# DEMS
Developing E-marketing Skills
for the Business Market

# Teacher Instructions

## Pick the best practices
## and
## teaching methods!

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**Module:   1. Introduction to Digital Marketing**

Topics:         1.1 Digital marketing context
                1.2 Digital marketing strategy
                1.3 Digital tactics and operations

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# 1. Introduction

## WHY "DIGITAL MARKETING"?

- A world wide web (internet) has arised since 1990s´
- The production, storage and transfer of digital data has become technically simple and cost-effective

- As a result:
- People spend ever more time online
- Buying processes start increasingly in digital channels and media
- For marketers, digital media offer new ways of reaching potential customers
- Digital marketing has considerable advantages compared to traditional ways
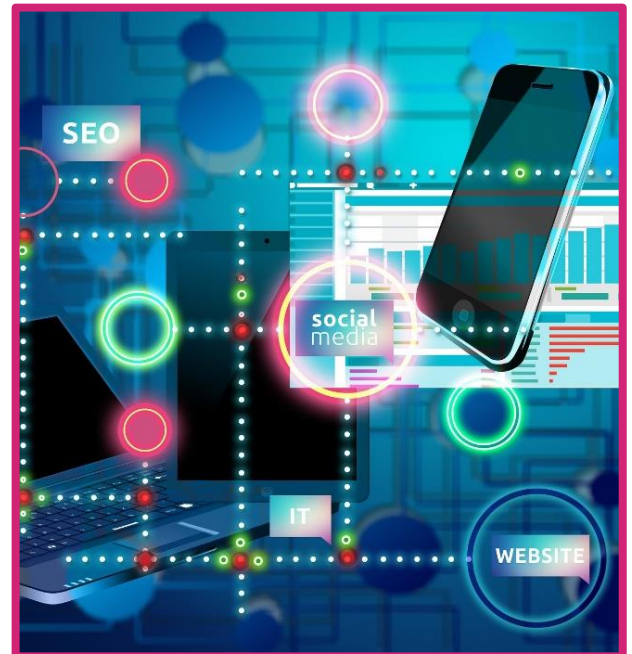
Organizations have a great need for staff and graduates that can handle digital marketing tasks. This material aims to enhance teachers´ and students´ basic knowledge in digital marketing topics, encouraging you to learn more and practice.

## THE ROLE OF DIGITAL MARKETING IN THE WHOLE MARKETING CONTEXT?

Marketing is necessary for most types of organizations. The concept 'marketing' covers a wide range of elements that help an organization to differ from the competition and make it known among its interest groups. The composition of these elements is traditionally called 'marketing mix', suggesting that any organization should choose a few competitive areas where they can distinguish from their competitors. According to the mainstream theory in marketing, the options are *product, place, price, promotion, people, process* or *physical evidence* (the ´7P´). The slide material guides briefly into these theories.

All promotional activities aim on increasing awareness, reaching new customers, generating sales or improving the organizational brand image. As marketing activities typically demand resources (either paid publicity and/or personnel costs), marketers need to 'make the right choices' when defining the target groups and the media where to reach them. For this reason, marketing activities cannot be sporadic, they must be aligned with the corporate strategy. This means that target audiences and groups must be defined, and clear goals must be set.

Accordingly, one of the challenges of marketing communication is to define the best range of channels, utilizing both traditional and digital media. This is often called 'multichannel marketing'. As a benefit, digital marketing can be considered as a potential new form of marketing, as digital channels offer a variety of modern, cost-efficient ways to reach customers.

# WHAT IS DIGITAL MARKETING ABOUT?

The main intention of digital marketing activities is to increase web-presence and to reach the target audiences in the digital media. The core digital elements, owned and administered by an organization, are its **website** and its **social media accounts**.

This module presents the basics of digital marketing instruments and operations:

- **Search engine optimization** (SEO) comprehends understanding of how search engines (such as Google) work and how to obtain better quality scores for a website in these search engines (and thus make it appear higher in the search results)
- **Search engine marketing** (SEA), such Google Ads, offer possibility to use paid ads, to get visibility in search results
- Via **Digital advertising,** various types of ads can be bought in any digital publication and thus reach both mass audience and special target groups
- Any website or social media publications should include **content** that is useful for visitors, be they new visitors or returning visitors. Content can be in the form of texts, videos, infographics, instructional sheets etc. These activities are called **content marketing**.
- Finally, most organizations can define **social media platforms** where supposed customers can be found. These offer a cost-effective way of reaching them, both by normal posts as well as boosted posts and directed ads.

