

Topic Overview	
Topic	BAFS Elective Part – Business Management Modules– Marketing Management M10: Traditional Marketing and E-Marketing Strategies
Level	S5 / S6
Duration	2 lessons (40 minutes per lesson)

Learning Objectives:

1. To understand the basic concept of e-marketing;
2. To differentiate the strengths and weaknesses between traditional marketing and e-marketing;
3. To apply e-marketing strategies on products and services; and
4. To recognise the effectiveness of e-marketing strategies upon evaluations.

Overview of Contents:

Lesson 1	What is E-Marketing?
Lesson 2	Application of E-Marketing Strategies on Products and Services

Resources:

- Topic Overview, Teaching Plan and Answers to Student Worksheet
- PowerPoint Presentation
- Student Worksheet

Suggested Activities:

- Debate
- Group Discussion
- Case Study
- Problem Solving

Lesson 1	
Theme	What is E-Marketing?
Duration	40 minutes

Expected Learning Outcomes:

Upon completion of this session, students will be able to:

1. Identify the various formats of e-marketing;
2. Explain the basic concepts of e-marketing strategy; and
3. Differentiate the strengths and weaknesses between traditional marketing and e-marketing.

Teaching Sequence and Time Allocation:

Activities	Reference	Time Allocation
Part I: Introduction		
<ul style="list-style-type: none"> ✧ Teacher begins by asking students “What is e-marketing?” and invites volunteers to express their thoughts. ✧ A local portal website with internet advertisements (e.g. Hong Kong Yahoo with banners and crazy ads) is shown and students are asked if it is an example of e-marketing. 	PPT#1-3	5 minutes
Part II: Content		
<ul style="list-style-type: none"> ✧ Activity 1: Traditional Marketing or E-Marketing <ul style="list-style-type: none"> ■ A list of media choices is provided in the student worksheet. Students are asked to identify whether these channels of communications are traditional or e-marketing media. ■ For traditional marketing media, students should suggest how they can be adapted to e-marketing and explain how this can help accomplish specific marketing activities. ■ Teacher concludes the activity by explaining the definition of e-marketing and reveals the correct answers to Activity 1. 	PPT#4-7 Student Worksheet p.1	10 minutes

<p>✧ Activity 2: Debate - <i>E-marketing promotions are more effective than traditional promotions</i></p> <ul style="list-style-type: none"> ■ Students form into two groups, supporting traditional marketing and the other supporting e-marketing. ■ Allow 8 minutes for students to discuss in their groups to develop arguments and fill-out the worksheets. ■ Each group should nominate two representatives to participate in the debate. And each representative will have 2 minutes to present his/her views and arguments. At the end, each group will have 2 minutes to draw conclusion. ■ Students will vote for the winning team and teacher concludes the debate. 	<p>PPT#8-10 Student Worksheet pp.2-4</p>	<p>20 minutes</p>
<p>Part III: Conclusion</p>		
<p>✧ Teacher sums up the key concepts covered in the lesson and briefs students to prepare for the next lesson by completing Activity 3 – Case Study on a traditional business planning to expand its customer reach to a global scale.</p>	<p>PPT#11 Student Worksheet pp.5-6</p>	<p>5 minutes</p>

Lesson 2	
Theme	Application of E-Marketing Strategies on Products and Services
Duration	40 minutes

Expected Learning Outcomes:

Upon completion of this session, students will be able to:

1. Apply various e-marketing strategies on products and services;
2. Recognise the effectiveness of diverse e-marketing strategies; and
3. Understand the importance and impact of e-marketing in business environment.

Teaching Sequence and Time Allocation:

Activities	Reference	Time Allocation
Part I: Introduction		
✧ Activity 3: Case Study: Promotion through e-marketing <ul style="list-style-type: none"> ■ Teacher begins the lesson by inviting students to present their answers. Teacher addresses and justifies the correctness of students' choices. ■ Teacher concludes the activity by explaining the reasons for promoting through e-marketing in this case. 	PPT#13-15 Student Worksheet pp.5-6	10 minutes
Part II: Content		
✧ Activity 4: Identify and Position Media Type <ul style="list-style-type: none"> ■ Teacher explains and compares the features of different media types. ■ Students, in groups of 4-5, should complete the matrix using the provided list of media choices according to the types of attributes stated in the form. ■ After completion, teacher invites volunteers from each group to present their answers. ■ Teacher provides suggested answer for student reference and draws conclusion to the activity. ■ Key points should be addressed related back to <i>Activity 3</i> on how the appropriate e-marketing communication media choice will support the re-branding of products or services. 	PPT#16-26 Student Worksheet p.7	10 minutes

<p>❖ Activity 5: Media Choice Evaluation Matrix</p> <ul style="list-style-type: none"> ■ Students, remaining in their groups, are required to discuss and rank the types of media according to their marketing objectives listed in the worksheet provided. ■ Invite students to present their answers for comparison. ■ As a conclusion, teacher explains that the evaluation matrix is a useful tool to make fair decision when more than one person or parties involved. 	<p>PPT#27 -29 Student Worksheet p.8</p>	<p>10 minutes</p>
<p>Part III: Conclusion</p>		
<p>❖ Teacher concludes the lesson by stressing the importance and impact of e-marketing in business environment and recapping the key concepts covered in this topic.</p>	<p>PPT#30- 31</p>	<p>5 minutes</p>

Suggested Answers to Student Worksheet

Activity 1: Traditional or E-Marketing

Identify whether the marketing communication media presented below are the traditional or e-marketing communication type. If the media is identified as traditional, provide ideas on how it can be adopted to e-marketing communications and write suggestions in the right hand column. If the media is identified as e-marketing communications, write how that media will accomplish specific marketing activities.

Media	Media Type	Suggestions / Marketing Activities
<i>Yahoo website</i>	Traditional <input type="checkbox"/> E-Marketing <input checked="" type="checkbox"/>	This portal site offers virtual advertising space to assist business partners / clients to promote its products. Another form of e-marketing within Yahoo website is Yahoo Auction platform, which provides an open virtual marketplace for users to buy and sell online.
<i>Vodafone 3G mobile portal</i>	Traditional <input type="checkbox"/> E-Marketing <input checked="" type="checkbox"/>	The Vodafone 3G mobile portal provides a virtual space for merchants to send out information to their targeted audiences. They can notify potential clients of the latest products or promotional activities.
<i>TVB Channel</i>	Traditional <input checked="" type="checkbox"/> E-Marketing <input type="checkbox"/>	TVB has already extended their services into providing High-Definition broadcasting (Digital broadcasting) to the general public. This is an opportunity for the company to more precisely capture users' viewing habits and demographic data. In the future, the company can even offer "on-demand" programs over the Internet to delivery higher quality services and values for both B2B and B2C customers.
<i>Milk Magazine</i>	Traditional <input checked="" type="checkbox"/> E-Marketing <input type="checkbox"/>	It's very common for magazines to have an online version providing with similar content to the printed version either free of charge or at a subscription price. This online version can reduce printing costs and at the same time reach global customers.

