

9

E-marketing

9.1 Theory: The 4Cs of marketing and e-marketing

Learning outcomes

- Understand marketing theory of the 4Cs applied to e-marketing.
- Learn marketing and e-marketing terms and concepts.
- Propose ideas for making retailers better e-retailers.



Can I help?

Question

Introduction

1 What does *shopping* mean to you? Tick (✓) the following reasons why you personally go shopping. Then discuss your answers with a partner.

- | | |
|---------------------------------|--------------------------------|
| to get the best price | to make me feel good |
| to have an enjoyable experience | to get something straight away |
| to buy quality products | to pass the time |
| to get what I need | to spend time with friends |
| to try the latest products | |

2 Discuss with a partner if you think you are more likely to satisfy these needs by shopping on the high street or online.

3 How do you think the high street and online shopping experience will change over the next ten years?

4 Look at the image of the virtual assistant. She has been designed for a railway company to answer customers' questions. Virtual assistants like this are said to have a 90% success rate. Discuss the advantages and disadvantages, from the point of view of both the company and the customer, of using a virtual assistant.

Example: From the company's perspective, the advantage of the assistant is that the company can log all enquiries and then analyse them with software to understand customer needs better.

Language focus 1: Marketing terms

1 Put the marketing words for *shop* below into the following groups:

- online store
- high street store
- combined online and high street store

retail outlet e-retail shop e-tailer bricks retailer
dot.com multi-channel retailer virtual store
bricks and clicks operation physical store

2 Read the definition of *marketing* below and complete the gaps with these words and phrases:

product price target customers promotion place
marketing mix

Marketing is about having the right 1 _____ available in the right 2 _____ at the right time at a 3 _____ that people are willing to pay and that is communicated with the most attractive 4 _____ message for this group of 5 _____. All these elements, combined together, are known as the 6 _____ or the 4Ps.

3 Read the text below comparing the 4Ps of marketing with the 4Cs and complete the gaps using the following words and phrases. The first has been done for you.

convenience to the customer customer wants and needs
customer's perspective cost to the customer
producer's perspective communication with the customer

The 4C framework of marketing is a recent marketing theory which is considered highly relevant for retailers selling direct to the consumer via virtual or high street stores. The framework is designed to help companies view marketing from the 1 customer's perspective and is critical of the 4Ps, which is seen to be a framework which analyses marketing too much from the 2 _____. While the 4P marketing managers will look at what price their company should charge for their products or services, the 4C managers look at what the 3 _____ will be. The 4P managers will focus on selling the product, yet the 4C managers will look instead at satisfying 4 _____. In a similar fashion, advocates of the 4Ps look at

the promotion of their products, whilst the 4C managers will prefer to focus on 5 _____. Finally, in the world of 4P marketing, managers will be preoccupied with how to place their products in their customers' hands, whereas the 4C marketeers will be working out how to locate their stores both virtually and physically to provide maximum 6 _____ and make them easy to find.

Critical analysis

Some people view the 4Cs as being basically the same as the 4Ps approach. Others, however, see the customer focus of the 4Cs model as providing a more relevant and up-to-date model for today's business. Who do you agree with?

Reading: The 4Cs of e-retail and retail

Business view

You are going to read an article by Senior Marketing Lecturer Dr Charles Dennis from Brunel Business School, Brunel University London, UK, and marketing and e-marketing experts Dr Tino Fenec and Professor Bill Merrilees of Griffith University, Gold Coast, Australia.

1 Look at the section headings (C1–C4) in the text and decide where you will find the answers to the questions in exercise 2 below.

2 Now answer the questions, scanning only the section of text (C1–C4) where the answer is located.

- 1 How can e-tailers project a positive mood on their website?
- 2 What do customers think about prices online compared to the high street?
- 3 Which type of retail operation is more successful: e-tail or multi-channel?
- 4 What do customers buy instead of 'products'?
- 5 How are retailers different from producers in their relationship with the customer?
- 6 How are location decisions different for a high street retailer and a purely online one?
- 7 Why do some customers start their purchase online, but don't complete it?
- 8 Who can offer a better range of products, an e-tailer or a retailer?

C1 Convenience for the customer

'Place' (from the 4Ps), rather than implying managements' methods of placing products where they want them to be, can be thought of as 'Convenience for the customer', recognising the customers' choices for buying in ways convenient to them. For the bricks retailer, 'Place' incorporates what can be the most critical decisions concerning 'location', reflecting shoppers' preferences for short travel journeys, easy access, parking and so on. For the e-retailer, this is also important, as many customers prefer a multi-channel approach: browse on the web, buy instore or vice versa – or buy on the web and then return

to the store for a refund! This perhaps goes some way towards explaining the success of high street and multi-channel retailers in e-retail, compared to the dot.com 'pure plays'. 'Location' for the e-retailer also means virtual location and the ease of finding the website. This entails registration with search engines, location in e-mails and links from associates. 'Convenience' also includes key aspects of website design such as navigation, layout and ease of purchase.

C2 Customer wants and needs

'Product', rather than being something that a company has to sell, can be thought of as 'Customer wants and needs' – meaning the bundle of services and satisfaction wanted by customers. People do not buy 'products' as such, but rather good feelings or solutions to problems. An essential task of retail and e-retail is selecting the range of products offered for sale – assembled for target markets from diverse sources. The wide and deep range that can be offered is one of the areas where the 'clicks' e-retailer can score relative to the 'bricks' retailer. The lowest price does not always result in the highest sales, as many shoppers may value aspects such as style, design and fashion, for example.