You will learn about them in depth in the modules 2 - 5.

# TAKE ON THE "JARGON"

Marketing is a field where a big number of hypothesis are presented continuously and specific 'jargon' is used. Understanding all the 'CTRs', 'SEOs', 'bounce rates', 'conversions' and 'impressions' will help you and your students not only to learn the basics of digital marketing, but also update your skills over and over again on the internet. For this reason, the study material includes many exercises where the most important key words become familiar and  the internet is used as a source.
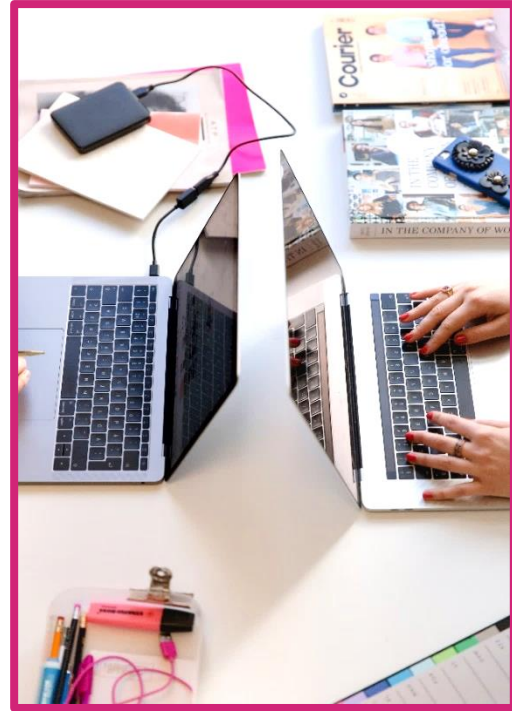


# ABOUT TEACHING/LEARNING DIGITAL MARKETING

- The field of 'Digital marketing' is really wide, not even a professional can master all of it.
- Organizations  appreciate graduates that have basic knowledge in some fields of digital marketing plus the will and capacity to learn more along their career. Encourage your students to research and experiment! There are no stupid questions.
- Digital marketing competence consist both of knowledge and ability to use it (skills), therefore  the study material includes both theoretical base and learning in practice.
- The study material includes many in-class activities and group assignments that nurture exploring sources, suggesting solutions and discussing in group.
- By taking over the vocabulary the learner starts to feel confident and becomes able to update his/her own knowledge through high-quality  internet sources.

# 2. Learning objectives and actionable learning outcomes

| LEARNING OBJECTIVES | |
|---|---|
| | The student is able to **(Learning objectives)**: |
| 1 | Recognize special characters of the digital market and consumer behaviour in them |
| 2 | Define the elements of digital marketing mix (7D) |
| 3 | Compare advantages of traditional vs. digital marketing |
| 4 | Apply the principle of multichannel marketing |
| 5 | Identify the role of strategy in marketing |
| 6 | Demonstrate conduct of field related terminology |
| ACTIONABLE LEARNING OUTCOMES | |
| | The student is able to |
| 1 | Define target groups deriving from the corporate strategy |
| 2 | Outline value proposals and marketing messages |
| 3 | Analyze and classify different digital marketing channels in order to reach target audiences |
| 4 | Create basics for digital marketing campaigns responding to strategic objectives |
| 5 | Incorporate additional/deeper information by using web sources |

