**Foreword**

To support teachers in adopting different learning and teaching strategies to deliver the Business Management module of the Business, Accounting and Financial Studies curriculum, the Technology Education Section of Curriculum Development Institute, Education Bureau developed this series of learning and teaching resource materials to provide a wide range of learning and teaching activities for teachers’ reference.

This series of resource materials covers six topics of the Business Management Module. Each topic is compiled with guiding notes for teachers, explanatory notes on concepts, reference, suggested reading, and student worksheets, etc.

The resource materials suggest real life examples for conducting the learning and teaching activities. The URL listed in the resources are up-to-date as at 2 Nov 2018. Teachers are advised to update any information adopted in the materials where necessary.

Activity-based Resources for BAFS Topic 2: Exploring the Advantages of e-Marketing

Business Management Module

Marketing Management

**Activity-based Resources for Business. Accounting and Financial Studies**

Business Management Module – Marketing Management

***Topic 2: Exploring the Advantages of e-Marketing***

**Guiding Notes for Teachers**

**1. Learning Objectives**

After the activities, students are able to:

* demonstrate understanding of marketing management
* identify elements of marketing mix
* name different e-marketing strategies
* compare traditional marketing strategies and e-marketing strategies
* apply communication skill to present ideas and share personal experience

**2. Students’ Prior Knowledge**

*Compulsory Part:*

* Role and importance of marketing management as one of the key business functions

*Elective Part:*

* Concept of marketing mix
* Marketing mix strategies
* Differences between traditional marketing strategies and e-marketing strategies

**3. Description of Activities**

***3.1 e-Marketing activities***

***Activity 1(A): Sharing of experience in e-marketing activities***

Ask students to recall their experiences in e-marketing activities such as online shopping and write down their individual stories/incidents on **Student Worksheet 1 (SW 1)**. Apart from online shopping, other examples include searching product information, obtaining electronic promotion materials from companies, sharing post-purchase information via social media, etc.

To give more hints to students and arouse their interest, teacher can try to illustrate e-marketing activities by the following examples:

<https://www.mymms.com> (personalised product through online shopping)

<http://www.cr-asia.com/big5/business/about_fingershopping.htm> (news about a new shopping website)

<https://order1.pizzahut.com.hk/tc/order.html> (product for sale, promotion, membership scheme and connection with customers)

***Activity 1(B): Group sharing and presentation in class***

Ask students to form groups of 5-6 and share their stories and experiences about engaging in e-marketing activities. Students then can select a few interesting stories among themselves to present in class.

***Activity 2(A): Collect data/information***

After listening to different stories/incidents, students are encouraged to collect more information by collecting newspaper cutting, checking company websites and conducting interviews. In addition to those listed in ***Activity 1(A)*** above, examples of e-marketing activities also include:

* how companies use digital technologies to deliver “content” that customers are looking for
* collect data for identifying segments/customer groups and send advertising
* help display a wide variety of products than traditional physical retail stores
* tailor-made promotional scheme for individual customers
* maintain close contact and interaction with customers so that their needs are better assessed and met

***Activity 2(B): Group discussion***

With reference to the data collected in ***Activities 2(A)***, students in groups need to identify the advantages of e-marketing strategies as compared with traditional marketing strategies (use the examples shared by classmates as illustration). Explain on **SW 2.**

***Activity 3(A):*** ***Extended activity***

Students in groups of 5-6 are required to discuss and outline a plan on marketing mix for one of the following products: shoes-mending (補鞋), bubble waffles (雞蛋仔), a cookery class (e.g. coffee/cake making, etc.) . Write down the plan on **SW 3.**

In their plan, students should relate their e-marketing strategies, if any, with marketing mix and explain with justifications why e-marketing or traditional marketing strategies are adopted. They should also explain with acquisition of what they have learnt in ***Activities 1 and 2*** as far as possible.

***Activity 3(B): Group presentation***

Students in groups are required to present their plans in class and other students should give comments on their plans using the peer assessment form in ***Appendix C***.

***3.2 Student Worksheets***

Students will be given **four** worksheets to facilitate their learning through various activities designed for the topic. The aim of the worksheets is to guide students to complete the activities in a systematic manner, reflect students’ learning and help students organise and consolidate ideas/concepts. Teachers can facilitate in-class discussions and provide guidance whenever necessary. Teachers are also advised to collect students’ worksheets to check their understanding and progress, and give them feedback to enhance their learning.