C3 Cost to the customer

'Price' may be what companies decide to charge for their products, but 'Cost to the customer' represents the real cost that customers will pay, including, for example, in the case of 'bricks' retail, their own transport costs. For 'clicks' e-retail, there are also the costs of carriage and perhaps taxes to be added to the quoted prices. High carriage charges may be one reason for the high rate of carts abandoned at the checkout. Consumers have a perception that prices should be lower online than instore, and this can cause problems when customers buying via other channels realise that they are paying more than online customers.

C4 Communication with the customer

'Promotion' suggests ways in which companies persuade people to buy, whereas 'Communication' is a two-way process also involving feedback from customers to suppliers. Retailers are closer to the customer than manufacturers are and have more access to customer feedback. 'Communication' is not just advertising, though, but all the ways in which retailers communicate with their customers, including, for example, direct mail, marketing database and loyalty schemes. In addition to solving problems there is another reason for customers buying products – to get good feelings. This is a particularly difficult area for e-retailers. E-retailers can create a 'web atmosphere' using, for example, music and visuals such as 3D displays and downloadable video clips. Such enhancements must always be a compromise, on account of the need to avoid long download times.

Source: *International Journal of Retail & Distribution Management*



Transferable skill: Developing critical thinking skills

Read the following definition of 'critical thinking' from the Critical Thinking Foundation (a non-profit-making organisation that aims to promote educational change through developing critical thinking ideas) and answer the following questions about the text using the method below:

“Critical thinking is the art of analysing and evaluating thinking with a view to improving it.”

- 1 Identify point of view: What position does the writer take, pro 4Cs or pro 4Ps? What implications do the authors make about the 4Ps?
- 2 Identify and challenge assumptions: The fourth C, 'Communication with the customer', assumes that customers want a two-way communication with the company and are open to having an on-going relationship. Are these assumptions valid?
- 3 Consider the issue from an alternative perspective: How might a supporter of the 4Ps framework criticise the 4Cs?
- 4 Engage personally: What is your personal view? Are you more influenced by the 4Cs or the 4Ps? How can you relate this to your own personal experience of shopping or doing business?

Language focus 2: E-marketing terms

1 Look at the following list of e-marketing tools and techniques and match each of them to the two most relevant of the 4Cs.

- 1 *Database marketing* enables companies to analyse such things as online customer feedback and enquiries with powerful software which helps them understand their customers better.
- 2 *Smart card loyalty schemes* are an example of customer relationship marketing, whereby retailers can deepen their relationships with customers by giving them valuable information to offer personalised products and services which they hope will keep their customers loyal.
- 3 *Web optimisation* is all about how companies can best design their website by making it fast and easy to navigate, a pleasant place to browse, and above all, easy to find via search engines (known as search engine optimisation).
- 4 *Social media marketing* helps companies create new media campaigns using blogs and social network sites to interact in a two-way process with their customers.

2 Can you think of some more examples or applications of each of the e-marketing practices?

3 How have you experienced some of these practices as a customer?

Output: Improving a company's e-retailing operation

Stage 1

Work in groups. You are going to make a proposal to the Marketing Director on how you can improve your company's e-retail operation. Choose one of the following companies:

- Group A – KidZ Books
- Group B – KarlZ Koffee
- Group C – Carla's Cakes
- Group D – Metropolitan Railways

Stage 2

Look at these pages and follow the instructions:

- Group A – pages 140–1
- Group B – page 145
- Group C – page 146
- Group D – page 146

Stage 3

When you are ready, give the presentation to the rest of the class. Make sure that everybody in your group speaks.



9.2 Practice: The benefits of selling on- and offline

Learning outcomes

- Learn about Dell Computers' e-marketing strategy.
- Learn mixed conditionals and review standard conditionals.
- Conduct e-marketing research.

Profile: Dell Computers

Dell was founded by Michael Dell in 1984, with only \$1,000 in start-up capital, and was the first company to sell computers directly to the customer, bypassing any intermediary. It is now one of the largest providers of PCs in the world and for a number of years has been the No. 1 PC supplier to small and medium-sized businesses in the US. In 1996 the company launched www.dell.com and now a huge number of their total sales are made on the Internet. Until recently it was not possible to buy their computers in retail shops on the high street. This strategy has now changed in a number of countries.



Introduction

Read the company profile and discuss the following questions with a partner.

- 1 What do you think are the advantages to you as a customer in buying a computer direct from the manufacturer over the Internet?
- 2 What might be the advantages for Dell of this business model?
- 3 What disadvantages might there be for the customer and the company?
- 4 Why do you think Dell changed its strategy and is now also selling through shops?
- 5 What does this change of strategy say about the limits of e-marketing?

Listening 1: A definition of e-marketing

Business view



Alastair Brown, Chief Operating Officer of Bizantra, London, and former Marketing Director of Dell, Asia

Read the summary below of the first part of the interview with Alastair Brown and try to predict the words he uses.

