table below.

Criteria type	Selection criteria
Home purchase consideration	<ul style="list-style-type: none"> - Male and female - Age: 20-40 -Target: new graduates and considerably in young people - Having some form of experiences with real estate preview - The majority hasn't owned yet properties
Home purchase determination	<ul style="list-style-type: none"> - Male and female -Age: various but higher proportion of over 35 years of age - Target: permanent employees across various job positions - Having a well-understandings and insights on real estate market as well as solid knowledge of knowing what why wish for their home - The majority may have owned already properties

Table 5 Interviewees selection criteria

The interviewees were given materials in advance and asked to preview the materials (see Figure 4, Figure 5 and Figure 6), there will be time given to interviewees and ideally every interviewees should have a equal time frame to review the materials and as to produce an utmost qualifying interviews, the interviewees are encouraged to test out the 3D materials and compare it to previous experience with traditional sales materials. After previewing the materials, the interviews operate in the following way: first of all, the clients are designated into three different interview groups and the group designation is chosen randomly as to produce an equal sample size throughout the groups. Ideally, the sample size is about 7-10 interviews per group, thus altogether is about 30 interviews will be conducted throughout. Then, the researcher along with the

interviewees would agree upon time and place (preferably Zoom) to conduct interviews. The interviews are conducted within an agreed frame time limit so that it would not be either too short or too long and it largely also depends on the available time frame of the researcher and the interviews.

3.2. Theoretical framework and hypotheses

3.2.1. The three pedagogical methods

Cognitive psychology theory has been used in various fields thus is not new to researchers, however, there is very little research on the use of pedagogical methods, in particular, these three methods: Bloom's taxonomy, SDT and Six facets of understanding.

- **Bloom taxonomy:** according to Buckley and Exton (2003), the comprehension of learners by Bloom's taxonomy questions-based is able to reconfigure or reorder the material based on the relationship between the individual's ideas contained, which would extrapolate the material to make predictions based on this trends contained. The ability to identify appropriate abstractions and to use them. Thus, in order to check the robustness of the application of the method in questions forming, Mohammed and Omar (2020) conducted two datasets research with the classifiers to be examined and their research has suggested that the application of Bloom's taxonomy cognitive domain into the use of questions framework is effectively useful to analyse data and information. Moreover, Swart (2010) also suggests that the use of Bloom's taxonomy in the question's framework is also to distinguish between the the 2 types of questions in light of Bloom's taxonomy: the higher order questions knowledge, comprehension (Bloom, 1956); verbal information (Gagne, 1962). and the lower order questions application, analysis, synthesis and evaluation (Bloom, 1956); Intellectual skills (Gagne, 1962).

- **Six facets of understanding:** a successful learning outcome require high integration of content and well-designed assessments with an effective pedagogical method (Roth, 2007) and Six facets of understanding overcomes any impasse by providing concise and practical guidance to form questions. Wiggins and McTighe (1999) provides a framework that systematically allows forming questions. As the Six facets

of understanding provide a focus on identifying the enduring concepts and desired outcome, thus it allows an immediate contact between the given information and the taken information (Roth, 2007). The application of Six facets of understanding has gone beyond its initial pedagogical role- particularly in the role of radio advertisements and science podcast has been well developed under the application of the method (McTighe and Wiggins, 2006).

Therefore, a hypothesis of these two pedagogical methods can be formed as the following:

H1. The two pedagogical methods Bloom's taxonomy and Six facets of understanding are able to create more potential hot sales leads

- **Self-determination theory (SDT)**: according to Deci and Ryan, SDT theory was developed based on 'praise, or directives on intrinsic motivation'- these events are initially studied by experimental and field investigation (Deci and Ryan, 1980). Markland and his research teams suggested that the interests facilitating or undermining an inherent motivation would lead to theoretical and empirical investigations of behaviours of customers (Markland et al, 2005). According to Markland and his research team, SDT theory proposes that all behaviours can be understood as setting along a continuum ranging from heteronomy, or external regulation to autonomy, or true self-regulation as well as autonomous regulation. The human well-being plays a vital contributing role in regulating one's behaviour and Ryan and Deci pointed out that the feeling of well-being drives human to be more positive rather than being led by a controlled regulation to develop self-determination (Ryan and Deci, 2000). Thus, SDT hypothesizes as following:

H2. The pedagogical SDT method is able to detect customers' internal motivation through studying human behaviour on the three psychological needs

3.2.2 Sales funnel

The current sales funnel proposes a structure of six stages (Cobb-Walgren et al, 1995), however, it was unclear how the funnel should be applied to create more potential sales leads in the field of 3D real estate. Hence, the funnel hypothesizes as following:

H3: Traditional Sales funnel creates more sales leads but much fewer hot sales leads

3.2.3. Customer learning

Academics and marketers have been recently increasingly accepted that the value is essential to companies and companies only succeed when customer value is treasured (Heinonen et al., 2010). An organisation creates strategies to backing process of value creation which is conducted by providing resources that customers can study independently on their own or during interaction with company's providers (Grönroos, 2011).

Value creation is a part of customer learning and can only succeed if interactions between the firms and the customer smoothly occur (Grönroos, 2011). One of the most important factors of understanding this interaction perspective is that customers should acquire certain skills and knowledge in order to be effective in the process of learning (Hibbert, Winklhofer and Sobby, 2011).

The common means during the learning process are materials, seminars and professional advice (Xie, Bagozzi and Troye, 2008) which are considered primary means provided by the company. The success of learning process involves salesman ability (Hibbert, Winklhofer and Sobby, 2011). Despite all the current studies, there is a lack of theoretical research to study these common means and the interactions between firms and customers during customer learning process (Hibbert and Winklhofer and Sobby, 2011). The lack has even been more severe when pedagogy involves the process of customer learning though the cognitive ability of customer learning would benefit from the natural advantage of pedagogy application. Thus, we hypothesize as following:

H4: Customer learning conceptualised on the basis of pedagogy provides new sales guidelines approach

H5: Salesmen study the customer learning guidelines to reach better sales results

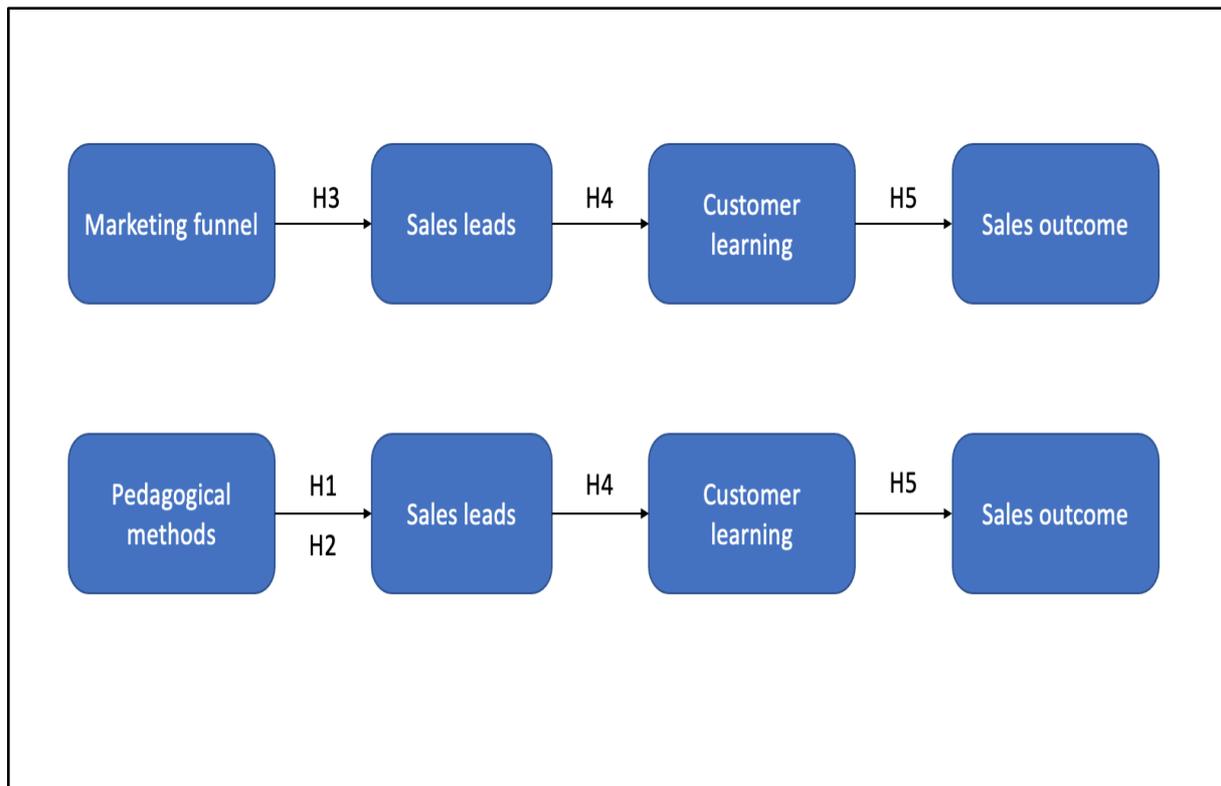


Figure 6 Hypothesized research model

3.3. Data collection

3.3.1. Qualitative

The data collection method was constructed on 'structured interview'. Interviews method is to help collect valid and reliable studies data relevant to research questions and the objectives of this thesis (Saunders et al, 2009, 318). The structured interview is ideal to refine ideas that are closely related to the research questions. The objectives of the qualitative are to classify the general pattern of the interviewees' responses. The interview centres on the selected topic whose primary objectives are to analyse and answer the research questions. The interview questions in this thesis were constructed in favour of understanding interviewees' capacities such as describing, comparing and

reporting. The construction is based on constructive questions and examples (Vilkka 2015, 125).

The structured interviews use questionnaires, which are based on 'pre-determined' and 'standardised' or identical set of questions. The questions were asked by the interviewers and the responses recorded (Saunders et al, 2009, 320). The interview consists of an average of 10 questions and all the answers of the interviews were recorded for the purpose of information analysis. Structured interviews were conducted with about 27 people in various age groups during the following time 07.09.2020-16.09.2020.