***Worksheet 1 ----------------***

***Activity 1(A)***

* Students should recall the e-marketing activities they have engaged before and describe it in part (i)
* In part (ii) , students should base on one of the activities described in part (i) to provide the details required
* Details include the name of company visited, the type of business/products/services purchased, when, why and how the e-marketing activities take place, etc.
* If students are not sure what e-marketing activities are, teacher may hint them with the following examples:
* promotion, e.g. download coupons, collect product samples, get free trial
* introduction to new products, e.g. comprehensive e-catalog on new arrivals updates
* carrying out transactions and payment through online system, e.g. PayPal, Tag & Go, PayMe, etc.
* receiving marketing information or email messages through mobile devices
* providing feedback to companies and sharing post-purchase experience, e.g. via Facebook, Instagram or other social media
* receiving interesting and interactive promotional videos or materials

***Activity 1(B)***

* Students in groups share their stories/incidents among themselves and select the most interesting one to present in class.

***Worksheet 2 -----------------***

***Activity 2(A)***

* With better understanding of e-marketing activities through students’ own experience, they are required to collect more data/information about e-marketing activities and strategies

***Activity 2(B)***

* With reference to the data collected in ***Activity 2(A)***, ask students to discuss the advantages of e-marketing over traditional marketing strategies, for examples:
* speedy updates on new products/services
* shopping online at any time
* enjoying promotional discount
* making informed purchase decisions by seeking other users’ comment

***Worksheet 3 ----------------***

***Activity 3(A)***

* Students are assumed to be the Marketing Managers, who are required to select a product/service: (1) shoes-mending (補鞋), (2) bubble waffles (雞蛋仔), or (3) a cookery class (e.g. coffee/cake making, etc.), for developing marketing mix strategies for the business.
* With consideration of the elements in a marketing mix, students are required to suggest the appropriate marketing mix strategies for their selected product/service. Outline their plan on SW 3 and present in the next lesson.

***Activity 3(B)***

* Invite each group to present their marketing plan for their selected product/ service and other groups to evaluate/comment with the use of the peer assessment form in Appendix C.

***Worksheet 4 -----------------***

* To wrap up the topic, teacher asks students if e-marketing strategies are included in each group’s marketing plan.
  + If yes, students should explain why e-marketing strategies are proposed in the plan(s), in what way these can help to market the product/service.
  + If no, explain why e-marketing strategies are not proposed. What are the factors to be considered.

***3.3 Oral Presentation***

i. In ***Activity 1(B)***, group representatives are required to present in class their interesting experience in e-marketing activities.

ii. In ***Activity 3(B)***, each group is required to conduct a 10-minute oral presentation to outline their plan on the application of e-marketing strategies and/or traditional marketing strategies for the products/services they select. Students are advised to use multimedia resources such as PowerPoint, video, graphics or other forms wherever appropriate. They should pay attention to classmates’ presentation, raise questions, and conduct a peer assessment.

***3.4 Assessment***

1. Teachers can assess students’ performance and give overall feedback to them according to the following major criteria:
   * performance on sharing of story/incident
   * oral presentation (flow, content, audio-visual effect, time control)
   * quality of worksheets
   * understanding and application of business knowledge
   * analytical skills, etc.

ii. Peer assessment for ***Activity 3(B)*** – using the evaluation form in ***Appendix C*** to vote for the best plan among all groups:

* + flow of presentation
  + feasibility of idea
  + content
  + application of theories and concepts
  + creativity
  + audio-visual effect
  + cooperation and time control
  + question and answer

**4. Schedule of Work**

|  |  |  |  |
| --- | --- | --- | --- |
| **Process of Activity** | **Student Worksheet** | **In/Outside Class** | **Time Schedule** |
| ***Introduction –*** Teacher shares his/her experience of e-marketing activities as an introduction to arouse interest | *--* | In-class | 10 minutes |
| ***Activity 1(A)***   * Students should recount an experience of online shopping or any e-marketing activities and describe the details in SW1 | *SW 1* | In-class | 15 minutes |
| ***Activity 1(B) – Group sharings***   * Sharing of experiences in groups and select representative to present in class | *SW 1* | In-class | 15 minutes |
| ***Activity 2(A)*** ***– Group work***   * Collect data/information on e-marketing activities/strategies of companies * Record the data/information | *SW 2* | In/Outside class | 15 minutes |
| ***Activity 2(B) – Group discussion***   * Students in groups are required to consolidate and analyse the collected data/information * Discuss and list the advantages of e-marketing over traditional marketing | *SW 2* | In-class | 20 minutes |
| ***Activity 3(A) – Group discussion (Extended activity)***   * Students in groups are required to select a product/service item for developing marketing mix strategies * Teacher guides students to design their strategies with consideration of the element of a marketing mix | *SW 3* | In/Outside class | 25 minutes |
| ***Activity 3(B) – Oral presentation***   * Group presentation and peer assessment * Teacher uses the peer assessment form in ***Appendix C*** to guide students to do the peer assessment | *SW 3 & Appendix C* | In-class | 60 minutes |
| ***Topic summary***   * Teacher wraps up by asking the follow-up question on SW4 and reference notes in ***Appendix A*** | *SW 4 & Appendix A* | In-class | 15 minutes |
| ***Further reading***   * Suggestions are provided in ***Appendix B*** | *Appendix B* | In/Outside class | -- |