E-marketing is about using electronic media for marketing purposes – not just the Internet, but also 1 e_____ and 2 m_____ marketing. In one sense, e-marketing is very different to marketing because it means you can have a closer 3 r_____ with the customer. On the other hand, e-marketing is simply an extension of marketing. You use the same 4 a _____, but use them through different 5 c _____.

Now listen and check your answers.



Listening 2: Online communication and sales channels



Listen to the second part of the interview and answer the questions below.

1 Which advantages of e-marketing does Alastair Brown mention?

- 1 You can communicate your message quickly.
- 2 You can interact with your customers.
- 3 You can grow your business and make money.
- 4 You can easily measure how successful your communications are.

2 Are the statements below about Dell's sales channels true or false?

- 1 Traditional marketing communication channels have no place in Dell's business model.
- 2 All Dell's sales made directly to the customer are done online.
- 3 Until recently the only place you could buy a Dell computer was from Dell.

Listening 3: The benefits of online selling

2.07

Listen to the third part of the interview with Alastair Brown and complete the notes below with what he says.

Benefits to company	Benefits to customer
1 Dell can know _____	2 Dell can design and build computers to order. For example, customers can order a computer with _____ if they do graphics or play games.
3 Dell doesn't have to hold _____	
4 Online selling means Dell can cut out _____	

Listening 4: Problems with online sales channels

2.08

1 Listen to the final part of the interview and answer the questions below.

- 1 Which type of companies does Dell target first when it enters a new market?
- 2 Which type of companies does Dell target next?
- 3 How do these two customer groups prefer to buy?
- 4 Why do these customer groups prefer to buy in this way?
- 5 Why are individual consumers different from companies?

2 After listening, discuss with a partner whether you agree with this analysis of consumer buying behaviour. How do you prefer to buy computer equipment and other electronic goods?

Language focus 1: Review standard conditionals



1 Complete the following table about conditionals with the information below. The first one has been done for you.

Type of conditional	Grammar	Use
Zero	<i>If + present simple in both clauses</i>	To talk about a general truth
First		
Second		
Third		

Grammar

If + past simple / would + infinitive
If + present simple / will + infinitive
If + past perfect / would + have + past participle
If + present simple in both clauses

Use

The past conditional – to talk about the hypothetical unreal past
 To talk about a likely result in the future
 To talk about a general truth
 The hypothetical conditional – to talk about a result if the present or future was different

2 Are the conditionals in the following sentences examples of the zero, first, second or third conditional?

- 1 Market research shows that, if their favourite star moves, many football fans across Asia will transfer their support to a different club.
- 2 If you get a big marketing campaign, you're able to reach a lot of people.
- 3 You would have avoided paying interest if you had known about the charges earlier.
- 4 How would the company's shareholders feel, if they knew its marketing strategy was influenced by corporate entertainment?

Language focus 2: Mixed conditionals



Mixed conditionals are also common, especially in spoken English. Look at the following examples.

If you had looked at the financial commentary ... (past hypothetical condition) → ... you would see that 45% of our work is for regional railways. (present hypothetical result)

If I were paid that much ... (present hypothetical condition) → ... I wouldn't have minded paying the tax. (past hypothetical result)

1 Complete the following sentences to show present (hypothetical) results of these past conditions for Dell and its marketing strategy. (The first has been done for you as a suggested possible answer.)

- 1 If Dell had focused more on the consumer market in the beginning, they wouldn't be changing their business strategy now.
- 2 If Dell hadn't started selling its PCs through high street shops, _____
- 3 If there hadn't been high levels of broadband in South Korea, _____
- 4 If Dell had never adopted a business model based on selling direct, _____

2 Complete the following sentences to show past hypothetical results of these present hypothetical conditions for Dell and its marketing strategy. (The first has been done for you as a suggested possible answer.)

- 1 If Dell didn't use traditional marketing media such as newspaper ads, they wouldn't have had the same levels of success.
- 2 If Dell used exclusively online sales channels, _____
- 3 If individual consumers behaved like companies, _____
- 4 If Dell held limited stock of pre-assembled computers, _____

Output: E-market research

A major computer company is reviewing its strategy and e-marketing, and needs information before it can make major decisions.

Stage 1

In pairs, conduct a short market research survey to collect information. Student A should look at page 141 and Student B at page 145.

Stage 2

Compare your answers with another pair. How might your results impact on the strategy and e-marketing policy of the computer company?

Stage 3

Report the findings of your survey and how you think they could have an impact on the computer company's future strategy and e-marketing to the rest of the class.



9.3 Skills: Organising a presentation

Learning outcomes

- Structure a presentation in a logical order.
- Introduce and link slides.
- Prepare and deliver an e-presentation.

Introduction

1 It is often said that, with presentations, it's not *what* you say but *how* you say it that counts. Do you agree? Discuss with a partner whether style is more important than content for presentations.

2 Do the following presentation guidelines refer to *content* (C) or *style* (S)?

- 1 keep the message simple
- 2 show enthusiasm
- 3 use slides with strong visual images
- 4 keep eye contact with audience
- 5 present information logically
- 6 use appropriate body language
- 7 speak slower than normal speech
- 8 make sure to keep to the time limit

In pairs, discuss which guidelines are the most important for content and for style. Are there any other guidelines you can think of?