This was conducted to determine the purposeful intention of pedagogical methods as well as the application of emotional intelligence and customer learning to understand customers. The 27 ordinary interviewees were chosen based on apartment preview interest as well as purchasing intention. Hence, they consisted primarily of new graduates and entry and senior level professionals and even students. All of the interviewees were aged between 20-40. Apart from two interviewees who have already purchased their homes were allocated to 'conventional sales' groups, the remaining was randomly distributed to three different groups (Bloom's taxonomy, Six facets of understanding and conventional sales)- (see Appendix 1). The criteria to choose people among these groups are equally treated and presented above. Some of the questions are also drafted on the framework 'yes' and 'no'. The sales materials were introduced shortly by the interviewer and the 3D models viewing instruction was also given to the interviewees, which together lasts about 5 minutes. After that, the interview was started, which lasts approximately 15-20 minutes. Interviews are organised by both face-to-face and via live chat platforms such as Microsoft Teams and Zoom. As time and place had been agreed upon, therefore, the interview's logic and order of questioning may be very little varied (Saunders et al, 2009, 324).

3.3.2 Quantitative

Quantizing is to collect data in quantitative research. According to Sandelowski and his research team, quantitative or quantizing is defined by the process of assigning nominal or ordinal numerical values to the conceived data (Sandelowski et al, 2009). The transcribing coded qualitative data into quantitative data (Nzabonimpa, 2018) and

transforming qualitative data into numerical format (Collingridge, 2013) are required in quantitative research. Additionally, according to Nzabonimpa (2018) several approaches to quantizing data are introduced such as content analysis of qualitative data or quantizing of the qualitative codes into dichotomies. However, quantizing doesn't always come easy as quantizing largely involves with numerical values and thus the author took into consideration several factors to reduce the uncountable and the stripping qualitative of contextual and cultural meaning as well as loose the multidimensionality of the qualitative data. In short, this would actually avoid anything that is not amenable to numbers (Nzabonimpa, 2018). In practice, the process of quantitation was used to generate data for the SDT question type method.

A questionnaire was used to collect quantitative data for the research. Questionnaire is an effective tool to collect data without considering other methods and from a large sample of respondents. Preparing for the quantitative data collection, the author contacted 29 correspondents on Facebook Messenger between 1.9.2020 to 20.9.2020, of which are mostly Finnish-speaking and of 29 correspondents, 2 decided not to take part in and 27 agreed to join in. The questionnaires were drafted first in Finnish on 15th August and then back translated in English. No major difference nor errors were found on the back-translation and therefore, Zoan's supervisor approved the final Finnish and later English version. Both Finnish and English are made to be similar and are presented six questions each. The questions are drafted based on the Likert scale (1-5 with 1-'strong disagree' and 5-'strong agree').

3.4 Data analysis.

3.4.1 Qualitative.

Qualitative research is a rather flexible methodology. According to Rokainen (2014), qualitative research's aims are to concentrate on human experiences, perceptions and insights. Therefore, the qualitative research is largely based on the analysis of research-related interviews. All of the interviews are audio-recorded and subsequently transcribed into as written text though the research were typed-recorded at the same time during the interviews. The transcribing audio-recorded has been known for long-time consuming as it records whom and what was discussed during the interview. The tonal voice of the interviewees need taking account and the interviewees' non-verbal

gestures during the interview (Saunders, 2009, p.485). The data from audio recording would be again double-checked with the pre-typed text during the interviews. The transcribing would be organised in an Excel file and for the purpose of further analysis. All interviewees permitted to transcribe the audio-record to the written texts and once the written texts were completed, opinions can no longer be changed (Vilkka, 2015). The interviews were divided into three groups with different aims and insights; however, all interviews aim to provide clear insights into answering the three groups of questions.

When the transcription of data was completed, the data was then analysed through several means of summarising, categorisation and structuring (Saunders, 2009, p.490). Summarising is a process where you summarise the key points that emerge from the produced transcripts. The summary will compress long transcript statements into brief statements, where the main observation of the data would be presented (Saunders, 2009, p.491). Categorisation involves the classification or developing categories and labelling of data units, which means recognising relationships and further developing the categories. (Spiggle, 1994). Comparison demonstrates similarities and differences between interviews or in other words, across the data points and maps out unique characters if founded in some particular interview. By comparison, the interviews are measured into 'hot leads', 'warm leads' and 'cold leads' based on the answers of the interviews. Answers by question were individually evaluated followed by a measure scale- so called 'positive and negative'. If the answer is positive or shows interests towards the model, it will be categorised as hot lead; partly positive or the answer is unclear whether it's positive or negative, it will be selected as warm lead and cold lead is defined when the answer shows no interests. The final leads of a group were decided upon the sums of leads that a group holds, and the interviews' final leads followed the dominant lead-type in their answers.

Hot leads are the best types of leads because people tend to be closest to the buying stage of the sales circle, warm lead is a type of lead that shows interest in a product or service through providing contact details or signing up for newsletter and initial activities, cold lead determines when there is no any types of interests from the customers (Tom, 2020).

In the context of the research, the researcher would utilise the summary of the data to categories and structure the summary. The summary was categorised into three groups, which are in line with the initial three interview groups, thereby it would make the process of structuring the summary easier. The primary intention of this structuring is to make the comparison between groups and within groups much clearer and guarantee the transparency of the data.

3.4.2. Quantitative.

The dataset stored on the researcher's google drive was analysed. The researcher grouped the dataset into three groups corresponding with the two pedagogical groups (Bloom's taxonomy, Six facets of understanding) and the sales funnel group. The analyses were done in a two-step method: first the demographic of the dataset, second the internal motivation by groups. The purpose of the analysis was to study the primary internal motivation of the three groups and to test the proposed SDT hypothesis. The validity of the study 's theoretical framework was verified by using Excel.

In addition, the author also depicted the respondent's responses into descriptive statistics to reply the research question as well as provide multicomparisons for the results. The results of this analysis would act as the fundamentals for further analysis in qualitative research.

3.5. Reliability and validity

Reliability is a measurement of phenomenon after being studies proving its stability and consistency (Taherdoost, 2016) and repeatability (Moser and Kalton, 1989). Reliability is essential as it refers to the consistency across the parts of a research Huck (2007), therefore, the results should be similar and having high internal consistency reliability regardless of who is conducting the research (Taherdoost, 2016) and the results should be transparent method the way data was treated (Saunders et al, 2009, p320).

Validity confirms the research or data quality (Taherdoost, 2016) and Field (2005) mentioned validity in its basic means 'measure what is intended to be measured', therefore, validity must be taken into account when conducting this research.

However, there always presents threats to the mixed method research design in particular reliability and validity. The reliability is questioned many times 'lack of clear and standard instructions, measurement instruments describe items ambiguously' (Ihantola and Kihn, 2011, p.8). The research's validity threats may happen at any time through the research process such as 'insufficient knowledge or contradiction in the logic' (Ihantola and Kihn, 2011, p.6) and data access limitations poses another significant threat (McKinnon, 1988). The validity threats also come from external factors such as time validity (Ihantola and Kihn, 2011) and theoretical generalisability (Ryan at al., 2002).

3.5.1. Qualitative

In qualitative research, the primary question is determined whether the research can summarise and draw conclusions from a study such as an interview (Ihantalo and Kihn, 2011, p.6). The reliability in qualitative research must be guaranteed since the trustworthiness of the research is important and plays a central role in testing the reliability of the research and according to Golafshani (2003, p.601) 'trustworthiness of a research lies at the heart of issues conventionally discussed' and also according to Arbonor and Bjerke (1977, 217) the research and existing theory should be connected to support each other to boost close the logic gap between a new qualitative reasch and previous existence researches.

Some researchers have argued that the term validity in qualitative research may not be applicable but at the same time they have also suggested the need for certain forms of qualifying check and measure for the research (Golafshani, 2003, p.602). However, the discussion of quality in qualitative research looms over the arguing term as the matter of accurate measurement seems to play a more essential role. When validity is tested, 'a defensible result may lead to generalisability which acts as the structure for recording such a high-quality qualitative research' (Golafshani, 2003, p.603). Hence, the generalisability of the result is highly related to the quality of a research, which would increase the validity of the research. Several methods can be applied to test the validation of the qualitative data such as triangulation, respondent validation and mentor checking. Triangulation is implemented through diverse several aspects such as by using several moderators, different locations and multiple individuals analysing

from the same data and therefore represents a typical strategical test to improve the validity and reliability of research (Golafshani, 2003, p.603). 'Respondent validation' is the technique involving testing with the participants; though the data has been collected and interpreted the participants can always evaluate and recognise the results as it's true and authentic. In this research, validity was nourished by applying triangulation- which means that the data was collected by different interviewees as well as having been examined twice by LUT thesis supervisor and Zoan's supervisor.

The pedagogical theories of the three groups of interviews has been validated by many studies and researches, however, the theories were put into test in the very specific topic of real estate study, thus making the findings of the test more valid to the research. The studies were independently then tested by interviewing various groups of demographics of interviewees. Furthermore, validity was further strengthened by surveying the same group of interviewees that was interviewed. On the other hand, the reliability of demographic of interviewees might be impacted by the fact that the majority of ordinary interviewees for the research came from the same social circle of the author, and hence were not sampled randomly. Additionally, the largely majority interviews were with Finnish speaking group albeit a small significant of English-speaking group. The English-speaking group was less diverse in terms of education, age and gender; therefore, the given result was expected. As a result of these deficiencies in research design, the researcher should take extra precaution in generalising the results of the study to the wider context of the diversity of the interviewees, and instead seek to diversify this group as some of the interviewees are actually ethnically Fins but rather hold the weak efficient level of Finnish.

3.5.2. Quantitative

Reliability in the context of quantitative perspective refers to the researcher's results, which are found to be consistent and remain unchanged for a long period of time and constant is given the same result even if being tested repeatedly under the same measurement (Taherdoost, 2016). Reliability is examined on a scale representing internal consistent reliability and hence, if this scale should be used to test the reliability. As having previously mentioned, the threat to validity in quantitative research is real and wide broad from data collection to data interpretation, however, the threat may be minimized by applying a strict procedures during the process of data collection,

which may require a significant monitoring of previous research's scores in the data collection instrument and compare whether they are given the same result (Cresswell and Plano Clark, 2007). The research used questionnaire for data collection, hence it's worth addressing some of the most concerning threats in validation of data in qualitative research such as contextual validity, generalisability, transferability and procedural reliability.

The contextual validity of quantitative takes concerned on the credibility of the given case study's evidence and the conclusions drawn (Ihantalo and Kihn, 2011, p7). Generalisation is concerned with the transferable ability of the research results (Ihantalo and Kihn, 2011) and that are expected to expand to wider contexts (Eriksson and Kovalainen, 2008); hence, it all depends on how the research establishes the connection between the research result and the existing theory so that the research's findings is able to demonstrate the significance of the topic (Saunders et al, 2009, 335). Procedural reliability is related to consistency, which demands a second independent person examining the result and conclusions (Ihantalo and Kihn, 2011 p7), the threat of procedural reliability develops more through human's relationship, typically meaning that relations between researchers and participants may pose a threat to the reliability and validity during a data collection (Ihantalo and Kihn, 2011, p8) or technical problem related such as inaccurate transcriptions (Koskinen, Alasuutari and Peltonen, 2005).