# 3. Course

| | COURSE CONTENT TO BE DELIVERED IN THIS UNIT |
|---|---|
| — | 1 Digital marketing context<br>2 Digital marketing strategy<br>3 Digital marketing tactics and operations |
| Bridge-In | Although many students are 'digital natives', quite few of them have 'doer expertise' in digital marketing, so this module includes a few novel topics for most of  them.<br><br>It is worth to emphasize that digital marketing is not apart from other marketing activities, rather it should be integrated in them ('multichannel marketing'). In addition, all marketing activities should support the main strategy of the organization and be based on it.<br><br>Note: The digital field evolves continuously, so even all professionals need to update themselves  by self-studies and further education. Therefore, seizing the digital marketing vocabulary and the key words will really pay off, as essential new knowledge is published by digital marketing professionals on internet (the Pre-assignment serves for this purpose). |
| Course content and in-class activities<br>1 Context | **THIS MODULE IS DIVIDED IN THREE TOPICS**<br><br>**1.  DIGITAL MARKETING CONTEXT**<br><br>The topic needs appx. 8-10 hours of lectures, depending on the students and teacher´s level in marketing basics. In addition appx. 30 hours of other student work.<br><br>It covers  *basics of marketing*, features of the *digital market*. Along with consumers going digital and starting their buying processes on the internet, marketers are compelled to be present in the digital market. The slide material presents some essential features of this context, as well as the main features and advantages of digital an traditional marketing operations. Digital marketing enables to create an inbound effect in customers, and helps businesses in making use of earned and shared media, instead of purely paid media.<br><br>**The themes in this topic are:**<br>A.  The Marketing Mix<br>B.  What is different in digital marketing?<br>C.  Features of the digital market<br>D.  What can be achieved on user level?<br>E.  Why strategy is needed? |

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| | **In-Class Activities**<br>The part 'Context' is kind of a door-opener into the digital market and the possibilities it offers to various businesses. As both teachers and students are visiting the digital market daily on internet, there will be many kinds of experiences to share in any learning group. Therefore this part includes many In-class activities that can be done either before, after or during the lecture. Moreover, as the area is filled with special concepts and terminology (SEO, CTR, conversion, CTA, etc.), the pre-assigment (see assessment list)  is heavily recommended before the first class.<br><br>Before the first lecture or during it, a good idea could be watching short videos as warm-ups:<br><br><ul><li>https://www.youtube.com/watch?v=4I02ka_F8iM (short one minute overview on digital marketing)</li><li>https://www.youtube.com/watch?v=8tAqdQwJ1oo</li><li>https://www.youtube.com/watch?v=SinHkP3omeM (comparison traditional – digital, six minutes)</li></ul><br>In-class activities (see their descriptions in the slide material)<br><ul><li>'Identifying 7P'</li><li>'The most vital Ps´</li><li>'Differences between 7P and 7D'</li><li>'Which businesses benefit from digital?'</li><li>'Define target audiences'</li><li>'Web behaviour and trends'</li><li>The PESO model</li></ul><br>All activities can be done individually or in couple, the approximate time needed is indicitated on the respective slide. Students are basically asked to report their results on 2-4 ppt slides, whereby they can also show the websites they have inspected. This creates an environment where everyone will learn more. |
| Course content and in-class activities 2<br>Strategy | **CONTENT**<br>The topic needs approximately 18 hours of lectures, depending on the students and teacher´s level in marketing basics. In addition, approximately 24 hours of other student work.<br>This section starts to present some considerations about marketing strategy, digital marketing strategy and the basis of the marketing strategy. Next, a digital strategic model is presented that supports all most considerations made in this part of this module.<br>So, first an internal and external analysis is carried out focusing on the digital presence. The second part is based on strategic decisions and the last part it's about some tactical decisions (digital relationship marketing, digital marketing mix and digital marketing experience) corresponding to the implementation of the strategy. The third part of this module concretizes and presents the operationalization of these decisions.<br>Finally, the Business Model Canvas is presented and is intended to provide a visual global vision of the digital marketing strategy. |

**Topics:**
Digital marketing strategy development process
Evaluate digital marketing performance
Assess online marketplace
Set digital marketing strategic objectives
Define segments
Define online customer value proposition
Define digital marketing strategy
Digital relationship marketing
Digital marketing-mix
Digital marketing experience
Measure and control
Digital strategy global view