<p><i>Adobe Acrobat document downloaded from the Internet</i></p>	<p>Traditional <input type="checkbox"/></p> <p>E-Marketing <input checked="" type="checkbox"/></p>	<p>A document downloaded from the Internet can serve as a digital version of a catalogue or application form for enrollment purposes. By utilizing this distribution method, marketing costs such as printing and mailing are eliminated.</p> <p>Distributing documents electronically achieves broader customer coverage.</p>
<p><i>Gmail</i></p>	<p>Traditional <input type="checkbox"/></p> <p>E-Marketing <input checked="" type="checkbox"/></p>	<p>User profiles are collected through email account registrations. The data is further analyzed for future prospects.</p> <p>Large quantities of page views can be achieved by providing the webmail service to establish customer loyalty.</p>
<p><i>QuikSilver Catalogue</i></p>	<p>Traditional <input checked="" type="checkbox"/></p> <p>E-Marketing <input type="checkbox"/></p>	<p>The catalogue can be adapted onto a website or PDF document allowing customers to view products anytime online.</p> <p>This provides convenience to both the company and clients as updating and distribution is more efficient and effective.</p>
<p><i>Direct-mail Häagen-Dazs Coupons</i></p>	<p>Traditional <input checked="" type="checkbox"/></p> <p>E-Marketing <input type="checkbox"/></p>	<p>Special product offers can be sent to the customers as a digital coupon either over the Internet or mobile phone. This method allows more effective distribution at lower costs.</p> <p>The company can set up an electronic customer membership system where points are accumulated for customer spending. This is an effective way to build good customer relationships.</p>

Activity 3: Case Study – Promotion through E-Marketing

Step 1: Target Market

Patrick's products target a consumer market that is approximately 14 to 50 years old as electronic gadgets vary widely and attract a wide customer range. However, using the Internet to promote its products, the age group will reduce to approximately 14 to 35 as these customer groups (Generation Y and late Generation X) typically use the Internet.

Step 2: Media Selection

The appropriate e-marketing media to promote Patrick's shop is the **Internet**. This is the most suitable choice to promote globally offering benefits such as low promotion costs, flexibility in updating the content, high segmentation and interactive possibilities.

Electronic Direct-mailing (EDM) is another effective low-cost choice to efficiently reach the target markets. **Online banners** are not suggested because it is difficult for Patrick to contact oversea portal owners and deal with the placement of ads and charges. **SMS** is also not suggested because this communication channel does not lead customers to the online store to purchase products.

Step 3: Action Plan

An online store should be implemented as it allows global customers to buy electronics direct using their computers. Customers will be charged online via credit card which simplifies the purchase transaction. An EDM program is developed to send special offers or discounts to individual customers using their email account leading them directly to the online store. The customer email accounts can be collected by posting online surveys on special interest forums.

Activity 5: Media Choice Evaluation Matrix

	Website	Online Banner	SMS/MMS	Electronic DM
Broader reach	5	5	3	5
Low cost per impression	5	3	3	5
High audience interest	3	3	1	1
High market segmentation	1	5	5	3
Short lead time	5	3	3	3
Creative possibilities	5	3	1	1
Able to select key geographic areas	1	1	3	3
Direct response techniques	5	3	5	5
Longer life	5	1	1	3
Total (50)	35	27	25	29
Rank	1	3	4	2

BAFS Elective Part Business Management Module – Marketing Management

Topic M10: Traditional Marketing and E-Marketing Strategies

Technology Education Section
Curriculum Development Institute
Education Bureau, HKSARG
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Introduction

This session introduces students the concepts and application of e-marketing. Students will build a solid understanding through active participation in different activities such as debate and case study.

Duration

Two 40-minute lessons

Contents

Lesson 1 – What is E-Marketing?

Lesson 2 – Application of E-Marketing Strategies



“What is e-marketing?”

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BAFS Elective Part
Learning and Teaching Example

Lesson 1

1. Teacher begins by asking the question: **“What is e-marketing?”**
2. Ask volunteers to express their thoughts and give examples of daily situations where they encounter e-marketing.
3. After thought and expressions presented, teacher explains the correct definition of e-marketing.
4. Go to the next slide and continue asking students to identify the features of e-marketing using the given website.

Definition of “What is e-marketing”:

E-Marketing is the process of helping a company to promote and sell its products / services through digital technology. Digital technologies are things such as computers, the Internet, and other electronic devices which allow the storage and transmission of data in digital formats.

Suggested examples of students encountering e-marketing in daily situations:

1. Reading news articles from 壹蘋果網絡 - atnext.com (e-advertising for business clients).
2. Online bidding at eBay auction site (e-commerce, offering a virtual market place for businesses and consumers).
3. Communicating using Microsoft Instant Messenger (e-services that capture user data).
4. Downloading sharewares, MP3, or videos from the Internet (e-products, selling software, music or movies over the Internet to reduce cost).
5. Using Facebook to manage your social network (E-Services that collects user profiles for further marketing purposes).

Source: E-Marketing Fourth Edition, Judy Strauss, Adel El-Ansary, Raymond Frost, Pearson Prentice Hall, 2006.

Is this e-marketing?



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BAFS Elective Part
Learning and Teaching Example

Ask students whether the Yahoo Hong Kong portal a form of e-marketing. (Answer: Obviously, the portal is a form of e-marketing because it uses digital technology as a medium for conducting marketing activities).

Ask how this website is used to achieve specific marketing objectives (internally for Yahoo itself or externally for Yahoo's business partners / clients).

Suggested answers (Marketing Objectives):

- It provides the latest news and information to attract visitors to the portal (e-advertising for business clients).
- It provides a bidding platform for users to exchange goods online (e-commerce, offering a virtual market place for businesses and consumers).
- It offers a chat forum for users to communicate online (e-services that capture user data).
- It developed a dating service (友緣人) for users to manage their social network (e-services that collect user profiles for further marketing purposes).

Remarks:

E-Marketing is a broad topic covering many business activity aspects at various levels (such as marketing research, CRM or supply chain management).

But given the lesson's time constraints, the focus will mainly be on e-marketing communications.