4. FINDINGS

4.1. Quantitative

The objectives of this measurement are to study how the internal learning motivation of customers is developed through stages of learning.

4.1.1. Introduction of the respondents

There were 29 respondents on the total of 30 send-out surveys. Out of the 29 survey respondents; 19 responses in Finnish equal to 66,5% and the 10 responses left in English equal to 34,5% (see Figure 7). In the Finnish speaking group, there is an obvious diverse age group of which 63,2% aged between 20-25; 26,3% aged between 25- 30; and the rest equally divided between 30-35 and 35-40 (see Figure 8). Based on this result, over half of the respondents were aged in between 20-25 and 25-30, indicating the 3D apartment models were more indulged among the young-aged group and younger group. These two age groups may be keener on the 3D technology and more adaptable to the use of new ways of apartment-viewing and refer to the notion of a first-time home purchasing. The last 2 age groups between 30-40 might reflect the notion that respondents have possessed current property or land-lot.

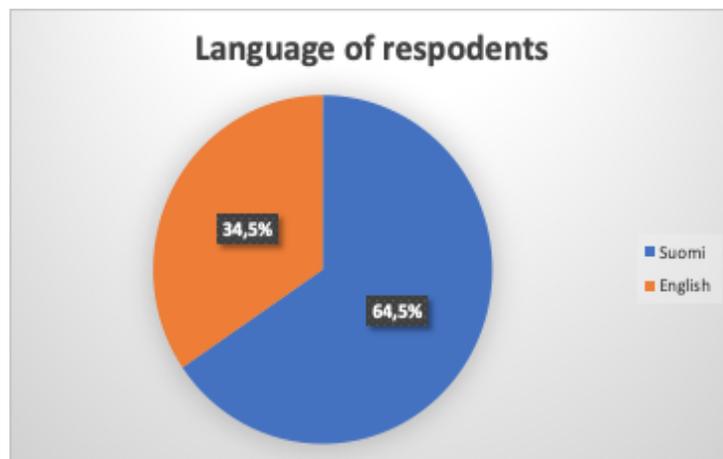


Figure 7 Languages of respondents



Figure 8 Ages of Finnish speaking respondents

The English-speaking respondent group demonstrates a less diversity in terms of age group, of which 60% is between the age group 20-25 and the rest of 40% is between 25-30 age groups (see Figure 9 below). This result suggests the majority of English-speaking respondents are young between 20- 30 and positively interested in 3D models, which might result in the desire of home purchasing in Finland. Taking into consideration that this group of English speaking respondents are either having resided in Finland for a continuous length of time or ethnically Finnish but having rather insufficient Finnish ability, hence it might be biased to the result of the search by arguing this group would not intend to reside in Finland, thereby, not having significant valid into the result of the research .

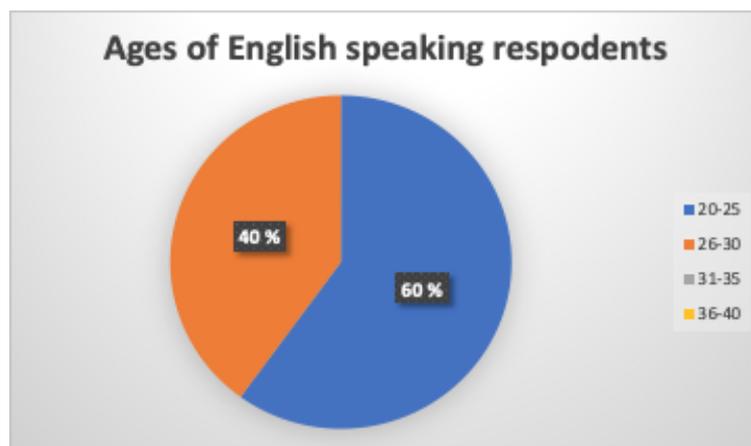


Figure 9 Ages of English-speaking respondents

Regards to gender, out of 29 respondents, 12 respondents were male and 17 respondents were female, equal to the share of 41,4% and 58,6% respectively (see

figure 10 below). That would make female the majority respondent of when concerning gender and this rationalises that the women within the count of survey respondents is typically more interested in the 3D models. Having that said, one thing should be taken into account is that there was a higher survey participation rate among women than men, this assumption might bias the results.

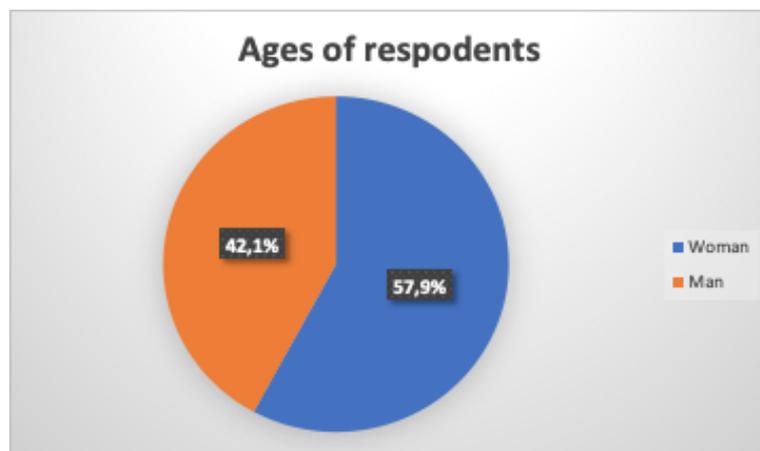


Figure 10 Gender of the respondents

4.1.2. The internal motivation

The results will be divided into 3 groups in correspondence with the interview group. Every group has the same set of 3 questions and the questions are built based on SDT theory to test the respondents' motivation studying the real estate market. Every group result is presented by chart and the chart evaluates the group results based on the three categorised questions: autonomous, relatedness and competence and follows the Likert scale (1-5) (see chapter 3.3.)

Bloom taxonomy: The first question is rationalised as an **autonomous** stage based on the SDT. The answers are various at score 2 and 5 with 33,3% and 11,10% of the total score distributing proportion respectively. The second question '**relatedness**' showed a rare occurrence of '3' dominant counting for a 44,4% total score proportion, despite the dominance of 3, the scores are well-presented through 1 to 4. The last question '**competence**' distributed at score 1, 3 and 4. The responses were grouped according to individuals and then categorised into hot leads, warm leads/ cold leads based on the given scores of individuals. In conclusion, after analysing the individual responses as well as comparing the whole group together, there are five

cold leads and five warm/ hot leads. The categorisation of warm/ hot leads was determined after the interviews.

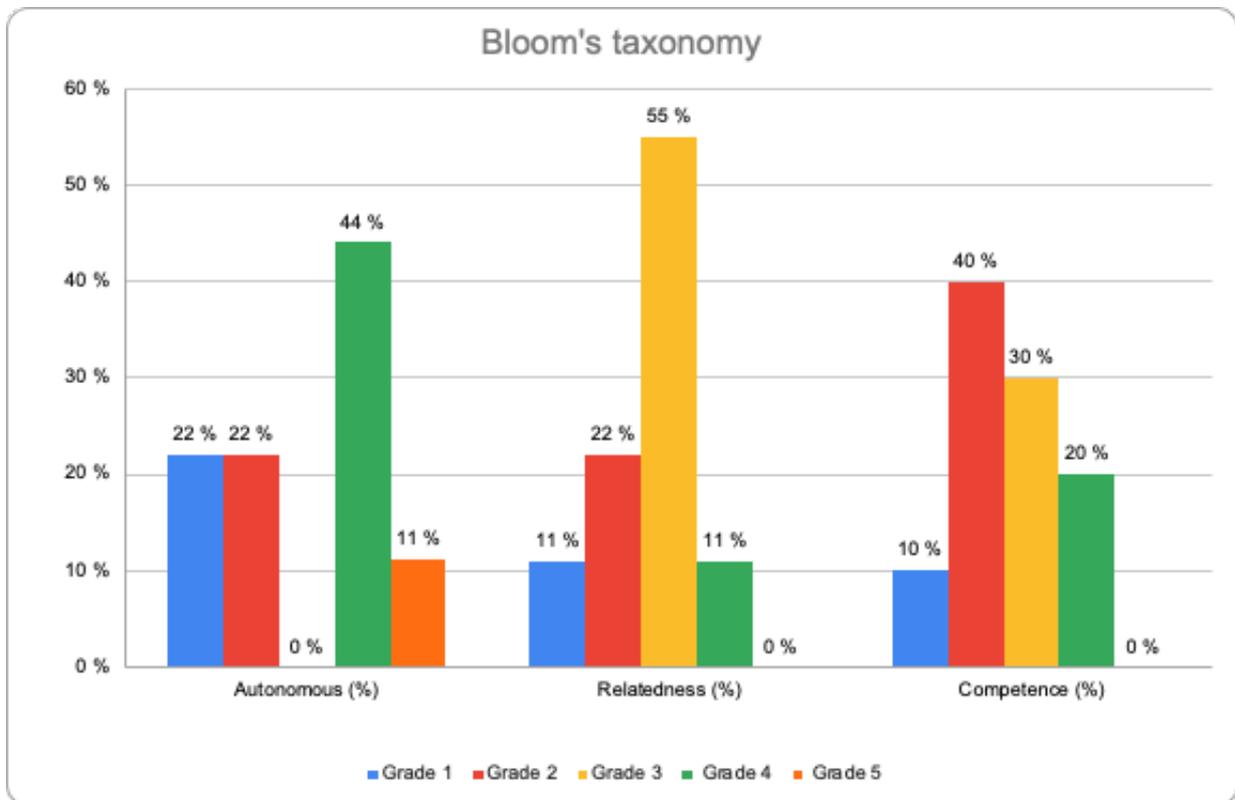


Figure 11 Bloom's taxonomy survey responses

Six facets of understanding: as previously mentioned, the survey questions sets are the same throughout the 3 groups and thus, the group received the same 3 questions which started by **autonomous**- having score 2 at an extreme high 55,5% of the total score proportion and every other score presents over 10% with the only absence of score 1. The **relatedness** question presents a less extreme favour of any score, having said that score 4 presents at 44,4% and others varied from 11% to 33%. The last question- **competence** showed unequal score distributions, which is favour of score 1 and 2. The process of lead categorisation is applied in this group, results are followed by 7 cold leads and 2 warm/ hot leads.