Listening 1: Beginning an e-presentation

2.09

Business view



Philip Weiss is Managing Director of ZN, a specialist e-marketing agency.

1 Introduction to ZN

2 Let's get started
In this presentation:

- About ZN
- HQ challenges
- How we can help you

3 E-marketing for European HQs
A 5-minute online presentation

4 Introduction to ZN

- HQs
- 10 years
- E-marketing

Before listening to the first part of Philip Weiss's presentation, look at the first four presentation slides above (from a total of nine) and answer the following questions.

- 1 What is the correct order of the slides?
- 2 Who is the presentation aimed at?
- 3 What does 'HQs' refer to?

Listen to the first part of Philip Weiss's presentation on his company's website and check your answers.

Listening 2: Developing an e-presentation

2.10

1 Look at the table below, which outlines the structure of the whole presentation (slides 1–9). Try to guess the content of the remaining five slides by making a rough drawing of each one.

Slide	Information communicated
1	Make personal introduction / open presentation
2	Summarise what the presentation will be about
3/4	Introduce the company
5/6	Outline challenges facing prospective clients
7/8	Propose solutions for clients
9	Request client makes contact / close presentation

Turn to page 141 to see the last five slides.

2 Listen to the final part of Philip Weiss's presentation and put the remaining slides on page 141 into the correct order. Complete the missing information on the slides using one or two words.

Critical analysis

- 1 Do you think this is a good presentation? Why/Why not?
Use the guidelines on *style* and *content* in the Introduction to assess this. Mark each guideline as either: *Excellent*, *Good*, *Average* or *Below average*. Which guidelines are impossible to assess as this is an e-presentation online and not face-to-face?
- 2 Here are some features of e-presentations:
 - You can build a relationship with your audience online.
 - Customers can replay sections of your presentation at will.
 - You can reach a worldwide audience 24/7.
 - You can track who watches your presentation.
 Do you agree that these are advantages of e-presentations?
What are some of the disadvantages?

Language focus: Introducing and linking slides

- 1 Put these introductions to each slide in the correct order by numbering each slide. The first one is done for you.

Slide	Introduction to slides
	a If you're interested in pursuing this conversation, we look forward ...
	b ... and we focus specifically on ...
	c The way we start our work is to focus first on ...
	d Over the next five minutes I'll give you a brief introduction of ...
	e We're an e-marketing agency based in ...
1	f Hi, my name is Philip Weiss, and I'm ...
	g Well, we've seen a big change in the role a headquarters had over ...
	h So what are the main challenges facing HQs ... ?
	i So how can we help ... ?

- 2 After you have checked your answers, try to complete the introductory sentence to each slide with a partner.

Example: Hi, my name's Philip Weiss, and I'm Managing Director of ZN.

When you have finished, you can check your answers with the audio script on pages 158–9 or listen to the recordings again.

- 3 Rhetorical questions (asking and answering your own questions as in slide 5) are a good way to introduce slides as they create a sense of dialogue with the audience and help presenters structure their talk more easily. Make rhetorical questions to introduce the information on the following four slides. Practise saying them.

Example: Slide 1: 'Who are the customers of tomorrow?'

- 1 customers of tomorrow
 - 2 statistics and graphs forecasting company sales over the next two years
 - 3 detailed analysis of sales figures for principal country markets
 - 4 reasons for failure to break into markets in Asia last year
- 4 Phrases such as *Now let's look at ...* are also very common when introducing and linking slides. Similar phrases are: *Now let's turn to ... / Moving on now to ... / Now, I'd like to talk about ...* Practise in pairs and try to introduce some of the above information using these phrases.

Output: Preparing and delivering an e-presentation

In small groups, prepare and deliver an e-presentation to introduce a company or organisation.

Stage 1

Write a maximum of eight slides to do the following:

- 1 Open your presentation and introduce yourself.
- 2 Summarise what your presentation will be about.
- 3 Introduce the company.
- 4 Describe present market conditions and customer needs.
- 5 Show how your company can meet these needs.
- 6 Close the presentation.

Write each slide on a single piece of paper using a large font or use presentation software if you have access to it.

Stage 2

Deliver the e-presentation to the class. One student should hold up the slide at the front of the class (or use a computer), whilst another student provides the voiceover.



10 Branding



10.1 Theory: What is branding?

Learning outcomes

- Understand the main ideas of branding.
- Use a range of vocabulary associated with branding.
- Argue for and against different approaches to branding.



Introduction

“If Coca-Cola were to lose all of its production-related assets in a disaster, the company would survive. By contrast, if all consumers were to have a sudden lapse of memory and forget everything related to Coca-Cola, the company would go out of business.”

- 1 Look at the quote above from an unnamed Coca-Cola executive. In pairs, discuss what they mean. Why do people regularly buy this drink?
 - 2 Look at the pictures above. Which brands do you associate with products like these?
 - 3 Look at the characteristics of brands listed below. How well do the brands you identified in exercise 2 match these characteristics?
- Brands ...
- should be familiar to us.
 - represent more than just the product.
 - help develop a relationship with the customer.
 - are relatively expensive.
 - have a personality.