Activity 1: Traditional or E-Marketing

Identify whether these communication channels are Traditional or e-marketing media

Yahoo website
Vodafone 3G web
TVB Channel
Milk Magazine

Adobe Acrobat document
Gmail
QuikSilver Catalogue
Häagen-Dazs Coupons

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BAFS Elective Part
Learning and Teaching Example

Activity 1

1. Provide students with examples of various channels and media. Real-life media choices can be used as examples.
(e.g. *Yahoo website*, *Vodafone 3G web*, *TVB*, *Milk (magazine)*, *Adobe Acrobat document downloaded from the Internet*, *Gmail*, *PDA freeware*, etc...).
2. Ask students to identify whether these channels of communications are traditional or e-marketing media.
3. Students should identify the various formats of marketing promotion by completing Student Worksheet p.1.
4. Make a note to the students of the column marked as "Suggestions" on the right-hand side.
5. Students are asked to offer suggestions on how traditional media can be adopted to e-marketing or how e-marketing media can help achieve specific marketing goals.

Activity 1: Traditional or E-Marketing



How can e-marketing be used?

The use of information technology in the processes of creating, communicating, and delivering value to customers, and for managing customer relationships in ways that benefit the organisation and its stakeholders.

Conclude the activity by explaining the use of e-marketing.
Go to the next slide to reveal the correct answers to Student Worksheet p.1.

Activity 1: Traditional or E-Marketing



Traditional Marketing	e-marketing
<ul style="list-style-type: none">• TVB Channel• Milk Magazine• QuikSilver Catalogue• Häagen-Dazs Coupons	<ul style="list-style-type: none">• Yahoo website• Vodafone 3G web• Adobe Acrobat document• Gmail

Reveal the correct answers (**refer to Topic Overview pp.6-7**) to class.
Go to the next slide to further explain the benefits of using e-marketing.

Activity 1: Conclusion

- Many e-marketing activities were derived from traditional marketing activities.
- Basic concept of marketing does not change.
- Match appropriate tools and objectives to achieve effective results.



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Learning and Teaching Example

Conclusion to Activity 1:

1. E-Marketing is a firm's marketing activities using digital technology. After this exercise, students should be able to differentiate traditional marketing from e-marketing.
2. Many e-marketing activities were derived from traditional marketing activities. The basic concept and purpose of marketing does not change (i.e. demonstrating the design and features of a product). The digital format is just a new communication method that increases value to both business and consumers.

Examples are:

- Online Survey
 - Internet Coupons
 - Email Discount Promotion
3. Various e-marketing methods can help achieve specific marketing objectives, therefore, appropriate match of methods and objectives is vital for effective results. Examples are:
 - e-marketing method – conduct an online survey to capture customers demands and feedback;
 - marketing objective – collect information for new product development

Activity 2: Debate

E-marketing promotions are more effective than traditional marketing promotions for the re-branded electronic gadget shop Tai Cheong Hong (太昌電器行)



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BAFS Elective Part
Learning and Teaching Example

Activity 2

1. Divide students into two groups and assign one group as the affirmative and other as opposing.
2. Give students 8 minutes to discuss and formulate their arguments.
3. Students should write the advantages and disadvantages of each medium on Student Worksheet pp2-4 while preparing for the debate.
4. Each group appoints two representatives to participate in the debate.
5. Each representative will have 2 minutes to present their views and arguments. After all 4 representatives have presented, each group will be given 2 minutes to present their conclusions.
6. Ask students to vote for the winning group. An award can be offered to the best performing team for the debate.

Suggested Arguments:

Traditional marketing promotion

- Traditional marketing promotions are more effective for creating a greater awareness due to the large percentage of marketing promotional activities that still leverage TV, newspapers, and magazines.
- Television commercials are still considered to have the broadest reach and most effective.
- Direct-mailing has the capability of reaching individual customers to deliver customised offers to increase awareness and promote attractiveness.
- Advertisements can be placed on an electronic gadgets magazine to attract the specific audiences to meet their desires.

E-Marketing promotion

- E-Marketing promotions are more flexible and faster in sending information to large customer groups.
- The flexibility allows the shop to adapt to the rapidly changing product assortment and inventory.
- Communication channels such as online banners and websites allow quick access and modifications requiring a very short lead time to implement content updates.
- E-Marketing promotions offer many possibilities for interactive designs.
- The interactive element matches well with the image of electronic products.

Remarks:

1. This is a follow-up to the re-branded example used in Topic 9. Local electronic gadget shop Tai Cheong Hong (太昌電器行) imports its goods from Japan.
2. Student Worksheet pp3-4 is a tool to assist students in developing their arguments based on what they have observed about the advantages and disadvantages of each medium.
3. If students are having difficulties in formulating an argument, teacher can provide them with hints and suggestions to facilitate the process.

Activity 2: Debate - the Differences Between Traditional & E-Marketing



Traditional	E-Marketing
<p>Advantages:</p> <ul style="list-style-type: none"> • Broad Reach • Creative Possibilities • High Intrusion Value • Geographic Selection <p>Disadvantages:</p> <ul style="list-style-type: none"> • High Cost • Long Lead Time • Short Exposure Time • Low Flexibility 	<p>Advantages:</p> <ul style="list-style-type: none"> • Low Cost • Short Lead Time • High Market Segmentation • Interactive • High Flexibility <p>Disadvantages:</p> <ul style="list-style-type: none"> • Low Intrusion Value • High Clutter • Hard to retain Interest

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BAFS Elective Part
Learning and Teaching Example

Show this slide if students are having difficulty identifying the advantages and disadvantages of each medium on Student Worksheet pp.2-4.

If the progress is smooth, use this slide as a wrap-up before delivering the conclusion.

Suggested Points for Students:

Traditional

Advantages:

Broad Reach – TV and radio still remains the highest household media transmission device.
Creative Possibilities – variety of media choice allowing animation and audio, or brilliant full-color prints which offers possibilities for innovative promotion approach.
High Intrusion Value – visual and audio have the capability of interrupting a viewer.
Geographic Selection – provide possibility for highly effective market segmentation.

Disadvantages:

High Cost – cost for developing TVC, magazine advertising, or direct-mail still remain much higher in comparison with internet promotion.
Long Lead Time – turn-around time for updating an advertisement will require troublesome procedures and lengthy time.
Short Exposure Time – due to the high cost of the media, most advertisement are only broadcasted for a short period of time.
Low Flexibility – troublesome updating procedures and limitation on media control resulting in low flexibility for creativity.

Remark:

The above advantages and disadvantages are only for reference. Teacher should note that the advantages and disadvantages as well as the reasoning may change over time. For example, as the use of Internet is getting more common and popular, e-marketing may soon become more broad-reaching than traditional marketing and allow more creative possibilities with the fast technology advancement. Hence, any reasonable arguments with justification should be accepted.

E-Marketing

Advantages:

Low Cost – charges for production are less costly and cost such as printing is totally eliminated.
Short Lead Time – updating procedures are simple and can be done over the Internet.
High Market Segmentation - provide possibility for highly effective market segmentation. It can leverage on technology to locate specific interest groups of customers.
Interactive – two-way response which catches the interest and attention of the audience.
High Flexibility – the media can be customised, modified in a short period of time.