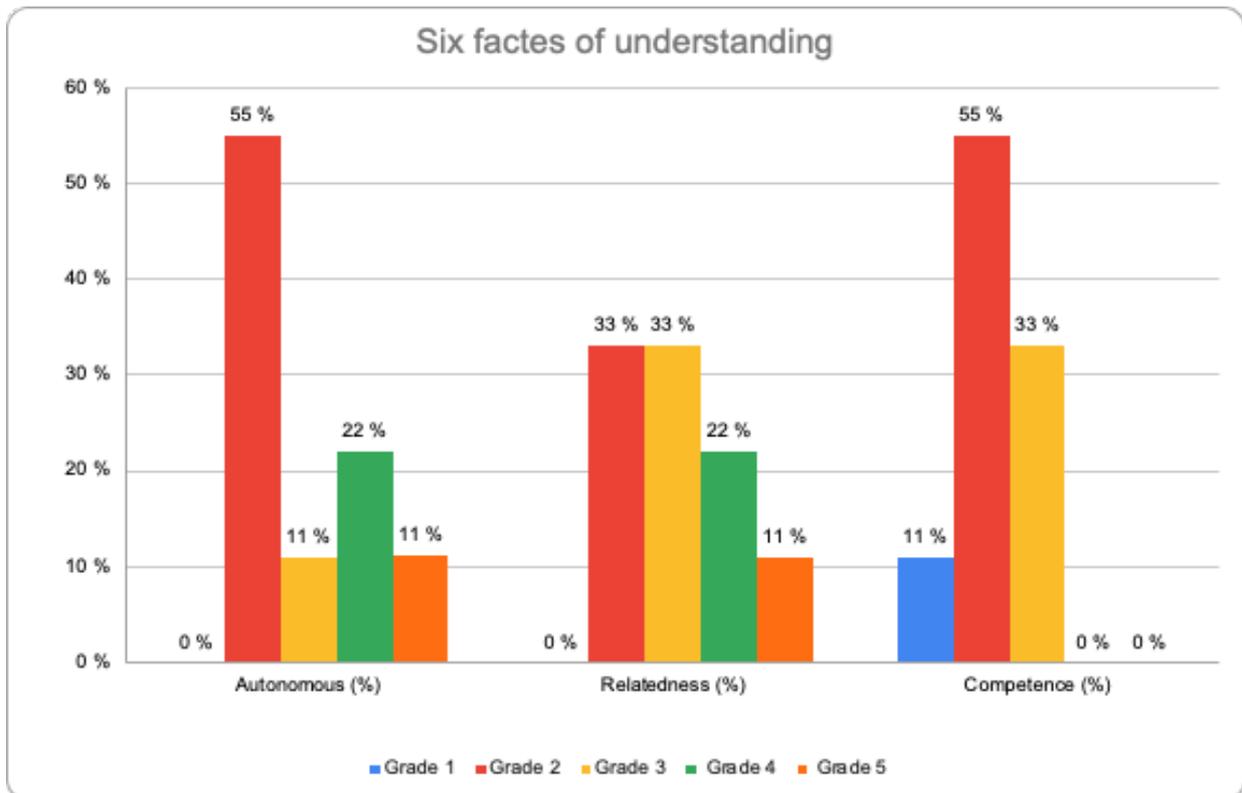


Figure 12 Six facets of understanding survey response

Sales funnel: the **autonomous** answers are well-spread from 1 to 5 with no one is significantly dominant despite having score 4 slightly higher than others at 33,3% of the total proportion. The **relatedness** question experienced similar dominance of one score- 4 given at 55,6% of the total answers; 2 and 3 equally shared at 22,2%. The competence question followed suit the relatedness, which having significant score 2 dominant and 4 predominant firmly stood at 55,5% and 22,2%. The categorisation of leads in this group was 2 cold leads and 7 warm/ hot leads

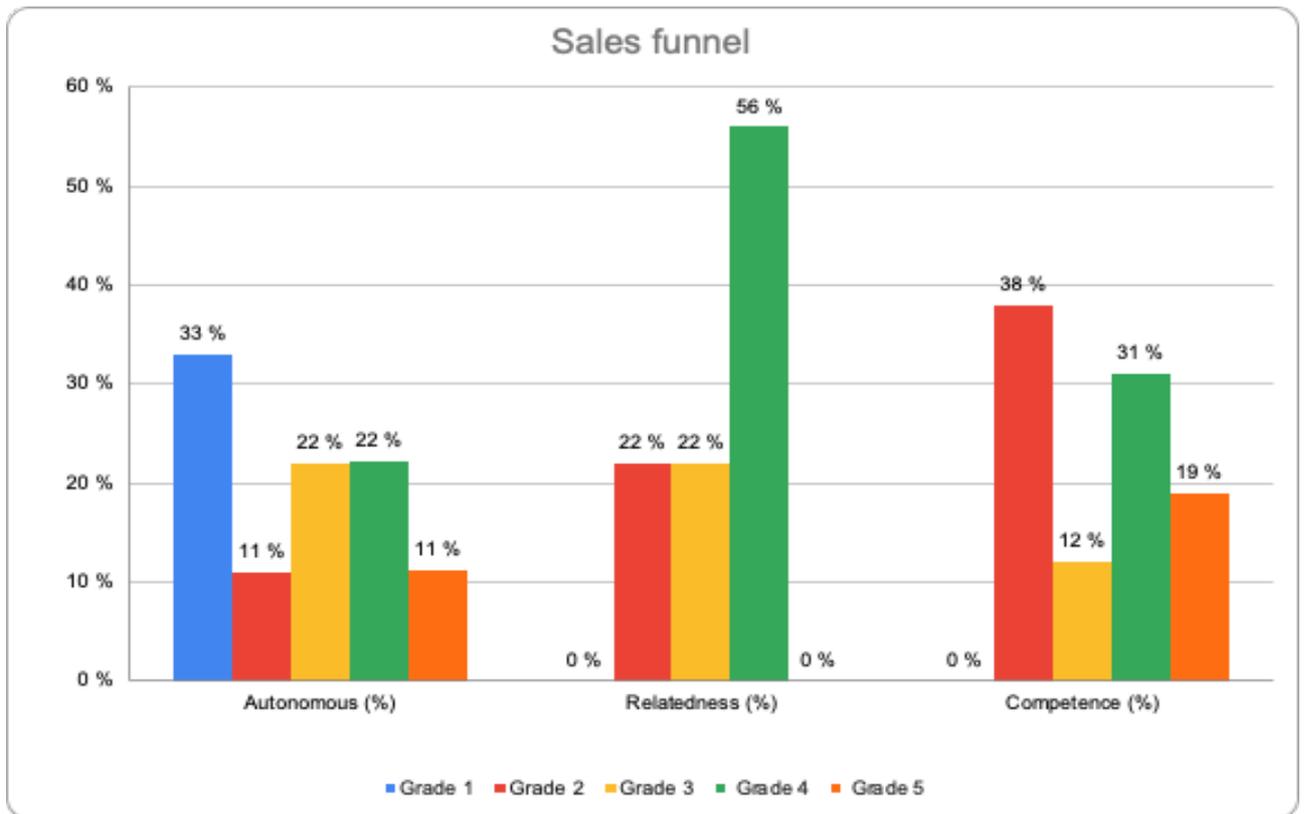


Figure 13 Sales funnel survey responses

4.1.3 Conclusion

Before the interview, the responses are more various and fluctuating between 1- 3 dominantly. The frequency of 1- 3 is highly presented, demonstrating a less motivated to unmotivated learning towards the models. There are various factors contributing to this fluctuation as the internal motivations are various depending on individuals, age, experiences with 3D apartment models and language

SDT	Six facets of understanding	Bloom's taxonomy	Sales funnel
Cold leads	7	5	2
Warm leads/ hot leads	2	4	7

Table 6 Pre-leads based on SDT survey (pre-interview)

4.2. Qualitative

As previously mentioned, the interviews were divided into 3 groups in correspondence with 3 different theories namely Bloom's taxonomy, Six facets of understanding and sales funnel and each question is measured on the scale of 'hot lead', 'warm leads' and 'cold leads'. The final question sets 'intention' of every group is to test the purchasing intentions, the interviewees were again categorised into 'cold', 'warm', 'hot' leads (post interview).

4.2.1. Bloom's taxonomy

The interviewees were asked a set of questions that are standardised to suit all the type of interviewees. The purpose of this interview is primarily to study the learning process of the interviewees and their thoughts on the 3D models. The interviews are scheduled, and the results are organised thoroughly so that it makes it easy to compare the results within the group and with other groups.

- **The first question** is to examine the remembering ability of the interviewees, the interviewees were able to describe the characteristics of those apartment models. The majority of the answers are labelled 'hot leads' such as *'The apartment A20 manages to cram many rooms into a small space, which is impressive, the bathroom is nice as there is a sauna considering the small size of the apartment and in general, it has everything I need'* Interviewee #2 said. *'The 3D images are good and there are no blind spots throughout the images, which is useful for the process of reviewing apartments. The apartments themselves are nice, especially the sauna. The representation of the rooms is very clear and easy to follow. I'm in favour of A24 as there is big open space and the placement of the rooms are appealing in comparison to others'* Interviewee #3 expressed. However, there are some answers that are considered cold lead such as *'The apartment A20 has a very well floor plant (pohjaratkaisu), this three-room apartment is better as it's spacious. The balcony and the sauna are nice as it's where I would find my own privacy. The kitchen is modern and nice. Other apartments look good, but the two-room apartment is too small, however, nide design-layout'* Interviewee 8 claimed.

- **The second question** is to test the understanding capacity and respondents have described their thoughts based on what they understand by listing both positive and negative things about their favourite apartment. The answers produced 4 cold leads, 1 warm lead and 5 hot leads. The nature of the question produced an unprecedented small number of warm leads in comparison to others and unexpected high number of hot leads. Interviewee #1 of the cold leads *'The sauna can be either a positive or negative thing as it largely depends on the size of the apartments. If the sauna was in that A20, which is a three-room apartment, it might be a negative thing as the size of this apartment is small. The balcony and the integration of the kitchen and living room is positive'*. The only warm lead has expressed: *'The listed characteristics of the apartment are positive: the apartment is well functioned because many rooms were able to fit into a small square, therefore, it's suitable for small families and single people. However, the kitchen and living room are too close to each other, hence it may cause discomfort'*.