**ACTIVITIES**
At the beginning of this sub module the teacher can ask students to try to give their perspective on what they consider strategy to be from a marketing perspective and what the difference is when introducing the digital component. These activities should be developed before presenting the slides aimed at answering the questions introduced.
On slide 13 a short quiz is presented to be developed during half an hour. The teacher can collect the students' answers, for example through a google form, and then promote a class discussion.
Throughout the application of the model presented (slide 12), the teacher can use a brand with a strong digital presence and ask students to apply the topics introduced. For example, when talking about segmentation, students should try to identify which criteria were applied by the brand.
Slide 16 presents an activity to develop in class (estimated 1.5h) that uses a tool that evaluates the performance of websites. This activity is for group development.
Another tool is suggested for doing competitor analysis, which should also be applied to the brand used throughout the presentation of the concepts. Thus, the teacher must demonstrate the potential of the suggested tool.
To deepen the use of this tool, an activity is suggested (slide 20). The following link allows you to learn more about the proposed tool:
https://www.rivaliq.com/social-media-competitive-audit-course/

With these activities developed along the explanation of the proposed model, students will be able to more easily develop the proposed assessment exercise (slide 58).
It is suggested that Business Model Canvas be applied in class to the chosen brand, so that students are better able to develop the proposed assessment exercise (slide 62).

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| Course content and in-class activities 3 Tactics and operations | **CONTENT**<br>The third section 'Tactics and operations' goes from strategy to implementation. It's the process of turning your strategic plan into action.<br><br>**The themes in this topic are:**<br>A. From strategy to implementation<br>B. Value proposition and marketing message<br>C. Defining target audiences<br>D. Customer journey and marketing funnel<br>E. Digital media and channels<br>F. Setting objectives<br>G. Measuring marketing impact<br><br>Defining the target audiences and dive into their customer journey to see what the touch points are in different stages (awareness, consideration, etc.) is useful to get insights which digital instruments to use or where to optimise.<br><br>Also, students learn the basics to define and monitor KPIs to measure customer behaviour on the different digital instruments based on the goals set in the strategy.<br><br>Knowing better the characteristics of the different digital channels and customer behaviour students can make choices for the ideal digital marketing mix.<br><br>Video that explains how to create a great buyer's journey:<br>https://www.youtube.com/watch?v=lBWz-GtziVw<br><br>Template to use:<br>Download your own Customer Journey Map template (columbiaroad.com)<br><br>**In-class activities**<br>With the in-class activities students get more insights in the buyer journey, the digital marketing funnel and the choices they can make to reach the goals set in the strategy.<br><br>These are the activities:<br>● Analyze a good marketing message<br>● Activity for applying the AIDA-model<br>● Activity for applying the RACE-model<br>● Inspect a buyer process case<br>● Analyze the instruments/channels used<br>● Set goals to monitor and evaluate these different instruments/channels for optimization<br><br>All activities can be done individually or in couple. You can let the students share their results in class and let them discuss it. They can use this to learn from each other. And meanwhile you can see if they really control the material or whether they need extra information. |