Disadvantages:

Low Intrusion Value – the Internet is a passive media and difficult to initiate the attention of viewers.
High Clutter – due to the cluttered advertising environment on the internet, it is very difficult to catch the attention of the viewer.
Hard to retain Interest – web-banners and online advertising are simple in their design. Also, multiple messages are presented on a single page resulting in low retention of interest.

Activity 2: Conclusion



- Both traditional and e-marketing have their own strengths and weaknesses.
- To achieve effective results it is important to:
 - Match promotion channels with marketing objectives.
 - Match the promotion tools with the company's image, and product or service.

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BAFS Elective Part
Learning and Teaching Example

Teacher concludes the debate with the points provided below.

Conclusion to Activity 2:

1. Both traditional marketing and e-marketing communications have their particular strengths and weaknesses.
2. As mentioned in **Activity 1**, appropriate match of communication tools with marketing objectives is very important to achieve effective results.
3. Although each type of communication has its strengths and weaknesses, marketers must be aware of which communication tool is appropriate to match a company's image and product or service. In the case of Tai Cheong Hong (太昌電器行), e-marketing would be a suitable choice.

Conclusion to Lesson 1



Benefits of using e-marketing

- Increases efficiency and effectiveness
- Transforms many existing marketing strategies

E-Marketing is more than merely using technology

- Focus on the benefits that technology brings rather than technological advancements

Teacher concludes lesson 1 by summarising the concepts delivered.

Conclusion to Lesson 1:

Benefits of using e-marketing:

- Increases efficiency and effectiveness of traditional marketing functions.
Example 1: Advertising activities can now be performed online to enhance market segmentation and targeting.
Example 2: Viewers can respond immediately to a promotion by clicking an online banner and completing an online form.
- The technology of e-marketing transforms many traditional marketing strategies. This transformation results in new business models adding customer value and / or increases company profitability.
Example 1: Company news and new product information can be announced through corporate websites and other online channels instead of printing newsletters and catalogues for more efficient communications.
Example 2: Products can be sold online to reduce costs such as retail shop rent, shipping fees, sales-person salary.

E-Marketing is bigger than technology:

- Technology may change the way we deal with business operations but technology should not alter our business objectives. Marketer should not merely focus on technological advancement but should focus on the benefits that technology brings to the business.
Example 1: One common benefit technology has brought to both companies and customers is convenience. It has helped field sales staff quickly locate customer information using mobile devices. For customers, they can obtain products / services information on-demand anytime, anywhere.
Example 2: Another common benefit that technology has brought to companies and customers is cost reductions. Companies can now reduce costs by improving efficiency in promotional channels and logistics. This cost reduction allows customers to enjoy products and services at a lower price.

Source: E-Marketing Fourth Edition, Judy Strauss, Adel El-Ansary, Raymond Frost, Pearson Prentice Hall, 2006.

Activity 3: Case Study – Promotion through E-Marketing



- After the success of Patrick's re-branding exercise of Tai Cheong Hong (太昌電器行), the company is finally backed on track.
- The next step Patrick wants to do is to expand his business reach outside Hong Kong.
- The first location he is targeting is North America.

Activity 3

1. Teacher should briefly explain the activity on Student Worksheet pp.5-6. It is a case study of a traditional business wanting to promote its services and products to customers at a global scale.
2. Ask students to complete it before the next lesson.
3. Go to the next slide and give students suggestions or guidelines for the completion of Student Worksheet pp.5-6.

Activity 3: Case Study – Promotion through E-Marketing



How can Patrick use e-marketing to promote the shop and sell his products to overseas customers?

Task:

Develop a draft marketing plan using e-marketing as the center of promotional tools to reach overseas customers effectively and efficiently.



Preparation for the next lesson:

1. Students are required to complete Student Worksheet pp.5-6: before attending the next lesson.
2. Provide students with the **Appendix A** for reference.

Suggestions for students:

1. Students should focus on how to promote the services and products overseas by effectively using e-marketing as the main communication tool.
2. Students should be aware of the channel options available for conducting promotional activities, such as foreign websites, portals, and search engines.
3. Ask students to use real-life media channels (such as in **Activity 1**) to explain their views.
4. Students may refer back to **Activity 2** for the advantages and disadvantages of each medium type to justify their choice of promotional methods.
5. Remind students that the media choice selected must match the image of Patrick's shop and his products.
6. A combination of media choices are preferred for greater effectiveness. Ask students to think about how these combinations can interact with one another to maximise potential.

Remarks:

Remember, this is only an exercise to familiarise students with different e-marketing tools. Teacher should not overwhelm students by demanding a comprehensive promotional plan with a proposed budgets, action plans, or even evaluations.

Activity 3: Case Study Review



Promotion through E-Marketing



Lesson 2

1. Give students a brief recap of **Activity 3** as a warm-up.
2. Teacher can begin the lesson by collecting answers from students.
3. Teacher will address and justify the correctness of students' choices.
4. Go to the next slide to conclude the activity.

Activity 3: Conclusion

Why promote through e-marketing?

Global Audience
Short Lead Time
Efficiency
Effectiveness
Cost Reduction

Teacher explains the reasons of using e-marketing for promotion with the points below.

Conclusion to Activity 3:

Why promote through e-marketing:

1.Global Audience: E-Marketing is a suitable marketing strategy for companies to expand their operations multi-nationally and to reach overseas customers. Website, email, online banners, and online shopping are effective ways to reach customers without having to invest a tremendous amount of marketing dollars into a physical operation.

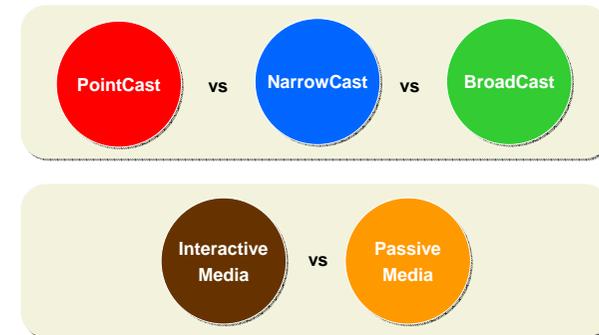
2.Short Lead Time: It is always a challenge to efficiently communicate to distant customers. Traditional marketing methods encounter numerous challenges such as media preparation long lead time and the time required to deliver printed promotional materials to overseas markets. Using e-marketing can eliminate these issues by using the internet as the major channel of communication between the company and its customers.

3.Efficiency: The marketing messages can be sent via email to quickly reach customers.

4.Effectiveness: E-Marketing can be effectively segmented to promote to the target market.

5.Cost Reduction: E-Marketing reduces high media costs, expensive printing and mailing costs to reach target markets.

Activity 4: Identify and Position Media Types



Teacher explains slides 16 – 23 covering features of the different media types. This will serve as a lead-in for Activity 4.