- **The third question** is to examine the application ability of the interviewees, which is determined by how the interviewees implement their understanding in reality. The interviewees were asked to imagine their daily activity in their chosen favourite apartment. The question claimed predominant numbers of 'hot leads' and significant minor 'warm leads' and no 'cold leads' . Due to the high claimed numbers of hot leads, those hot leads are largely positive such as *'The apartment A20 has a nice balcony, therefore, enjoying morning coffee is an ideal and making food more often'* One of typical warm lead stated that *'my favourite apartment (A20) offers me the privacy that I need as there are 2 bedrooms so the smaller one would be used as a play-ground for the kids. The apartment is big enough to require weekly cleaning. I would definitely invite my friends as the apartment is very nice'*. Another one has said *'A20: I can work in my home office quietly, however, the balcony might transfer noise through as the apartment is close to the train station. The kitchen is spacious as the living room next to the kitchen, so it offers much space to do home cooking, both balconies are nice so it's nice to enjoy the view'*

- **The fourth question** is to examine the analysis capacity of the interviewees. The question requires the interviewees to compare their current home to the Zoan's chosen apartment. The majority of answers expressed their amazement on the

apartments as their current homes are smaller and offer less convenience hence, the hot leads are dominant with 7 out of 9 being ranked hot leads and 2 warm leads. One of the hot leads said *'The chosen apartment A24 has a lot of room and one room more than my current apartment. My current apartment is much older in comparison to this A24 apartment; therefore, it requires much more maintenance and my apartment doesn't have a sauna nor does the building have a common clubroom. However, my apartment is in a great location in Eira, therefore, it's easy to move around'*. Another one also said: *'My chosen apartment A24 has more space and repository than my current homes, this apartment has a much bigger balcony, hence it allows me to do various activities. The large repository is my ideal preference for this apartment'*. One of the warm leads expressed *'The apartment A24 has a lot of space and one more bedroom than my current home and this apartment is much more modern. My current home doesn't have a sauna or balcony. However, my home is closer to the city centre in Punavuori and the apartment is in good condition'*

- **The fifth question** is to examine the evaluation ability to justify the interviewee's capacity of appraising a decision. The question asked to justify their purchasing decision and the most common answers are price, location and the size of the apartment, however there is a minority that looks more for the comfort and the facilities of the surrounding areas. This question produced an unexpected significant dominant number of warm leads, alongside with one cold lead and one hot lead. The hot lead stated *'Price, location is important as well, the apartment size, interior designs such as balcony, sauna and the outside living area, maintenance charge (yhtiövastike), the condition of the apartment (does it need renovate), the construction quality of the apartment as well as the floor (is the floor by plastic, laminate, or cork,...)*. As the overwhelming number of warm leads in the question, only a handful number of warm lead's codes is deployed, one of such is *'I'm currently living in the city centre, therefore, I would definitely prefer somewhere in or close the centre, price and condominium, the neighbourhood whether the area is quiet and a good area to live'*. Another one said *'If there is a dog park nearby it would be an idea, I would prefer a little more space. However, at the moment, the smaller bedroom can be converted into a playroom for my children'*. The only cold lead has expressed that *'is there a good compromise of my chosen apartment such as price,*

decent apartment size, and whether there is a need of renovation or not and whether the apartment offers plot ownership or just renting'

- **The last question** is to examine the creativity ability by asking interviewees what they wished to change their favourite apartment to make it their own and correspond with their identity. Every opinion regarding this question is different based on their sense of beauty and their living custom. Having said that, the question generated a fairly decent number of 'hot leads' and several 'cold leads' . Examples of hot leads are presented such as *'I like those sliding doors as it gives more space to the apartment, but it may be challenging as well when it comes to cleaning. A little bit more space would offer comfort when having kids in the family'* . or *'The size of the apartment is important, hence having more added space in the apartment would always be a big plus. The kitchen shared with the living room is a trend nowadays therefore it suits my taste but there should be effective ventilations in the apartment'*. Some of the cold leads will also be presented such as *'The kitchen and the living room should have been placed in different spaces and hence, there should be a solution for it and plus the kitchen table counter is too small as well'* or *'the kitchen should be added more repository and the design should be changed as well'*
- The following questions are a set of **intention questions**. Its aim is to test the purchasing intention. The seventh question asked if the interviewees would want to receive more information and it produced four cold leads, four warm leads and one cold lead. The eighth question was presented to test whether the interviewees would want to discuss whether the interviewees would discuss with anyone (friends, relatives,...) about those apartments, the question produced three cold leads and six warm leads. The ninth question asked if the interview would intend to meet the salesman for other apartments and offers, the question generated four cold leads and five warm leads. The tenth question was to test whether the interviewees are interested in subscribing to a newsletter whose results produced five cold leads, two warm leads, two hot leads. The eleventh question is to obtain contact information such as phone number, the question produced the coldest leads 8 and one hot lead.

In summary, there is sufficient evidence to suggest that Bloom's taxonomy as a hierarchical systematic scaling was able to assist the interviewees understand the

given models better and within the nine interviews, there are different opinions regarding the initial knowledge-based of the interviewees. However, towards the end of the interviews, most of the responses have become clearer and more mutual between the interviewees. The first and second question received the most diverse answers as the answers were most likely based on the preliminary comprehension of the interviewees. The different opinions gradually decrease by questions; yet there exists exceptional in the last question due to the nature of the question. Excluding this exceptional case, fast towards the end of the interviews the interviewees are having more common comprehension. All in all, Bloom's taxonomy generated one hot lead, three warm leads and five cold leads.

4.2.2. 6 facets of understanding

The method is applied to study the cognitive development of the interviewees in non-hierarchical questions. It's worth mentioning that unlike Bloom's taxonomy question-type, six facets of understanding are less specific and rather focuses on the wider range of internal understanding.

- **The first question** aims to figure out whether the interviewees are self-aware of their understanding towards the 3D models by sequences of accounts such as feelings, ideas or even opaque phenomena. The question asked to list good and bad things of the interviewees' favourite apartments. The questions received various answers, in which the most common answer is 'the brightness of the apartments' and 'the interesting glazed sauna'. Additionally, due to the nature of the question, all of the answers are overwhelmingly measured as 'hot leads' . Examples of hot leads presented: *'A24. The good side: I like how bright those apartments are, sauna is a big plus, bedrooms are small but very modern as well as the kitchen. The living room is spacious. The bad side is that the hallway may be too long so it may be useless in comparison to other apartments' hallways, the kitchen is limited in space, therefore the kitchen connects to the living room in such an open space that the smell gyrated quickly in the whole apartment'*. Another one expressed: *'The good side of the A20: the bedrooms are nice and sufficiently spacious, the home office room is suitable, the walk-in wardrobe (vaatehuone) offers extra rooms and also an interesting wine storage cabinet, the glazed sauna looks modern and well done. The bad side: the second toilet might be useless and as the apartment is close to the train station- is*

the outside door sound-proof and the kitchen and the living room are in the same open space so there should be a well-functioned kitchen hood'.

- **The second question** is to examine the empathy of the interviewees. The interviewees were asked to define the positive and negative side of their chosen apartment in comparison to their current home. The nature of the question is somewhat similar to the first question; however, it generated an unexpected variety of leads consisting of four hot leads, four warm leads and one cold lead. An example of hot lead mentioned: *'My chosen apartment A20 is much bigger and very spacious with room that can be converted to a home office. The bedroom is separated from other rooms, the kitchen is spacious and a lot of space to store food, the sauna is nice so is the balcony. However, the location may not be as convenient as my current home, cleaning requires more hours as the apartment is spacious, electricity and water bills might be more as well'.* An example of warm lead presented: *'the positive side of my chosen apartment is that it offers much more space than my current home, however the negative side is the concerned price'.* The only cold lead claimed *'the apartment A24 is sufficiently spacious and very bright. The negative side is that the balcony may be too long and narrow therefore, there couldn't fit many things in and cleaning work'.*
- **The third question** is structured by adapting perspective theory and therefore, the answers are used to justify the interpreting ability of the interviewees. The interviewee was asked the most essentials that determines their purchase decisions. The most common answer is price and location. Besides that, the question produced various five hot leads and four warm leads. One of the hot leads claimed *'I like the open space in these apartments. It has a lot of room for living and I like the openness of the area therefore, location, price and interior design are my many concerns'.* Another one expressed: *'The size of the apartment and the price are many factors that concerned me'.* Due to the nature of the question, the codes of warm leads are somewhat similar to that of hot leads, however, they are rationalised by the previous questions 1 and 2. Some code examples of warm leads such as: *'Price, mortgage, maintenance charge (yhtiövastike), soundproof quality since the apartment is situated close to the train tracks. The quality of the apartment or the building is also one of many concerns because there has been some news lately that new built*

apartments are not that high quality so in nutshell price and quality of the apartment are my main concerns'. Another code example of warm leads such as 'The price, the land lot possession, the condominium loan and the quality of construction such as ventilation and sound-proof materials of the apartment'.

- **The fourth question** is structured openly so that there is no fixed theory that is attached to the question. The interviewee freely expressed their opinions and thoughts. The researcher then would rate which theory (explanation/ interpretation and application) the answers belong to. Additionally, the question produced exceptionally only hot leads due to the above scaling arrangement. The question asks to describe what kind of daily activities they would imagine having in their chosen apartment. One example such as: *'I would imagine myself to do more work from home and enjoy morning coffee and watch the sunrise on the balcony and I would be joyful making food more often at home as the kitchen is spacious and bright. I would also go jogging or some outside activity after work. I would wrap myself in a blanket in the sofa in the living room and enjoy a movie or watch the sunset. Home exercises would be one of the fun activities to do at home as there is plenty of room in the living room and also in the balcony. In a nutshell, I would engager to find a new way of enjoying this apartment' .* This answer is rated as **explanation** as the interviewee was able to explain his thought informatively and provide his illustrations in detail (Wiggins and Mctighe, 2006).

Another has given different thought *'I would convert the second bedroom into a home office, which has always been my dream and I would decorate the bigger bedroom in my own taste, and I would imagine living in this apartment with my partner or my family'.* This answer is rated as **application** as the interviewee was able to use her knowledge of interior design effectively in new situations and diverse realistic contexts- her chosen apartment (Wiggins and Mctighe, 2006). Another interview has expressed differently *'I would make a coffee in the morning and sip up before work as the apartment has a nice balcony and I would eager to make food more often at home as the kitchen is spacious and the dining table is a big plus as well, hence I would imagine to sit and enjoy my meals at the table and sauna is also enjoyable too after work'.* The answer is rated as **interpretation** as the interviewee interpreted the model sufficiently well (Wiggins and McTighe, 2006), hence she could

observe the narratives and translate them into ideas. The group generated two exceptional questions in which hot leads are overwhelmingly dominant therefore, more questions are given to boost the measurement of the leads effectively.