90 10 BRANDING

Language focus: Branding expressions



1 The following words all go before or after the word *brand*. Put the words in the correct position below. The first two have been done for you.

image licensed awareness equity extension
manufacturer's own positioning repositioning luxury

licensed **brand** *image*

2 Match each branding expression from exercise 1 with the following definitions:

- 1 A measurement of the number of people who know the brand.
- 2 The public perception of the brand.
- 3 The value investors put on a brand.
- 4 The use of an established brand name with a different product.
- 5 A brand that is used by the company that developed and produced the product.
- 6 A brand that is used by the distributor or shop selling the product, not the manufacturer.
- 7 A brand that is leased to a manufacturer, who then makes the product under that name.
- 8 The location of a particular brand in relation to the competition.
- 9 A high-priced product aimed at the top of the market.
- 10 Changing the image of a brand to attract new market segments.

Listening 1: Introduction to a lecture on branding

2.11

Business view



You are going to listen to a lecture with Dr Sally Hibbert, Associate Professor of Marketing at Nottingham University Business School.

1 Listen to the first part of the lecture. Which slide is correct, A or B?

- 1 brand definitions
- 2 brand features
- 3 differentiating brands
- 4 strategic decisions
- 5 benefits of branding

Slide A

- 1 brand definitions
- 2 brand features
- 3 differentiating brands
- 4 strategic marketplaces
- 5 disadvantages of branding

Slide B

2 Choose one commonly used product that you have bought, for example a pair of shoes or a music system. Make some brief notes on the following:

- What different brands are on the market for this product, and how can you differentiate between them?
- Why did you choose that particular brand?

Then compare with a partner.

Listening 2: Defining branding

2.12

1 Listen to the second part of the lecture and complete the notes below with the words Dr Sally Hibbert uses. Then compare your notes with a partner.

Product

- 1 Anything that _____
- 2 Has a _____ value

Brand

- 3 Goes much _____
- 4 A brand is represented by: _____, _____, _____ (or any combination of these)
- 5 Identifies _____
- 6 Allows manufacturers to have some way _____

2 What are the main differences between a product and a brand?



Listening 3: To brand or not to brand?

2.13

- 1 What are some of the advantages of brands for customers and for companies?
- 2 Listen and take notes on the next (long) part of the lecture using the headings below.

Advantages for customers

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Advantages for companies

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

- 3 Dr Sally Hibbert mentions the 'emotional benefits' of brands, and companies talk about the importance of establishing emotional ties with the customers. What do you think this means?
- 4 What emotional ties do you have to any brand? What adjectives could you use to describe these brands? Are they *exciting*, *reliable*, *comfortable* or *innovative*? What other words could you use to describe brands that you know well?
- 5 Dr Sally Hibbert outlines many advantages of brands. Look at the list below. Which of the points do you think are the biggest disadvantages of branding? Are they disadvantages for customers, companies or the wider environment? Can you think of any others?

high possibility of the brand failing
a high level of investment
difficult to distinguish from competition
brands can have too much influence
high cost of product
brand extensions can damage reputation

Output: Own brand or manufacturer's brand?

A sports-shoe manufacturer is considering whether to develop a company brand (manufacturer's brand), or to supply their product direct to a retailer/distributor and let them brand the product as their own brand. Work in two groups and follow the instructions below.

Stage 1

Group A: Prepare an argument for developing a manufacturer's brand and against a retailer's own brand.

Group B: Prepare an argument for developing the retailer's own brand and against developing a manufacturer's brand.

Both groups should consider the potential benefits and drawbacks to the company, retailers, and consumers. Think about cost, risk, competition, quality, market share, profit and identity.

Stage 2

Work with members of the other group and discuss the ideas you have prepared. Try to come to a decision.

You may want to make notes in the table below.

Costs

Benefits

Issues

10.2 Practice: The Havaianas brand

Learning outcomes

- Understand brand value and values.
- Use vocabulary to describe brands and products.
- Be able to participate in a meeting discussing brand extension.

Profile: Havaianas

Havaianas is a Brazilian brand with a strong international appeal. Havaianas are rubber sandals, but as a brand, they are not *any* rubber sandals. These sandals are highly regarded by consumers for their unique design and award-winning publicity campaigns. Their sandal collections change frequently and have included special editions such as a Brazilian World Cup range and a promotional 18-carat gold and diamond model. The company sells more than 173 million pairs of sandals in over 80 countries in the world. It is owned by Alpargatas SA of Brazil, which owns a number of well-known company brands.

Introduction

1 Read the profile on Havaianas and look at the pictures. What mood, feelings and associations are being created and communicated here? Choose some of the following words that best describe the brand for you personally and discuss with a partner why you chose them. Can you think of any others?

fun friendly Brazilian Hawaiian international fashionable casual summery stylish exciting passionate joyful youthful simple sophisticated artistic creative intelligent energetic fresh tropical optimistic traditional modern

Would the feelings and associations you identified communicate well in your country market? What about for a country with a cold climate?

2 Discuss the following questions about country branding.

- 1 What image do you have of Brazil as a country? How important is the image of Brazil to the Havaianas brand? How does the company use its country of origin to communicate Havaianas brand values?
- 2 What about country branding for other countries? What images and associations do you have of Italy, Germany, Japan or another country you know? How do the companies in these countries use the international image of their country to help sell their products?



Reading: A company with desired brands

Read this extract from the Alpargatas Annual Report and answer the questions below.

1 How does the company explain its success?

- A It creates new brands.
- B It knows its brands.
- C It has quality products.