Since this information is new to students, teacher should make sure everyone fully understands these concepts before asking them to complete Student Worksheet p.7 .

Activity 4: Identify and Position Media Types



PointCast



Electronic media with the capability of transmitting either personalised or standardised messages in bulk to an audience of just one person. e. g. email or cell phone.

Teacher explains the concept of *PointCast* and provides examples.

Activity 4: Identify and Position Media Types



NarrowCast



Focused electronic content appealing to special-interest markets. e. g. Cable TV (CATV) such as the CNN (Cable News Network) or ESPN (Entertainment and Sports Programming Network).

Teacher explains the concept of *NarrowCast* with examples.

Activity 4: Identify and Position Media Types



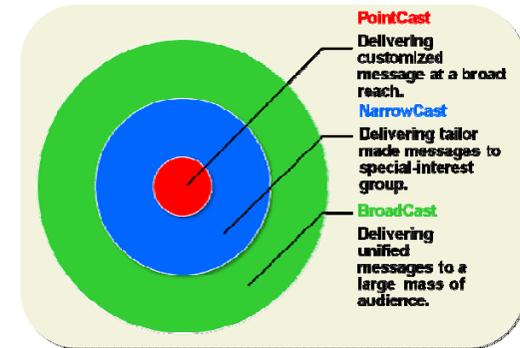
BroadCast



Medium for advertisers to reach large numbers of consumers at one time. e. g. television or radio.

Teacher explains the concept of *BroadCast* with examples.

Activity 4: Identify and Position Media Types



Summary:

The above three communication types are used in different ways to reach different customers at various customisable levels. The medium choice used depends on the promotional plan objective(s).

PointCast: highly customisable individual message with broad reach. Suitable for promotional campaigns requiring delivery of personalised offerings (e.g. personal loan or financial plan offerings over personal mobile SMS/ MMS).

NarrowCast: Tailor-made messages for segmented target markets. Suitable for delivering messages to special-interest groups (e.g. fishing equipments for fishing enthusiasts on fishing network channels).

BroadCast: The broadest reach of the three. Suitable for delivering a unified message to a large mass audience (e.g. cross-state chain store seasonal sales promotion).

Activity 4: Identify and Position Media Types



Interactive Media



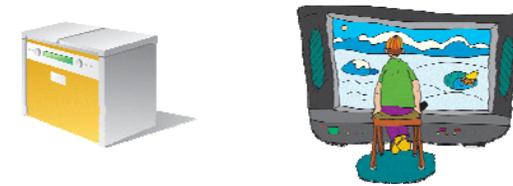
A medium where the recipients can interact with the message.
e. g. email or website.

Teacher explains the concept of *Ineractive Media* and provides examples.

Activity 4: Identify and Position Media Types



Passive Media



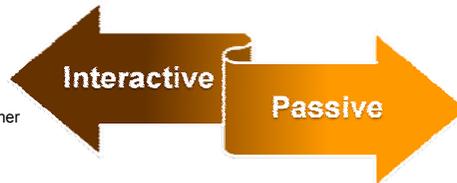
A medium sending messages being received passively by the recipients. e. g. television or radio.

Teacher explains the concept of *Passive Media* and provides examples.

Activity 4: Identify and Position Media Types



e.g.
Email
Website
Kiosk
Online banner



e.g.
TV
Radio
Newspaper
Facsimile

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BAFS Elective Part
Learning and Teaching Example

Summary:

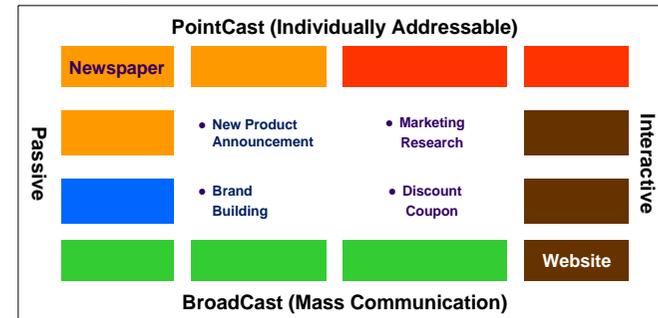
1. Media are either interactive or passive, there is no interactive-passive type of media.
2. However, individually addressable and mass communication can either be interactive or passive depending on the medium and how it is used.

Example: Postal Mail (Direct Mail) is an individually addressable medium which can be interactive or passive depending on your marketing objectives.

Activity 4: Identify and Position Media Types



Part (a)



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Learning and Teaching Example

Students form groups of 4 - 5 and complete Student Worksheet p.7: Identify and Position Media Types - Part (a). A list of diverse media choices is displayed. Students are asked to fill in the blanks in the matrix with the given media choices according to their attributes.

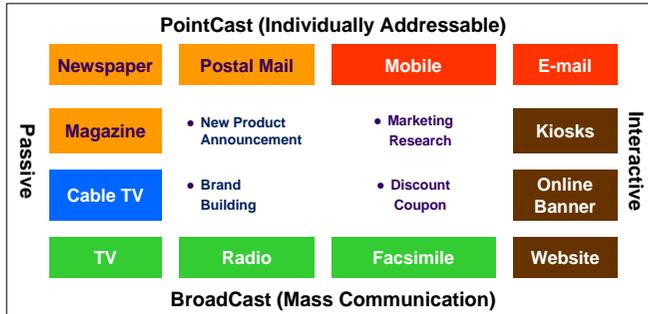
After completion of Worksheet p.7 (a), invite volunteers from each group to present their answers.

Example 1: Newspaper is a passive medium with an individually addressable attribute and therefore placed on the top-left corner of the matrix.

Example 2: Website is an interactive medium with mass communication attributes and therefore placed on the bottom-right corner of the matrix.

Activity 4: Identify and Position Media Types

Part (a)



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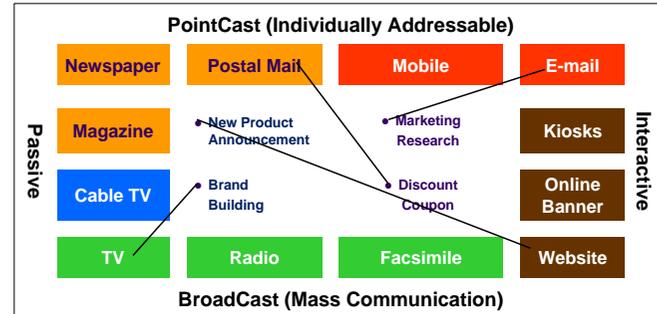
Teacher reveals the answers of Student Worksheet p.7 (a) to students.

Ask students to complete Student Worksheet p.7 (b) by matching the 4 marketing objectives with the most suitable media.

Summarise the activity by explaining the importance of choosing the appropriate media to achieve specific marketing objectives.