**Appendix A**

**Concepts Covered and Applied in this Topic**

1. ***Role of marketing management***

* Marketing is managing profitable customer relationships. The twofold goal of marketing is to attract new customers by promising superior value and to keep and grow current customers by delivering satisfaction.
* Broadly defined, marketing is a social and managerial process by which individuals and organisations obtain what they need and want through creating and exchanging value with others.
* Specifically, it is the process by which companies create value for customers and build strong customers relationships in order to capture value from customers in return.

1. ***Elements of marketing mix***

The traditional marketing mainly refers to the segmentation, targeting, positioning and the formulation of marketing mix strategies. The following are the components of a marketing mix:

* product: goods and/or services combination the company offers to the target market;
* price: the amount of money customers need to pay to obtain the product/service;
* promotion: activities that communicate the merits of the product/service and persuade target customers to buy it;
* place: activities that make the product available to target customers.

1. ***Define e-marketing***

* E-marketing means using digital technologies to help sell a company’s goods and/or services and achieve marketing objectives. These technologies are a valuable complement to traditional marketing methods regardless of the company size. According to Kotler (2014), it can include online marketing and mobile marketing.
* E-marketing is sometimes considered to have a broader scope than Internet marketing since it not only refers to digital media such as web, e-mail and wireless media, but also includes management of digital customer data and electronic customer relationship management systems (E-CRM systems).
* E-marketing has become the fast growing form of marketing and the trend of using more internet and digital technologies in marketing will continue.

1. ***E-marketing and marketing mix***

* E-marketing involves the activities related to a marketing mix (4Ps) and specifically more about promotion and place.
* To conduct e-marketing, companies may set up online social networks, online advertising and promotion, mobile sale and marketing, websites, sending email to customers.
* With the application of information technology, companies were increasingly better able to adjust the marketing instruments according to the individual customer’s wishes and need, e.g. online food order, “online to offline” marketing, mobile sales.
* Through e-marketing and database information, it is easier for companies to maintain customer relationship, e.g. VIP and membership scheme. Attracting new customers usually costs more than retaining existing ones, good customer relationship can facilitate cross-selling and introducing referral.

1. ***Advantages of e-marketing over traditional marketing strategies***

* cost savings that may enable consumers to enjoy cheaper prices, e.g. by eliminating middlemen, reducing the need to rent physical stores
* worldwide coverage and easily accessed by consumers as there is no physical boundary
* provide convenience to consumers, e.g. easy to make transaction, get more information under a website and round-the-clock service hours
* easier to maintain personal contact and interactivity with customers, e.g. communication via personal mobile devices which also allows customers to give instant responses
* facilitate the collection of information on customers’ purchase pattern and behaviour so that customization can be offered, e.g. by big data analysis and tracing the cookies
* enriched the quality of marketing communications, e.g. by more audio-visual effect, experience in virtual reality
* offering sellers an efficient and speedy alternative for reaching target markets

**Appendix B**

**Reference and Suggested Reading**

1. Molennar, C., (2012), *e-marketing: Applications of information technology and the Internet within marketing*, Routledge: Great Britain

2. Kotler, P. and Armstrong G. (2014), *Principles of Marketing* *(Chapter 17),* 15th edition, Pearson: USA

3. 5 Aspects of an Outstanding E-Marketing Strategy You Need to Know (Buzzer) <http://www.buzzle.com/articles/e-marketing-strategy.html> (visited on 15 November, 2016)

4. E-marketing strategy and planning <http://www.beeseen.com/e-marketing-strategy-planning.php> (visited on 15 November, 2016)

**Appendix C**

**Form for Peer Assessment for Activity 3**

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment criteria | Maximum scores | Scores obtained | Comments/remarks, if any |
| Flow of presentation/clarity and organization | 15 |  |  |
| Feasibility of idea | 15 |  |  |
| Comprehensiveness of content | 15 |  |  |
| Theories and concepts application | 20 |  |  |
| Creativity | 10 |  |  |
| Use of visual aids/audio-visual effect | 10 |  |  |
| Co-operation & control of time | 5 |  |  |
| Question & answer | 10 |  |  |
| ***Total score:*** | 100  ==== | ==== |  |