A lpargatas brands are well known and desired by millions of consumers in Brazil and abroad. They are at the centre of the company's growth strategy and go beyond the purpose for which they were created, that is, to yield comfort, well-being, pleasure, performance, design and style.

The sales of brands add value to footwear, sports goods and textiles and consequently boost consumers' perception of Alpargatas' value, not to mention the company's results. Brands are product extensions. Although products are manufactured, brands are sold and constitute important elements that guide consumer behavior. A company establishes itself in the market through the values and ideas it wants to transmit and through its brands. These brands become an asset, influenced by feelings, perceptions and ideas that are greater than the value attributed to the product and to the use consumers put it to.

This way of understanding the value of its brands enabled Alpargatas to increase its gross revenues from international sales by over 132% over the previous year.



2 Read the text again. Are the following statements about Alpargatas true or false?

- 1 Their products are brand extensions.
- 2 Their products guide consumer behaviour.
- 3 Their brands and products have an equal value.
- 4 Their brands change the way consumers view the company.

3 Find words and phrases in the text which have similar meanings to these:

- 1 further than
- 2 increases quickly
- 3 continuations / enlargements
- 4 communicate
- 5 valuable property
- 6 ways of understanding
- 7 associated with / attached to
- 8 profits before tax

Critical analysis

- 1 What differences would you expect to see between a non-branded rubber sandal and a Havaianas sandal?

price? image? quality? customer feeling?
customer service? customer loyalty?
- 2 Why would some people pay more for a brand even if the quality of the alternative product might be the same? Would you be happy to pay a price premium (pay extra) for a Havaianas sandal?

Language focus: Describing brands and products

1 Read this FAQ (Frequently Asked Question) from the Havaianas website and choose from the phrases which follow to complete the gaps.

havaianas

Where did the inspiration for creating the first Havaianas model come from?

The Havaianas design ¹ _____ the Japanese sandals known as Zori, made of a thin rice straw sole and ² _____. To adapt the Japanese model to the Brazilian market, São Paulo Alpargatas used rubber as raw material and the rice grain format for the ³ _____ – one of its many ⁴ _____. And that's how the famous Havaianas were born.

- 1 A were inspired by B was inspired by C was inspired from
- 2 A fabric belts B fabric braces C fabric straps
- 3 A sole feeling B sole texture C sole music
- 4 A mistakable features B mistake features C unmistakable features

2 Which word in each group does not collocate with the first word?

Example: *product*

We can say *relaxed style*, *relaxed feel* and *relaxed look* but we tend not to say *relaxed product*.

- 1 relaxed – style feel product look
- 2 vibrant – spirit colours pleasure style
- 3 versatile – combinations passion features footwear
- 4 physical – pleasure comfort footwear brand
- 5 inspirational – feel pleasure colours combinations
- 6 iconic – brand comfort footwear look
- 7 affordable – style colours brand footwear
- 8 uncomplicated – style comfort look message

3 In small groups, choose one of the brand extension products here. Write a short description for the website using some of the language presented above. Exchange information with another group when you have finished.



Intercultural analysis

- Most of the product names of Havaianas' different sandal collections are standardised in English (Surf, Teams, Trend, Wave, Wind, Fit) for international markets as well as the home market in Brazil. Why do you think this is? Do you think it is a good marketing strategy? Why/Why not? How is English used in your country for advertising? Can you think of any examples?
- Portuguese is used to name a few of the Havaianas collections (Ipê, Camuflada and Tradicional, meaning X, camouflage and traditional) for both the international and home markets. Do you think the company should do more of this? Why/Why not?

Transferable skill: Expressing visual ideas

- The greatest challenge for the architects of the Havaianas store in São Paulo was to create a space that expressed the feelings and associations people have for the brand. Think about the brand and look at the pictures from the store below. How successful have the architects been? Discuss your answer

Product display



Customisable zone



In store – 'Street market stall'



- The store is divided into different zones and can also be visited through a virtual tour on the company's website. Read the mixed-up captions of two of the zones that appear on the website and put them in the right order:

- The Cube – who want to know / a space that always / to tell. / For those / has a different story / the latest Havaianas news:
- Cylinder – and fun / accessories to keep handy. / the Havaianas handbags. / Cheerfulness, happiness / are always the best / Check out

- Write short captions for the Street market stall and the Havaianas customisable zone (shown in the photos) in one or two sentences.

- Write a short paragraph to explain the success of the Havaianas brand strategy.

Critical analysis

Retail marketing is about communicating what the brand stands for through the design of the store. Discuss how well-known brands do this in stores you have visited. Think about the following:

shop window product displays customer service lighting store layout store location interior design use of colour

Output: Brand extension meeting

In small groups, work together in product development teams. It is your job in the Marketing department to extend the Havaianas brand.

Stage 1

Decide on a completely new brand extension, for example a mobile phone, bottled water, an airline, a watch or another product. Think in terms of both product design and communication of brand values to the customer. Make notes during your discussion in order to make a short presentation to another team.

Stage 2

Give a brief presentation to another team about your brand extension, and answer any questions they might have.



10 BRANDING 95

10.3 Skills: Using persuasive communication in meetings

Learning outcomes

- Learn how to persuade people to change their behaviour.
- Understand issues in customer care and company image.
- Learn language to direct and persuade.