Activity 4: Identify and Position Media Types

Part (b)



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Answers:

1. *Passive Individually Addressable* media are more suitable for offering specific groups of customers special offers and discounts. Coupons and discount sales invitation works well with this method of communication.
2. *Interactive PointCast* is more suitable for sending out customised interactive messages to selective targeted customers by utilising a databases. This method is also a great way to reach global market where effectiveness of advertisement tracking is highly demanded. Some marketing objectives such as marketing research (online survey) or online competition (website interactive games) are effective with this kind of communication.
3. *Passive BroadCast* is suitable in special situation such as Beijing Olympics, where companies would prefer to communicate to a large group of audience to build up positive brand impression.
4. *Interactive BroadCast* media are more suitable for major announcements to a broader reach of customers such as new product announcement over an interactive website.

Remarks:

Media such as TV, radio, cable television, the Internet, facsimile, and mobile can be viewed as *BroadCast*, *NarrowCast*, or *PointCast* on the basis of their capability to reach mass audiences, smaller audiences, or even individuals with different messages (e.g. the capability of mobile phone enables it to reach a single recipient or a bulk recipients and therefore can be seen as *PointCast* or *BroadCast*).

Activity 5: Media Choice Evaluation Matrix



If a company decides to promote its brand to the international market, which e-marketing media would be the most effective and efficient for achieving this objective?



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Activity 5

1. Students are asked to remain in their groups and complete Student Worksheet p.8 - Media Choice Evaluation Matrix.
2. Go to the next slide to provide students more instructions to the activity.

Activity 5: Media Choice Evaluation Matrix



- Use the evaluation matrix on **Student Worksheet p.8** to rank the different types of media provided according to the marketing objectives mentioned in the previous slide.
- Use a ranking scale of 1,3, and 5, where
 - 1 has the lowest desirability
 - 3 in mid level, and
 - 5 represents the highest desirability.
- Ask yourself "Will it...?" or "Does it...?" and score the option against the criterion.

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Teacher explains the ranking system with the above points.

Invites students to present their answers for comparison before revealing the answers on the next slide.

Remarks:

There are no absolute answers to the ratings of each criterion for the media. Each team may conclude a different ranking according to their discussions. The ranking outcomes should best justify the marketing objective being proposed. Refer to the **Suggested Answer Sheet** provided to conclude the activity with the suggested answers on the next slide.

Activity 5: Conclusion



	Website	Online Banner	SMS/MMS	Electronic DM
Broad reach	5	5	3	5
Low cost per impression	5	3	3	5
High audience interest	3	3	1	1
High market segmentation	1	5	5	3
Short lead time	5	3	3	3
Creative possibilities	5	3	1	1
Able to select key geographic areas	1	1	3	3
Direct response techniques	5	3	5	5
Long life	5	1	1	3
Total (50)	35	27	25	29
Rank	1	3	4	2

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Activity 5 : Conclusion

1. Teacher reveals suggested answers to students.
2. Correct students' given answers if required.
3. Summarise the activity with the points below.
4. Go to the next slide to conclude the lesson after summarising this activity.

Summary:

1. Although the total ranking may vary among groups, **Website** should score the highest because it provides much greater flexibility and creative possibility while **SMS/MMS** should score the lowest due to its limitations in many aspects.
2. The evaluation matrix is very useful when making decisions (such as media choice for e-marketing) involving more than one person. This method allows decisions to be made fairly based on the fulfillment level of each channel and the criterion.
3. The ranking may vary if the preference is based upon a different marketing objective.
For example:
If the marketing objective is to notify customers of a special discount offer with a personalised message, then **SMS/MMS** or **Electronic DM** (EDM) would be a more suitable choice.
If the marketing objective is to conduct a customer survey, the combination of **EDM**, **Online Banner**, and **Website** would be preferred.

Remarks:

1. Website, EDM, and Online Banner are considered Interactive PointCast while SMS / MMS is an individually addressable media.
2. The ranking will be affected if the marketing objectives of the audience groups are different.

Conclusion



1. *Marketing principles never change - i. e. to keep and enlarge the current market by delivering superior values and satisfaction to (potential) customers.*
2. *E-Marketing increases efficiency and effectiveness of traditional marketing functions.*
3. *It also inspires new business models that adds customer value and increase company profitability.*



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Teacher concludes the lesson by explaining the importance and impact of e-marketing communication in the business environment --

Conclusion to Lesson 2:

1. Marketing principles never change - i. e. to keep and enlarge the current market by delivering superior values and satisfaction to (potential) customers.
2. E-Marketing increases efficiency and effectiveness – such as **Dell** computer which allows customers to configure, choose optional parts, and purchase their personal computer with Dell's online store. This help the firm sell the products with a more efficiency and effective way and at the same time bring convenience to the customers.
3. E-Marketing also inspires new business models – many traditional business models are now expanding their reach to cyberspace and increasing company profitability. Example would be **Yahoo Online Dating** service, which adds many new possibilities with the interactivity Internet offers. Dating / Matching services are not new ideas, but when moved online, new possibilities are possible.



The End

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Teacher concludes the lesson by reviewing the key concepts covered in these 2 Lessons:

- Identify the various formats of e-marketing communication. (Activity 1 and 4)
- Understand the basic concept of e-marketing communication. (Activity 1 and 4)
- Differentiate the strengths and weakness between traditional and e-marketing communications. (Activity 2)
- Utilise e-marketing communication strategies for products and services. (Activity 3)
- Recognise the effectiveness of e-marketing communication strategies upon evaluations. (Activity 5)
- Understand the importance and impact of e-marketing communication in the business environment. (Activity 2 and 3)
- Select appropriate e-marketing media to achieve specific marketing objectives. (Activity 4 and 5)

End of Lesson 2

BAFS Elective Part - Business Management Module - Marketing Management
M10: Traditional Marketing and E-Marketing Strategies

Activity 1: Traditional or E-Marketing

Identify whether the marketing communication media presented below are the traditional or e-marketing communication type. If the media is identified as traditional, provide ideas on how it can be adopted to e-marketing communications and write suggestions in the right hand column. If the media is identified as e-marketing communications, write how that media will accomplish specific marketing activities.