- The intention question set began from the fifth question. **The fifth question** asks if the interviewees would like to receive more information about those apartments and the leads are generated nearly equal between hot leads (5) and cold leads (4). The hot leads' codes presented the interests in receiving more information. The cold leads refused to receive more information. **The sixth question** asks to define whether the interviewees would want to schedule a meeting with the salesman regarding other offers and the question generated 2 hot leads, 2 warm leads and 5 cold leads. The codes of hot leads are '*I would like to schedule a meeting as they could give me advice and I need someone expert's opinion in real estate*' or '*Yes, I would want to*'. The warm leads show a mild interest such as 'other apartments would probably be more interesting' or 'not right now but i could be interested if there would be more interesting apartments later. The cold leads simply refused any new offers. **The two last questions** offered newsletters and subscriptions as well as collected contact for further offers. Due to the nature of the question, the cold leads turned out at an expected high. Having said that, there was one hot lead being generated as the interviewee showed an extreme interest in apartments.

4.2.3. Sales funnels

The objective of this interview is to figure out how a process of sales is taking place from top to toe. The emotional intelligence is also put into use in this interview so as to find any similarity between the customer's emotional development and a success deal.

- **The first interview question** is a correspondent with the first stage of the funnel-awareness. The awareness stage is categorised as lead generation to test the sufficiency of consumer research and marketing campaigns towards the 3D apartment model; therefore, the interview question is formed to seek out the answer of Zoan's consumer research. The interviewee was expected to share their thoughts about the apartment model. The question produced a handful number of hot leads 6, 1 warm lead and 2 cold leads. The code examples of hot leads are: '*The apartments*

are generally modern, bright and surely attract young families. The bedrooms of each apartment are designed differently, some are bigger than others. The three-room apartment (A24) has two balconies which is a big plus'. Another lead claimed the location of the apartments: 'It's close to the train station so it will be easy to move around but it is also minor that it may be too noisy so it would be quite annoying. The materials are nice or at least they look good to use, the storage space may be too little. I also like those apartments very much as according to the 3D images these apartments look very pleasant'. The only warm lead commented on the layout of the apartment (pohjaratkaisu) 'The apartment layout in general is very pleasant, these apartments don't visually look big if compared to other apartments of the same size, the layouts of all of these apartments are not the same type which in my opinion is quite smart. Some apartments have the second tiny WC, which might be useless. The 3D images are high quality'. One of the cold leads said that 'the design layout is interesting as these apartments don't look that spacious if compared with other apartments which have about the same size. The second toilet is too small, and it takes up some space hence, it looks useless.'

The next three questions follow the order of the next three stages of the funnel-consideration and intent in respective. The second question brings attention to the 'interest' stage of the funnel. The 'interest' is represented by engagements, emails and newsletters; thus, the question is formed within the boundaries of the interest definition. The question simply asked the interviewees' favourite apartment.

- **The third question** aims to figure out if the interviewees are interested in buying any of these apartments. The question produced a handful number of warm leads (4), one hot lead and four cold leads. Of all the leads were mostly concerned price, loan and a significant minority prefers detached house or terraced house to apartment house. The only cold lead showed a clear interest in these apartments as it states '*definitely interested, I'm only interested in those apartments*' A typical warm lead presented '*I would definitely consider this apartment in the near future. It's a good choice*' or '*not right at the moment as I just bought myself a small studio but it's possible to consider these apartments when I consider a bigger apartment*'. Some of the cold leads '*I prefer a detached home rather than an apartment when I decide to buy my own home, however, I would definitely be interested in renting a kind of this*

apartment' or 'I consider the price, loan interest and renovation so it's most likely no interest'

- **The fourth question** is categorised into the stage of **purchasing**. The question asked whether the interviewees have possessed any interests towards the models and the question produced 3 warm leads and 6 cold leads. A warm lead states '*I would be interested in that two-room apartment A22*' or another warm lead expressed '*I haven't decided yet what kind of house I would want to own (apartment house or row house). It might even be changing by time; however, I would be interested in that A19 if buying an apartment house*'. A typical cold lead simply expressed the non-intention existence due to various reason such as '*I don't have the buying intention as I would already imagine myself living in row house or detached house*' or '*I don't have the intention right now as I haven't planned yet what kind of houses I would want to buy and when I would be ready to buy my own apartment*'.
- The following questions figured a larger quantity of hot leads and warm leads and the typical characteristics of these questions were to encourage the interviewees develop stronger interests or emotional attachments to these apartments. The two next questions were categorised in the last stage of the funnel, the questions in this last stage aim to encourage the interviewees to study the materials more deeply. **The fifth question** asked the interviewee to rate their favourite apartments as well as other apartments generally, the rate generally fell between 4-7, in which 6-7 is sub-categorised as hot lead, 4-5 as warm lead and cold lead below 4. According to the funnel, the last stage is the final call- purchase, however, as previously mentioned, the primary goal is to study the interviewees by utilising the sales funnel, therefore, the researcher decided to leave out the last stage to avoid unnecessary purchase-decision pressure for the interviewees.
- As similar with other groups, set **intention questions** were asked to gain a depth-understanding of the interviewees' intentions rather than dubious purchasing decisions.

-The sixth question being: '*Would they be interested in getting more information about these apartments?*'- this generated two hot leads, two warm leads and five

cold leads, the hot leads being 'I'm always interested in knowing more about the market as there will be a sure need in the near future' or 'I'm interested in receiving more information'. The two warm leads are '*right at the moment I don't have yet any intention, however, the apartment A19 looks promising and I would be interested in getting to know it better and also the price*' or '*I would like to know more about the price to educate myself*'. The cold leads are simply a rejection of receiving more information.

The seventh question is to test the interviewee's intention of further discussion with a third party (friends, family members, relatives,...). The majority of generated leads are hot leads and warm leads dominantly 3 and 2 in respective order alongside with several cold leads. A hot lead said '*I would discuss with my family as I need advice*' or '*I would discuss with my parents as they have more knowledge towards this so I would discuss it with them*' or a typical warm lead will be 'yes I would discuss with my partners when I would want to buy the apartment'.

The eighth question regards the opportunity to meet the salesmen and discuss other offers, the question produced one hot lead, three warm leads and five cold leads.

The two last questions were purposeful of offering newsletters and subscriptions as well as collecting contacts from the interviewees. These questions were expected to have a low turnout of hot leads and warm leads with only two hot leads being produced in providing email and subscribing newsletters.

4.3. Results comparison

The three interview groups are compared in order to conclude the most common characteristics. Bloom's taxonomy and Six facets of understanding share similarities and differences, in general both are used to help the learners to develop cognitive ability. Therefore, the results of the two interviews also reflect the nature of these theories.

Overall, Bloom's taxonomy group generated three warm leads and two hot leads on the total of nine leads. Based on the SDT survey, there are five cold leads which have the majority of answers either disagree (1 or 2) or neutral (3) and four leads that are potentially upgraded to warm or hot leads. These leads were re-evaluated in the interview round and the result was determined that one cold lead quadrupled to become hot lead and one considered-potential lead was upgraded to hot lead. One lower ranked lead (cold lead) in the survey ameliorated to warm lead and two other warm leads was upgraded to hot leads

The six facets of understanding brought three hot leads and two warm leads on the total of 9 leads. The sum of hot leads and warm leads are the same as Bloom's taxonomy's, however, six facets of understanding produced one extra hot lead. The SDT survey showed six cold leads in which most answers were 'disagree' and 'neutral' 1 or 2 and 3 in the respective order; three leads were ranked higher which were most likely to upgrade to warm and hot leads. The leads would be analysed in the interview round to define its final position (hot or warm lead) and the analysis showed a significant improvement of the warm leads which were all upgraded from cold leads. The two hot leads remained high interests throughout the survey and the interview.

The sales funnels emerged one cold lead and two hot leads, which were the least among the 3 groups. According to the SDT survey, there are seven leads that were considered hot leads and two were cold leads; the group produced the most pre-cold leads and the least hot lead in the survey round. These leads were reanalysed to confirm the final calls in the interview round, only one hot lead was indeed produced from one of the seven warm/ hot leads in the survey and and two warm leads were defined, in which one was upgraded from the seven initial warm/ hot survey leads and one was upgraded from the cold survey leads.

All in all, the Six facets of understanding group produced the most hot leads (3) and the sales funnel group brought the least hot lead (1). Despite it, the sales funnel nurtured the most impressive advocating hot lead. Meanwhile, Bloom's taxonomy managed to bring the warmest leads (3). In total, there are six hot leads and seven warm leads being generated through the three groups In terms of lead improvement,

every group has at least one warming-up lead such as the sales funnel group has one cold lead that was upgraded from the survey's cold leads; the Bloom's taxonomy group has one cold lead and one hot lead that were updated from the survey cold leads; the six facets of understanding group held the most warming-up leads including three warm leads and one hot lead that were all categorised cold lead in the survey.

Leads Groups	Six facets of understanding	Bloom's taxonomy	Sales funnel
Leads before interviews (SDT survey results)			
Cold leads	7	5	2
Warm/ hot leads	2	4	7
Leads after interviews (results of 3 groups) without 'INTENTION' result			
Cold leads	4	4	6
Warm leads	3	2	2
Hot leads	2	3	1

Table 7 Ex-leads after interview- without combining INTENTION

In addition, when taking the intentions question into consideration. The combination produces a finest final lead result, in which Bloom's taxonomy remains the same high number of hot and warm leads- 3 and 2 respectively. Six facets of understanding reduced its hot leads down to one but increased its warm leads up to four and the sales funnel produced non hot leads, but five warm leads was generated, which represented four lead increases.

5. DISCUSSION

The total hot leads that were generated by the two pedagogical groups were significantly higher and more prominent with one hot lead and three hot leads being generated for Six facets of understanding and Bloom's taxonomy respectively (see the figure 19). These findings demonstrate the hypothesis (H1) validity and reliability, stating that Bloom's taxonomy and Six facets of understanding are able to generate more hot leads. Thus, H1 is confirmed.

The number of leads produced by the SDT studies demonstrated the internal motivation of the interviewees. According to the findings, the generated hot and warm leads are relatively low and thus, demonstrating a low motivation of the interviewees in studying the real estate models. Nevertheless, there was the exception of a sales funnel group that has created an unusually high number of warm and hot leads in comparison to the two other pedagogical groups. Thus, the findings generally proved the applicable capability of SDT into the study of customer motivation in the specific field of real estate. Hence, H2 is approved.

The number of warm leads generated by the sales funnel model stood at higher than the other 2 groups, however, it actually generated the least hot potential leads or zero (see Figure 19). The model seemingly produced a higher number of cold leads throughout the interview analysis. Hence the findings proved the H2 stating that the traditional sales funnel would produce more warm leads but less potential hot leads, therefore, H3 is confirmed.