Introduction

1 In small groups, brainstorm all the jobs you can think of in a hotel, e.g. chefs and waiters. What are the responsibilities of each job?

2 Work in pairs and role play the following situation.

Student A: You recently stayed at an expensive hotel and were very disappointed with the service. Phone the hotel to make a complaint.

Student B: You are the manager of an expensive hotel. Try to deal with the customer in an appropriate way.

3 What problems can you have at a hotel? Have you ever experienced any problems? Were any of these problems connected with the staff? What do you think hotel staff are like in your country?

4 What control does the manager have over these problems? How might managers persuade, or directly force the staff to change?

Critical analysis

Mary Jo Hatch and Majken Shultz have written several studies on organisational management. They believe that the success of a company's brand depends on aligning these three elements:

- Vision (top management's goals and hopes for the company)
- Culture (the organisation's behaviour and attitudes)
- Image (the outside world's overall impression of the company)

1 Which of the following relate to each of the above elements?

- what customers think about the company
- how employees feel about the company
- public opinion
- the way the staff behave
- management strategy

2 Which of the three elements do you think is the most important for the staff of a company?



"This really is an innovative approach, but I'm afraid we can't consider it. It's never been done before."

Listening: Address to the staff at a hotel

2.14

You are going to listen to an extract from a meeting in a luxury hotel. Recently, the Rooms Division (responsible for providing services to hotel guests) received a disappointing score on its standards evaluation (standards compliance). This means the staff have not been consistently following the service standards.

1 If you were the Rooms Division manager trying to persuade your staff to change their behaviour, how could you do this? Discuss this in small groups and then listen to the recording.

2 The manager has divided her talk to the staff into four parts. As you listen, number the order of the parts:

- a story
- practising the standards
- the point of the story
- background to the change

3 Listen to the recording again. Are the following statements true or false?

- 1 The CEO held a meeting with all the hotel staff.
- 2 The goal of the company is to decide on appropriate standards.
- 3 Being a telephone operator is a steady job.
- 4 Staff must choose when to apply the standards.
- 5 Staff must always use the guest's name.
- 6 Management do not need to follow the standards.

Language focus 1: The language of persuasion



2.15

1 One powerful way to persuade people is through contrasts. When using contrasts, stress is very important. Listen to these sentences and underline the stressed words.

- 1 This is what we do. It's not an extra job. It is the job.
- 2 Yes, we love our employees but standards are our life.

2 Practise saying the sentences. Also practise the pause – silence can be a powerful and persuasive tool.

2.16

3 The manager's talk contains several examples of management jargon and management speak, for example 'standards are our life'. This language makes the manager sound official and can be used to persuade staff. However, many people believe that 'management speak' often does not have much meaning or hides the real meaning. Listen to the following extracts from the meeting, and fill in the missing words.

- 1 _____ committed _____.
- 2 _____ heart _____.
- 3 _____ people _____.

4 If you were a manager, would you speak like this? Would such language persuade you?

Language focus 2: Using *if* to persuade and direct staff



If is used more frequently in business than in everyday English. It is often used in sentences that try to persuade people or to give orders politely. Sentences of this type often look very different from sentences with the conditional use of *if*. Look at these two sentences and answer the questions below.

- 1 If she had remembered her account number, she would have been able to pay.
- 2 If I'm opening car doors at the front door I say 'Welcome'.

1 Which of the sentences uses *if* in a conditional sentence? Which sentence is politely giving an order?

2 In pairs, give instructions to each other using *if* in these situations.

You always have to smile at customers, use their names, offer to carry their bags, ask if they want a drink.

Example: *If you see a customer, you always smile at him or her.*



Watch Sequence 5 on the DVD to find out more about Marketing.

Output: Persuading staff to change

Your 3-star hotel has been bought by a 5-star hotel chain. It will now try to rebrand itself as a 5-star hotel.

Stage 1

In small groups, brainstorm what changes need to be made. Think about rooms, food in the restaurants, room service, cleaning, uniforms and any other factors that affect the staff.

Stage 2

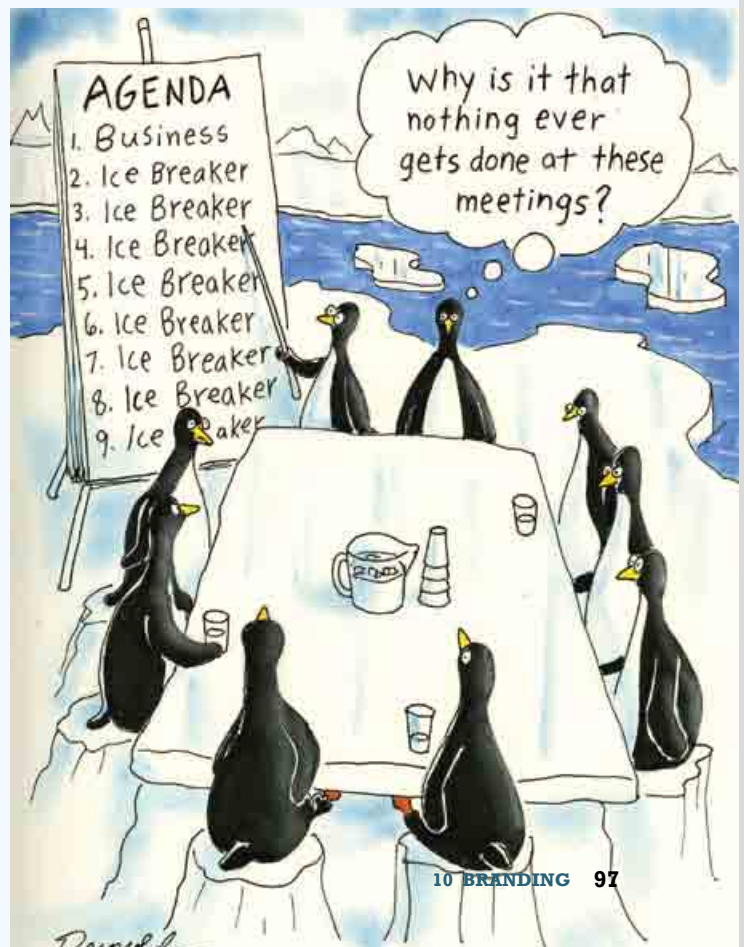
Now separate into different groups.