Media	Media Type	Suggestions / Marketing Activities
<i>Yahoo website</i>	Traditional <input type="checkbox"/> E-Marketing <input type="checkbox"/>	
<i>Vodafone 3G mobile portal</i>	Traditional <input type="checkbox"/> E-Marketing <input type="checkbox"/>	
<i>TVB Channel</i>	Traditional <input type="checkbox"/> E-Marketing <input type="checkbox"/>	
<i>Milk Magazine</i>	Traditional <input type="checkbox"/> E-Marketing <input type="checkbox"/>	
<i>Adobe Acrobat document downloaded from the Internet</i>	Traditional <input type="checkbox"/> E-Marketing <input type="checkbox"/>	
<i>Gmail</i>	Traditional <input type="checkbox"/> E-Marketing <input type="checkbox"/>	
<i>QuikSilver Catalogue</i>	Traditional <input type="checkbox"/> E-Marketing <input type="checkbox"/>	
<i>Direct-mail Häagen-Dazs Coupons</i>	Traditional <input type="checkbox"/> E-Marketing <input type="checkbox"/>	

Traditional Communication

Media Type	Advantages	Disadvantages
<p style="text-align: center;"><i>Magazine</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> High market segmentation <input type="checkbox"/> Long life <input type="checkbox"/> Direct response techniques <input type="checkbox"/> Able to select key geographic areas <input type="checkbox"/> Low cost <input type="checkbox"/> Broad reach <input type="checkbox"/> Creative possibilities <input type="checkbox"/> Short lead time <input type="checkbox"/> High audience interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited segmentation possible <input type="checkbox"/> Short exposure time <input type="checkbox"/> Low flexibility <input type="checkbox"/> Higher clutter <input type="checkbox"/> High cost <input type="checkbox"/> Brief messages <input type="checkbox"/> Low intrusion value <input type="checkbox"/> Long lead time <input type="checkbox"/> Hard to retain interest of viewer
 <p style="text-align: center;"><i>Television</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> High market segmentation <input type="checkbox"/> Long life <input type="checkbox"/> Direct response techniques <input type="checkbox"/> Able to select key geographic areas <input type="checkbox"/> Low cost <input type="checkbox"/> Broad reach <input type="checkbox"/> Creative possibilities <input type="checkbox"/> Short lead time <input type="checkbox"/> High audience interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited segmentation possible <input type="checkbox"/> Short exposure time <input type="checkbox"/> Low flexibility <input type="checkbox"/> Higher clutter <input type="checkbox"/> High cost <input type="checkbox"/> Brief messages <input type="checkbox"/> Low intrusion value <input type="checkbox"/> Long lead time <input type="checkbox"/> Hard to retain interest of viewer
 <p style="text-align: center;"><i>Outdoor Billboard</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> High market segmentation <input type="checkbox"/> Long life <input type="checkbox"/> Direct response techniques <input type="checkbox"/> Able to select key geographic areas <input type="checkbox"/> Low cost <input type="checkbox"/> Broad reach <input type="checkbox"/> Creative possibilities <input type="checkbox"/> Short lead time <input type="checkbox"/> High audience interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited segmentation possible <input type="checkbox"/> Short exposure time <input type="checkbox"/> Low flexibility <input type="checkbox"/> Higher clutter <input type="checkbox"/> High cost <input type="checkbox"/> Brief messages <input type="checkbox"/> Low intrusion value <input type="checkbox"/> Long lead time <input type="checkbox"/> Hard to retain interest of viewer
 <p style="text-align: center;"><i>Direct mail</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> High market segmentation <input type="checkbox"/> Long life <input type="checkbox"/> Direct response techniques <input type="checkbox"/> Able to select key geographic areas <input type="checkbox"/> Low cost <input type="checkbox"/> Broad reach <input type="checkbox"/> Creative possibilities <input type="checkbox"/> Short lead time <input type="checkbox"/> High audience interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited segmentation possible <input type="checkbox"/> Short exposure time <input type="checkbox"/> Low flexibility <input type="checkbox"/> Higher clutter <input type="checkbox"/> High cost <input type="checkbox"/> Brief messages <input type="checkbox"/> Low intrusion value <input type="checkbox"/> Long lead time <input type="checkbox"/> Hard to retain interest of viewer

E-Marketing Communication

Media Type	Advantages	Disadvantages
 <p><i>Online banner</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> High market segmentation <input type="checkbox"/> Long life <input type="checkbox"/> Direct response techniques <input type="checkbox"/> Able to select key geographic areas <input type="checkbox"/> Low cost <input type="checkbox"/> Broad reach <input type="checkbox"/> Creative possibilities <input type="checkbox"/> Short lead time <input type="checkbox"/> High audience interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited segmentation possible <input type="checkbox"/> Short exposure time <input type="checkbox"/> Low flexibility <input type="checkbox"/> Higher clutter <input type="checkbox"/> High cost <input type="checkbox"/> Brief messages <input type="checkbox"/> Low intrusion value <input type="checkbox"/> Long lead time <input type="checkbox"/> Hard to retain interest of viewer
 <p><i>Website</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> High market segmentation <input type="checkbox"/> Long life <input type="checkbox"/> Direct response techniques <input type="checkbox"/> Able to select key geographic areas <input type="checkbox"/> Low cost <input type="checkbox"/> Broad reach <input type="checkbox"/> Creative possibilities <input type="checkbox"/> Short lead time <input type="checkbox"/> High audience interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited segmentation possible <input type="checkbox"/> Short exposure time <input type="checkbox"/> Low flexibility <input type="checkbox"/> Higher clutter <input type="checkbox"/> High cost <input type="checkbox"/> Brief messages <input type="checkbox"/> Low intrusion value <input type="checkbox"/> Long lead time <input type="checkbox"/> Hard to retain interest of viewer
 <p><i>Electronic Direct Mail</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> High market segmentation <input type="checkbox"/> Long life <input type="checkbox"/> Direct response techniques <input type="checkbox"/> Able to select key geographic areas <input type="checkbox"/> Low cost <input type="checkbox"/> Broad reach <input type="checkbox"/> Creative possibilities <input type="checkbox"/> Short lead time <input type="checkbox"/> High audience interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited segmentation possible <input type="checkbox"/> Short exposure time <input type="checkbox"/> Low flexibility <input type="checkbox"/> Higher clutter <input type="checkbox"/> High cost <input type="checkbox"/> Brief messages <input type="checkbox"/> Low intrusion value <input type="checkbox"/> Long lead time <input type="checkbox"/> Hard to retain interest of viewer
 <p><i>SMS / MMS</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> High market segmentation <input type="checkbox"/> Long life <input type="checkbox"/> Direct response techniques <input type="checkbox"/> Able to select key geographic areas <input type="checkbox"/> Low cost <input type="checkbox"/> Broad reach <input type="checkbox"/> Creative possibilities <input type="checkbox"/> Short lead time <input type="checkbox"/> High audience interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited segmentation possible <input type="checkbox"/> Short exposure time <input type="checkbox"/> Low flexibility <input type="checkbox"/> Higher clutter <input type="checkbox"/> High cost <input type="checkbox"/> Brief messages <input type="checkbox"/> Low intrusion value <input type="checkbox"/> Long lead time <input type="checkbox"/> Hard to retain interest of viewer

Activity 3: Case Study - Promotion through E-Marketing

After the success of Patrick's rebranding exercise of Tai Cheong Hong 太昌電器行, the company is finally back on track. Store traffic and sales are increasing, customers' shopping experiences are generally positive and they are happy with the staff services.