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| Assigned readings | **Context**<br><br>About the 7P in marketing<br>https://blog.oxfordcollegeofmarketing.com/2020/10/08/understanding-the-7ps-of-the-marketing-mix/<br><br>Features/advantages of digital marketing<br>https://keydifferences.com/difference-between-traditional-marketing-and-digital-marketing.html (Differences digital/traditional marketing)<br>https://www.simplilearn.com/digital-marketing-benefits-article (-"-)<br>https://www.educba.com/digital-marketing-advantages-and-disadvantages/ (-"-)<br>https://www.theperspective.com/debates/businessandtechnology/the-perspective-on-digital-marketing/ (-"-)<br><br>The digital market<br>https://www.invoca.com/blog/retail-marketing-statistics (Where buying processes start)<br>https://retailnext.net/en/blog/10-amazing-statistics-to-boost-your-omnichannel-marketing-strategy/ (Consumer behaviour in digital media)<br>https://www.mckinsey.com/capabilities/mckinsey-digital/our-insights/digital-resilience-consumer-survey-finds-ample-scope-for-growth (Consumer behaviour in digital media)<br>https://blog.hootsuite.com/simon-kemp-social-media/ (Consumer acitivity in different media)<br>https://www.gartner.com/en/sales/insights/b2b-buying-journey Gartner 2019 B2B purchase behaviour)<br>https://www.mckinsey.com/capabilities/mckinsey-digital/our-insights/digital-resilience-consumer-survey-finds-ample-scope-for-growth (Consumer behaviour, devices)<br>http://ec.europa.eu/justice/data-protection/index_en.htm (GDPRS)<br>https://www.statista.com/ (Statistics related to the digital market)<br>https://localiq.com/blog/what-happens-in-an-internet-minute/ (What happens on internet?)<br>https://trends.google.com/trends/?geo=FI (Trends and search behaviour in Internet)<br>https://digitaconnect.com/shifting-outbound-marketing-inbound-marketing/ (Inbound - outbound)<br>https://www.brandpoint.com/blog/earned-owned-paid-media/ (the PESO model)<br>https://www.youtube.com/watch?v=ll8azu5NXC0 (10 minutes, more detailed)<br><br>Books & articles<br>Chaffey Digital Marketing (2012): Digital Marketing - Strategy, Implementation and Practice<br>Chaffey, D. (2017) Digital Marketing Trends 2016 -2017<br><br>**Strategy**<br><br>Posts<br>* Digital marketing strategy – How do I structure my digital marketing plan?<br>https://www.smartinsights.com/digital-marketing-strategy/ |

* The Ultimate Guide to Marketing Strategies & How to Improve Your Digital Presence
https://blog.hubspot.com/marketing/digital-strategy-guide
* What Is a Digital Marketing Strategy?
https://www.gartner.com/en/marketing/topics/digital-marketing-strategy

Books
Barker, M. S., Barker, D. I., Bormann, N. F., Roberts, M. L., & Zahay, D. (2017). *Social Media Marketing: a Strategic Approach* (2nd ed.). Cengage Learning
Chaffey, D., & Ellis-Chadwick, F. (2022). *Digital marketing: strategy, implementation and practice* (8th ed). Pearson Education Limited.
Chaffey, D., & Smith, PR (2017). *Digital Marketing Excellence* (5th ed.). Routledge.
Hanlon, A. (2019). *Digital Marketing: strategic planning & integration*. Sage.
Kingsnorth, S. (2016). *Digital Marketing Strategy An integrated approach to online marketing*. KoganPage.
Kotler, P., & Andreasen, A. R. (1987). *Strategic marketing for nonprofit organizations* (3rd ed.). Prentice-Hall.
Osterwalder, A., & Pigneur, Y. (2010). Business Model Generation. John Wiley & Sons, Inc.

**Tactics and operations**

About:
Shepetyuk, I. (2023, March 14) *What is the average marketing budget by industry?*
What is the Average Marketing Budget by Industry? - Merehead
Marketing message:

Needle, F. (2021, December 15) *How To Identify Your Core Marketing Message,*
https://blog.hubspot.com/marketing/marketing-message

Target audiences:

Digital Floats (2018, July 28) *Top Strategies for Targeting Audience in Digital Marketing,*
Top Strategies for Targeting Audience in Digital Marketing | Digital Floats

Customer journey:

Chaffey, D. (2020, July 8). *Customer journey map,*
Customer journey map definition and examples - What is? - Digital marketing Glossary (davechaffey.com)

Wísnik, M. (2021, February 11) *How to improve the customer journey using digital tools,*
How to improve the customer journey using digital tools (deviniti.com)

Setting goals:

Laura Laire (2021, December 31) *Website Traffic Sources Breakdown: What's the Difference?*

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| | Website Traffic Sources Breakdown: What's the Difference? (lairedigital.com)

Neher, K. (2019) *Digital Marketing That Actually Works*

Books & articles

Barker, M. S., Barker, D. I., Bormann, N. F., Roberts, M. L., & Zahay, D. (2017). *Social Media Marketing: a Strategic Approach* (2nd ed.). Cengage Learning
Chaffey, D., & Ellis-Chadwick, F. (2016). *Digital marketing: strategy, implementation and practice* (6th ed). Pearson Education Limited.