The customer learning theory is studied in a new angle- pedagogy, which would benefit the salesmen when studying their customers. The two pedagogical models structured the interview questions based on constructive learning and hence, the leads results saw a significant improvement on the spectrum of potential hot leads before the interview and after the interview round. The findings are hence eligible to prove the H4 hypothesis validity to conceptualise the new customer learning approach combining with the pedagogical method. The customer learning theory is expected to expand its theory base beyond the usual descriptive border of marketing and sales, the new theory base now has the essence of pedagogy, which would not

only increase potential sales leads but also assist the salesmen to study their customers' needs.

The findings don't provide enough evidence to confirm whether the customer learning guidelines extracted from those pedagogy would help the salesmen reach better sales outcomes. This would leave room for the future research to confirm and therefore it is biased to confirm the proposed H5 validity in this study. On the basis of the above argument and the lack of findings' evidence, H5 is thus not confirmed.

Leads Groups	Six facets of understanding	Bloom's taxonomy	Sales funnel
Leads before interviews (SDT survey results)			
Cold leads	7	5	2
Warm/ hot leads	2	4	7
Leads after interviews without the result of intention questions			
Cold leads	4	4	6
Warm leads	3	2	2
Hot leads	2	3	1
Leads after interviews with the result of intention questions			
Cold leads	4	4	4
Warm leads	4	2	5
Hot leads	1	3	0

Table 8 Final leads result

Group 1: Bloom's taxonomy	Group 2: Six facets of understanding
1. Remember: List those things that you remember about the apartment.	1. Self-Knowledge: what are the pros and cons of your chosen apartment from your own perspective?
2. Understand: Indicate with +/- whether those listed things were positive or negative. (you can make additional points to your previous list)	2. Empathy: what are the pros and cons of the same apartment from other peoples' point of view?
3. Apply: Please describe what kind of everyday living you would have in that particular apartment.	3. Perspective: what would be the most critical/significant factors determining your purchase decision regarding this apartment?
4. Analyse: How would that differ from your current living? 5. Evaluate: How would you justify buying the apartment? 6. Create: What would you change about this apartment so that it could be your future home?	4-6. Application/Interpretation/Explanation: Please describe what kind of everyday living you would have in that particular apartment? (Researcher rates whether the answer meets the definitions of Application/Interpretation/Explanation)

Group 3: Sales funnel	Ex-post: Intentions
1. Awareness: What did you think about the apartment?	1. Would you like to have more information about the apartment?
2. Interest: Are you interested in any of these apartments?	2. Would you like to meet the salesperson and discuss this apartment?
3. Consideration: Would you consider any of these apartments?	3. Are you likely to discuss with someone, e.g. family member or friend, about this apartment?
4. Intent: Have you any buying intentions?	4. Would you like to schedule a meeting regarding some other apartments and offers?
5. How would you evaluate the apartment? (likert-scale 1-7)	5. Would you like to give your email and subscribe to the mailing list?
	6. Would you like to give your phone number for a salesperson contact?

Table 9 The two pedagogical models and the sales funnel model and the common INTENTION questions

6. CONCLUSIONS

6.1. Summary

This thesis investigated the customer learning process and the purchasing process towards those 3D models using several pedagogical methods. The objective of the study was to offer a new application of pedagogy into marketing and sales strategy and to better understand the customer behaviour in the context of 3D real estate models. Specifically, the aim was to investigate how pedagogy would contribute to successful sales leads and how pedagogy would change the way companies study their customers. The most essential of the research is accentuated by the notion that it was a pioneering study, applying pedagogical methods to a popular study of marketing and sales for the first time. The primary motivation behind the study comes from the increasing technology application into the field of real estate and the benefits of the pedagogical methods to improve sales outcomes. The use of pedagogy is various in many fields including marketing and sales in general, however, there is insufficient addressed in prior academic research. In addition, there seems to be a big gap between the pure marketing and sales strategy vs the application of pedagogy into these strategies as there hasn't been much research on the application of pedagogy in marketing and sales strategy.

As to address the study objectives and answer the main question: 'how customer learning is supported by using pedagogical methods in comparison with traditional sales funnel approach'. The first sub-question (Q1): How do customers learn based on pedagogical and conventional approach? The second sub-question (Q2): Do the different sales approaches generate sales leads differently? These questions are answered one by one.

Firstly, the learning process of customers was progressing impressively and firmly, which are measured by the number of generated leads (Q1). The process is also categorised into groups: SDT, Bloom's taxonomy, Six facets of understanding and sales funnel. While in the SDT survey, customers were first exposed to the products, they would need extra encouragement to develop the systematic connection to the products. Customers in Bloom's taxonomy question base have gained it all as they

were able to observe the products and deliver their expression or understanding towards the products by a series of questions. Demonstrating by most numbers of produced hot leads (see chapter 4), Bloom's taxonomy is unquestionably an applicable technique to study customer behaviour.

According to the data analysis (see Chapter 4), customers in the six facets of understanding group quickly developed comprehension of the products and gained relatively high numbers of hot and warm leads. Thus, the customer learning process is regarded well-success and also applicable to study the behaviour of customers. Sales funnel generated the least hot/ warm leads in comparison with other groups, hence it's possibly concluding that the customer learning process is insufficient and less effective for the purpose of customer studying than the two other groups. In conclusion, the pedagogical models were claimed to be more effective in studying customers than the traditional sales funnel.

Secondly, the results suggest that pedagogical models generated higher numbers of hot and warm leads than the traditional sales funnel (Q2) (see Chapter 4). The differentiation may be due to several reasons; however, the conspicuous reason was that the pedagogical methods approach the cognitive ability of the customers, which means that the customers were helped to develop a constructive cognitivity towards the learning objects. Meanwhile the conventional sales funnel focused on the spectrum of sales-driven therefore, the interviews are much more direct and straightforward answers. The application of pedagogy into the digital real estate business has remained very minimal while the field lacks a thoroughly appropriate approach to reach customers. Thus, the studies offer a total fresh technique to achieve higher sales leads and as proved earlier in the chapter 4 (see Chapter 4), the pedagogical models generated much more data in comparison to the sales funnel model. In this respect, the data is diverse and rich; it helped to analyse and conclude various descriptions about the customers' journeys.

In conclusion, the application of the three pedagogical methods (*Self-determination theory, Bloom's taxonomy, six facets of understanding*) are highly applicable in customer learning and elaborating further its result for better sale outcomes. Based on

the interviews, the application is not only applicable in real estate but also other relevant fields as there is no limit of which fields the application should be applied to.

6.2 Theoretical contribution

Above all, the findings of this research are appropriate to use in real estate companies/agencies to improve their marketing strategies and boost their sales. This study generates three primary contributions to the extant literature.

Firstly, it applies the three pedagogical theories (SDT, Bloom's taxonomy and Six facets of understanding) to study customers in the 3D apartment model-aided sales. The testing of the three theories serves to prove its validity in the total new context and further bolster its flexibility as well as its reliability in studying the customers in various fields, particularly in real estates' virtual reality. Mixed method research was used due to the uniqueness of the research, which hasn't been studied before and the SDT theory had to be tested quantitatively in this context for the first time. Based on the findings, the pedagogical models were relatively able to generate an obvious larger quantity of leads in comparison with the traditional sales funnel. Hence, a marketing model with pedagogical method-base would increase the chance to score a successful sales deal. The pedagogical model produced a much larger and more heterogeneous data set than the convention model. As previously mentioned, pedagogy primarily intends to study the customers and the pedagogical model was designed to build a constructive learning journey for the customer, hence the customers would develop comprehension through series of assignments, meanwhile the convention model was asking more on the spectrum of feelings and decisions due to the nature of the theory.

Secondly, the research contributed to the study of sales. The application of pedagogy into the sales study would most likely result in success sales outcomes. According to the findings above, the two pedagogical models have gained the hottest leads and warm leads, whose leads are much higher than the convention model's. Hence, the analysis implies its applicability to generate more successful sales leads. The numbers of hot and warm leads in the two models were relatively low in the SDT survey. However, after the interviews, the results were changed dramatically towards and generated a higher number of hot and warm leads. In this regard, the models proved

its validity to apply to real sales situations or utilise as methods to justify the potentiality of leads.

Thirdly, this study sheds additional light on the barriers between salespersons and customers. The salesperson could utilise the pedagogical models to pre-test the understanding of the customers towards the product. The results of the test would be used as reference to suggest or assist the customers accordingly. The cognitive ability of customers varies therefore, a proper guide, instruction from the salesman would bring a significant change in result. A best salesperson is said to have 'ability to feel-empathy', 'ego driver- patience' (Mayer and Greeberg, 2006). The pedagogical models are value-added to these needed values of a good salesman. Specifically, it helps the salesman develop a constructive empathy with the customers before the actual sales discussion.

6.3. Practical recommendation

First and foremost, the research can be used by Zoan to improve their marketing efforts and score more sales leads. The demographics profiles of this research is young between 21-35 who would deem to be potential future young Zoan customers. Young customers would hold a better technology competence, namely 3D technology and additionally hence, the application of the pedagogical method into customer learning would be more flexible.

Secondly, the findings pave new techniques for salesmen to score more quality sales leads. Once the salesmen understand their customers' demands, an instructive guideline could be developed to assist and tackle any frauds or misunderstandings that the customers may have during a sales negotiation. In this respect, understanding the market as well as the desire of the customers play a vital role in the success of a business. For example, some of the interviewees did not subscribe to newsletters or receive call phone sales. To address this problem, Zoan should try different approaches in tackling this low-key issue as young customers don't want to be bothered by newsletters nor cold sales calls.

Thirdly, the results of the study would benefit the whole real estate segment, especially real estate agents. Based on the studies, the agents could entirely or partly rely upon the pedagogical approach to study their customers as well as improve their marketing strategy. Furthermore, the construction companies are entitled to the benefit of this findings as the companies can independently study their customers by utilising the advantage of virtual reality and pedagogical technique to provide customers products' previews and study the customers along the preview process.

Fourthly, our research results are also suitable to design innovative marketing and sales initiatives for entrepreneurs. The pedagogical methods are flexibly used in designing different marketing strategies as well as sales approaches, which indicates that early entrepreneurs are no longer standing alone in finding the right way to approach customers. A consistent marketing and sales initiatives would result in significantly impoverished sales deals.

Lastly, the study is applicable to refer as a teaching material to design teaching materials as well as initiatives not only in pedagogical higher education institutions but also in business school. The research brings a new fresh insight into the use of pedagogy, which is traditionally deemed to attach to pedagogical institutions or refer as materials for only teachers in business schools to deploy their teaching methods. However, the students will be opened to a fresh technique to study their marketing materials as well as sales procedure.