Patrick now wants to expand his market reach outside of Hong Kong. The first location targeted is North America. How can Patrick use e-marketing to promote the shop and sell his products to overseas customers?

Draft a marketing plan using e-marketing techniques as the promotional tools to reach the overseas customers effectively and efficiently.

Some suggestions when developing your plan:

1. You should focus on how to promote the shop overseas by effectively using e-marketing as the main communication tool.
2. Be aware of the channels available to conduct promotional activities, such as foreign websites, portals, and search engines.
3. Use real-life media channels (such as in Activity 1) to explain your concept.
4. Refer to Activity 2 to review the advantages and disadvantages of each media type to justify promotional method choices.
5. Remember the choice of media should complement Patrick's shop image and its products.
6. Combination of media choices is preferred for greater effectiveness. Think about how these combinations can interact to maximise their potential.

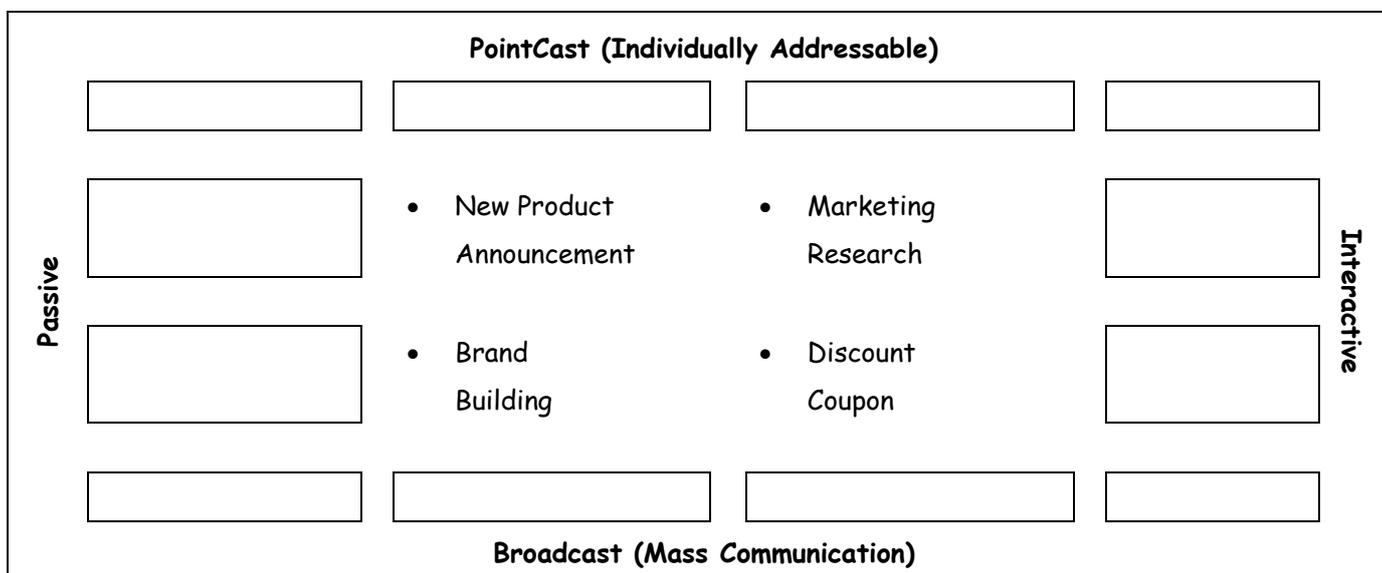


Turn to the next page to draft your plan.

Activity 4: Identify and Position Media Type

(a) In the matrix below, position the following media according to their characteristics and attributes. Higher media positioning represents that it is more individually addressable. Lower positioning indicates a more mass communication approach. Left positioning indicates the degree of passiveness with right positioning indicating its degree of interactivity.

- | | | |
|-------------|------------------|---------------|
| Newspaper | Magazine | Kiosks |
| Postal Mail | Radio | Website |
| Mobile | TV | Online Banner |
| E-mail | Cable Television | Facsimile |



(b) After placing all media types, match each of the four marketing objectives in the center with the medium most suitable for achieving that objective.

Activity 5: Media Choice Evaluation Matrix

Use the evaluation matrix below to rank the different types of media. Use a ranking scale of 1, 3, and 5, where 1 has the lowest desirability, 3 in mid-range, and 5 representing the highest desirability. Ask yourself "Will it...?" or "Does it...?" and score the option against the criteria. Work across each row to rank each media for the same criteria. Then go to the next row/criterion. This will reduce potential bias favoring one option over the others.

	Website	Online Banner	SMS/MMS	Electronic DM
Broad reach				
Low cost per impression				
High audience interest				
High market segmentation				
Short lead time				
Creative possibilities				
Able to select key geographic areas				
Direct response techniques				
Long life				
Total				
Rank				

Appendix A - Market Research

Geographic: The United States boasts the largest Internet usage in the world, with 186 million users (64% of population). Canada shares many similarities such as using common language (English), wide credit card use for purchases, having secured, trusted online payment mechanisms, with each having efficient package delivery services.

Demographic: In the Internet's early years, the typical users were young male, college educated, with a high income. This picture is generally repeated in countries with low levels of Internet adoption. In developed nations such as the United States, users are more the mainstream population. However, from a demographic perspective the heaviest users typically have higher education and incomes.

In the United States, 60 million people born between 1979 and 1994 are coming of age in the twenty-first century. More than 75 percent use the Internet. They are capable of multi-tasking and handling information overload better than older Internet users because they grew up with the Internet.

- 99% of college students in this target use email.
- 59% use instant messaging with five or six chat windows open at a time.
- More than 50% of 13 to 24-year-olds watch television and simultaneously use the Internet.

Psychographic: Communities attracts users with similar interests. Internet is ideal for gathering people from all corners of the globe into communities with similar interests and tasks.

Knowing the users' attitude toward technology is very important to the E-Marketer. First, technology optimism declines with age. Older users have a tendency to have a more negative attitude toward technology. However, their negative attitude may be reduced if they use a PC at work or live in one of the 50 largest U.S. cities. Males tend to be more optimistic, with peer pressure increasing optimism in all demographic groups.

Behavioral: Two commonly used behavioral segmentation variables are 'benefits sought' and 'product usage'. Marketers investigate which websites are the most popular and provide the most benefits. Microsoft, Google, and Yahoo! are consistently among the top sites in most countries. People use web sites to search the internet, download Microsoft security updates, Hotmail for communication, participate or watch auctions, and so forth.

Source: International Edition, **E-Marketing** (Fourth Edition), Judy Strauss, Adel El-Ansary, Raymond Frost, Pearson Prentice Hall, New Jersey, 2006. P. 194 - P. 206.