Chaffey, D., & Smith, PR (2017). *Digital Marketing Excellence* (5th ed.). Routledge

Chaffey (2012): *Digital Marketing - Strategy, Implementation and Practice* |
| Assignment list | **FORMATIVE ASSESSMENT**

**Pre-assignment (individual)**
**Create up your own Top-30 of vocabulary**
Step 1: Search existing vocabulary sheets by using the search words 'digital marketing vocabulary/glossary/concepts/terms' and study at least three of them. You will find certain words standing out.
Step 2: Choose the ones you find most relevant and create your own 'Top-30 concepts of digital marketing' list. Write explanations for them using your own words.
Assessment: pass/failed (Note: if possible, use anti-plagiation software to detect direct copypaste - should not exceed 10%)

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**Understanding the context of digital marketing**
You can start the first/second lecture with a discussion:
The share of digital marketing and advertising is growing steadily.
Which products/services are searched on-line? Which types of businesses do most of their marketing digitally? Which use it less, or none? What do think are the reasons?

Searched on-line:                      Not-searched on-line:

Use a lot:                              Use little or none:

The discussion will make visible that most businesses are nowadays searched on the Internet. Yet, some businesses are not searched online (ex. local services; certain basic products), and consequently digital marketing is less important for them.

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**Group assignment**
Obviously, digital marketing channels can offer versatile advantages - but only when you can choose the right ones to meet your target audience. |

- Choose a business that is interesting for you.
- Define 3-4 target groups. Imagine them to be in different stages of their buying journey.
- Make a persona for each target group.
- Fill out a customer journey map and find out what the experiences are from the customer's point of view.
- Based on your view of the business, plan a core message (3-4 sentences) for each group, encouraging them further in the buying process.
- Define digital media and channels to reach the target groups (for each message).
- Set goals and kpi's for those digital media and channels using the different stages of a digital marketing funnel framework.
- Define how you are going to monitor, measure and evaluate the actions to learn and improve.

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**SUMMATIVE ASSESSMENT**
Individual assignment:
After reading the following articles, write an essay (600-800 words) on the topic: What are the main advantages of digital marketing? What is needed?  What can be achieved?

https://www.simplilearn.com/digital-marketing-benefits-article
https://www.educba.com/digital-marketing-advantages-and-disadvantages/
https://www.theperspective.com/debates/businessandtechnology/the-perspective-on-digital-marketing/
Assessment criteria in respective slide.


Create strategy, name KPIs (Area2, strategy)

Use tester to define strategic position/website visibility/traffic (Area 2)

Digital customer journey assignment (Area 3)

Choose digital marketing message & channels (RACE)(Area 3)

Area 1  **Context**

As orientation, it is useful for the teacher to watch some of the introductory videos. Doing the Top30 list is also recommended.
The In-class activities make the topics more tangible and discussible. In preparation, utilize lecture slides provided and set up assignments and respective.

Topic is meaningful to be handled in lectures (6-10 hours); Activities and assignments 16 hours; Study further material 16h

| | Area 2 **Strategy**<br>Topic is meaningful to be handled in lectures (9 hours); Activities and assignments 9 hours; Study further material 24h<br><br>Area 3 **Tactics and operations**<br><br>Lectures including in-class activities: 10 hours<br>Assignments: 18<br>Study further material: 15 |
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## FORMATIVE ASSESSMENT QUESTIONS FOR LECTURES

● Describe a connection you can see between today's material and your life.
● What gave you the most difficulty today and why?
● What big ideas did you take away from today's lecture?
● If you were writing a quiz on today's material, what two questions would you add?
● How will the knowledge learned today be useful outside of this class?
● In your opinion, what is the most important thing we learned today?
● In 50 words or less summarize today's material.
● Rate your understanding of today's topic from 1–10.

## COURSE CORRECTION AND PLANNING

● Based on what I learned today, what do I want to learn in the next class?
● Something that really helped me to learn today was…
● What is something you need further clarification on?
● Describe three things that you learned today, two things you need clarification on and one thing you found interesting.
● Pretend a classmate was absent from class today. What would you tell them?
● If you had to structure next class, what would the format look like?
● What type of learner are you: physical, aural, verbal, logical or visual?
● Which was more effective in today's lecture: individual or collaborative work?