6.4 Limited and future research

The research contains several limitations. The study was conducted only in Finland with mostly Finnish-speaking interviews and a few foreigners who have lived in Finland continually for a long period. Therefore, the dataset happened to be homogenous in terms of quality. The research is well-benefiting Zoan and other companies whose market target is Finland, however internationally, the research may be biased as the quantity of the dataset is insufficient.

The abilities of models on generating leads were not clear enough so there is room for further improvement in future research. The future research may want to concentrate

on the structure of the customer learning and effects. The final leads combining the intention question set and the one without the combination produced a different number of leads. The measurements of these two groups were not necessarily equal as the baseline may be different such as higher or lower, however, for measuring the changes between groups were valid and reliable as they are sequentially connected and therefore, they are good enough sufficient to conduct. Despite the reliability of this measurement of the changes, this is again a new finding that should be retested and validated.

The judgments on the three classification of customers (cold/warm/hot- leads) and its benefits for salesmen may be still ambiguous and could be further developed by the later research. For instance, developing measurement scales may be taken into consideration to develop a better sales measurement. Future research may also want to validate the customer learning and potentials for salesperson interventions which could be created by the different models. This would evaluate and further contribute to sales tactics. Researchers could concentrate to conducting further research on the usage of cold leads in order to build a more holistic view of customers as well as its benefits in a sales process.

Due to the limits and relative homogeneous interviewees demographic, it's challenging for the author to further propose a concrete universal sales guideline. Therefore, this leaves room for future research to fulfil the research gap. Future research could concentrate on studying further the sales effects of Bloom's taxonomy and Six facets of understanding and conceptualising the effects of these two methods. The future studies should be useful and reflective materials for salespersons to refer to or to use as operational materials. According to the research's data in Chapter 4, customers in Bloom's taxonomy have developed very well initiatives towards the models and therefore, the salesmen should even encourage further the customers to learn these models as they would significantly improve the sales outcomes.

A good salesman would take advantage of the models to create a creative marketing plan such as a short introduction to raise motivation and provoke curiosity as in the first question of Bloom's taxonomy model. For instance, the question is to ask 'list things that you remember about your favourite apartments', in this specific case, the

salesman could prepare an informative introduction or the so-called walkthrough instruction to the customers, thus it would create a fundamental understanding of the model and later on would benefit further interests. In a nutshell, the future research should highlight how salesmen can benefit from sales materials that are produced by pedagogical models in order to motivate their customers to further study the products.

Finally, there is possibility that the models are not changing at all the status of the leads, however, undoubtedly and evidently, pedagogical models were able to generate much richer and more diverse data on the customers' journey and these can be utilised for the future system design.

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APPENDICES

Appendix 1: Interview questions

Group Bloom's taxonomy:

Remember: List those things that you remember about the apartments

Understand: Indicate with +/- whether those listed things were positive or negative?

Apply: Please describe what kind of everyday living you would have in that particular apartment?

Analyse: How would that differ from your current living?

Evaluate: How would you justify buying the apartment?

Create: What would you change about this apartment so that it could be your future home?

Group: Six facets of understanding

Self-Knowledge: what are the pros and cons of your chosen apartment from your own perspective?

Empathy: what are the pros and cons of the same apartment from other peoples' point of view?

Perspective: what would be the most critical/significant factors determining your purchase decision regarding this apartment?

Application/Interpretation/Explanation: Please describe what kind of everyday living you would have in that particular apartment?

Group sales funnel

Awareness: What did you think about the apartment?

Interest: Are you interested in any of these apartments?

Consideration: Would you consider any of these apartments?

Intent: Have you any buying intentions?

How would you evaluate the apartment?

Intention question sets (Likert scale 1-7)

Would you like to have more information about the apartment?

Would you like to meet the sales person and discuss this apartment?

Are you likely to discuss with someone, e.g. family member or friend, about this apartment?

Would you like to schedule a meeting regarding some other apartments and offers?

Would you like to give your email and subscribe to the mailing list?

Would you like to give your phone number for a sales person contact?

Finnish translation of interview questions

Bloomin taksonomia ryhmä

Listaa asioista, jotka muistat asunnoista?

Kerro kohta kohdalta, olivatko listatut asiat positiivisia tai negatiivisia?

Kuvaa millaista jokapäiväinen asuminen olisi valitsemassasi asunnossa?

Kuinka asunto eroaa nykyisestä asunnostasi?

Kuinka perustelisit asunnon ostamisen?

Mitä muutoksia asuntoon toivoisit, jotta siitä voisi tulla tulevaisuuden kotisi?

Kuuden ymmärryksen vaihdetta ryhmä

Mitkä ovat valitsemasi asunnon hyvät ja huonot puolet?

Mitkä ovat asunnon hyvät ja huonot puolet nykyiseen asuntosi verrattuna?

Mitkä olisivat tärkeimmät tekijät, jotka määrittävät ostopäätökseesi tähän asuntoon liittyen?

Kuvaile lyhyesti millaista olisi päivittäinen elämä valitsemassasi asunnossa?

myyntiputki ryhmä

Mitä mieltä olet asunnoista?

Oletko kiinnostunut mistään asunnosta?

Harkitsisitko jonkin näistä asunnoista ostamista?

Onko sinulla aikomus ostaa jokin näistä asunnoista?

Miten arvioisit asunnot (Likert asteikko 1-7)

'Intention' kysymysasettelu

Haluaisitko saada asunnoista lisää tietoja?

Aiotko mahdollisesti jutella asunnosta jonkun kanssa esim. Sukulaiset, kaverit,....

Haluaisitko tavata myyjän muihin asuntoihin ja tarjouksiin liittyen?

Haluaisitko antaa sähköpostiosoitteesi ja tilata uutiskirjeen?

Haluaisitko antaa puhelinnumerosi myyjän yhteydenottoa varten?

Appendix 2: Questionnaire (in Finnish and English)

Zoan- 3D asunnon myyntimateriaali- Zoan- 3D apartment sales material

TAUSTATIETOA

Minun nimi on Nguyen Tran ja opiskelen kauppatieteiden maisteriksi (LUT) Lappeenrannan-Lahden teknillisessä yliopistossa. Tämä kysely ja haastattelu ovat osa opinnäytetyötäni, jonka aiheena on Zoan- 3D asunnon myyntimateriaali.

Kyselystä kerättyjä tietoja tullaan käyttämään ainoastaan tutkimukseen ja siihen vastaamalla annat luvan käyttää tietojasi tämän tutkimuksen tarkoitukseen. Poistan kaikki kyselystä saadut tiedot henkilökohtaiselta tietokoneeltani ja sekä tämän Googlen kyselyalustalta kun opinnäytetyöni on valmis. Kysely ja haastattelu on täysi anonymi.

MYYNTIMATERIAALIT: <https://rakennusteho.fi/kohde/ogelin-verso-i-helsinki/vr-360-nakymat/>

Yhteystietoni lisäkysymyksiä varten: Nguyen.N.Tran@student.lut.fi

Zoanin edustaja ja yhteystiedot: Antti.lahtevanoja@zoan.fi

Opinnäytetyön ohjaajani ja yhteystiedot: Anssi.Tarkiainen@lut.fi

ENNAKKO-HAASTATELUN OHJEET

Myyntimateriaali lähetään etukäteen osallistujille esikatselua varten ja sen jälkeen, voimme sopia ajan ja paikan sekä sopivimman haastattelun-alustan esimerkiksi Zoom, Microsoft team, face to face, ...

OHJEET KYSELYYN JA HAASTATELUUN

Kysely sisältää monivalintakysymyksiä ja haastattelu sisältää monivalintakysymyksiä sekä avoinkysymyksiä. Varaa haastatteluun aikaa arviolta 5-10 minuuttia. Jokaista monivalintakysymystä kohden tulee valita vain yksi vastausvaihtoehdoista. Kaikkiin kysymyksiin tulee vastata. Tekstikysymysten vastaukset nauhoittamaan tietojen analysointia varten haastattelun aikana.

Vastausasteikon numerot ilmaisevat seuraavaa:

1= täysin eri mieltä, 2=jokseenkin eri mieltä, 3=neutraali mielipide

4= Jokseenkin samaa mieltä, 5= täysin samaa mieltä

PRIMARY INFORMATION ABOUT INTERVIEWS.

My name is Nguyen Tran and I'm studying Master of International Marketing Management at (LUT) Lappeenranta-Lahti technology university. This survey and interviews are part of my thesis, whose topic is about Zoan- 3D apartment sales material.

The collected information is only for the purpose of this thesis's research and by responding to it, you as interviewees consent to the use of your information for the purpose of conducting this thesis. I will delete all the collected information from my laptop as well as from this Google's questionnaire when the thesis is completed. The survey and the interview are anonymous.

THE SALESMATERIALS: <https://rakennusteho.fi/kohde/ogelin-verso-i-helsinki/vr-360-nakymat/>

Contact for more information: Nguyen.N.Tran@student.lut.fi

Zoan's representative: Antti.lahtevanoja@zoan.fi

Thesis's advisor: Anssi.Tarkiainen@lut.fi

PRE-INTERVIEW'S INSTRUCTION

The sales materials will be seen to the participants in advance for reviewing and after the reviewing, we can agree upon time and place according to your available time, for example: Zoom, phone,...

Starting part and ending part should be completed before the interview and after the interview .

INTERVIEW AND SRUVEY'S INSTRUCTION

The survey comprises multiple choice questions and the interview comprises both multiple choice questions and short answer question. The interview takes about 5-10 minutes. Each multiple choice question can choose only one option. All the questions should be answered. Short-answer question's responses will be recorded during the interview for the purpose of information analysis.

The response scale follows:

1= Completely disagree, 2= disagree, 3= Neither agree nor disagree, 4= Agree, 5= Completely agree

What is your prefer language? Asiointi kieli *

- Suomi
- English

Oletko? *

- Mies
- Nainen
- Muu

Kuinka vanha sinä olet? *

- 20-25
- 25- 30
- 30-35
- 35-40

1. Omaehtoisuus: Seuraan ja etsin kiinteistömarkkinoita omaehtoisesti *

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	Täysin samaa mieltä				

2. Kyvykkyys: Nämä asunnot ovat samanlaisia mitä olen etsinyt *

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	Täysin samaa mieltä				

3. Yhteisöllisyys: Tunnen olevani pätevä kiinteistöalalla *

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	Täysin samaa mieltä				

1. Autonomous: I spontaneously follow the real estate market and conduct research on it *

	1	2	3	4	5	
Completely disagree	<input type="radio"/>	Completely agree				

2. Relatedness: these apartments were similar to those that I have been searching for *

	1	2	3	4	5	
Completely disagree	<input type="radio"/>	Completely agree				

3. Competence: I feel myself competent in the real estate market *

	1	2	3	4	5	
Completely disagree	<input type="radio"/>	Completely agree				