Group A: You are the hotel managers. You must communicate these changes to the staff in a way that makes them feel comfortable, while at the same time making them realise these changes are required and not negotiable. Think about how you will do this and what language you will use.

Group B: You are members of staff. You have heard that the hotel is going to upgrade to a 5-star hotel. You want to raise some concerns with the managers about this change. For example, will the salaries be increased? Will training be given? Will contracts be improved? etc. Think about how you can communicate these ideas without putting your jobs at risk.

Stage 3

Have a meeting with the other group and try to reach agreement about all the changes needed. How effectively did the management communicate the changes in your meeting?



10 BRANDING 97

Writing 5: Persuasive communication online

Learning outcomes

- Understand key principles behind persuasive communication.
- Use appropriate connectors to change product features into benefits.
- Write persuasive sales copy for online home pages.

Introduction

Business view

“Nobody who bought a drill wanted a drill. They wanted a hole.”

Perry Marshall, marketing guru



“The people who line up for Starbucks aren't just there for the coffee.”

Howard Schultz, Starbucks CEO



- 1 What do these quotes say about what customers really want?
- 2 How can we use this information to help us communicate with customers to persuade them to buy?

Read this text and answer the questions that follow.

Benefits not features

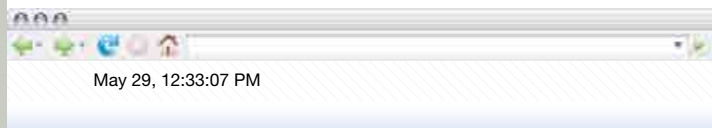
Most marketing experts agree that when you are writing a product or service description, you need to persuade your customers with benefits and not just describe features. Features are characteristics and specifications of the product. For example, an MP3 player can be said to have '64 GB storage'. A benefit, however, will tell customers how this feature translates into solving their problems and meeting their needs. For example, '64 GB storage allows you to store 14,000 songs'. It tells customers what the feature can do for them and helps them make sense of the features. Copywriters and branding experts will move further beyond benefits to highlight hidden benefits (in text and visual images) – these are seen as the real underlying reasons why customers buy a product or service. For example, the hidden benefit for having a certain product may be because it is seen as cool or sophisticated.



- 3 Do you respond more to advertising and web pages which emphasise features, benefits or hidden benefits? Give examples.
- 4 When do you think it is more appropriate to write the other way round and describe features not benefits?
- 5 How might the language of 'describing benefits not features' work in a wider context, e.g. internal memos requesting staff cooperation, email responses to requests for product information, giving presentations, negotiations with your boss/ teacher/partner, a cover letter for your CV, etc.?

Language focus 1: The language of advertising

1 Read the question below posted on an online forum of small businesses manufacturing and selling T-shirts. How might you answer the question?



Reckless Tees

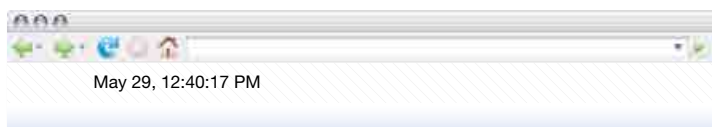
T-Shirt Lover
T-Shirt Aficionado
You can call me: Mike
Member Since: Feb 2007

Location: Phoenix, AZ
Posts: 191
Thanks: 3
Thanked 2 Times in 2 Posts

How to sell 'benefits', not 'features'

I have been doing a lot of reading about marketing/sales and I now understand that you must sell your benefits to the customers, not the features. My question is, how does one convey benefits or sell benefits on a website? I don't want my site to be a sales letter and it most definitely is not structured as so. Any ideas how a website can sell its benefits without sending the 'buy me now' message?

2 Read some of the replies and choose the best answer for each gap from the choices below. The first one has been done for you.



People ¹ B benefits over features because they want to know: 'What's in it for me?'

As T-shirts are quite simple, they don't have many features, but there are ² _____ benefits.

You need to think about why people would want one of your designs – what's it going to do for them? What human need will it ³ _____?

'You will make at least three friends with this shirt.' (Although it's funny, this benefit ⁴ _____ 'desire for acceptance' _____.)

If you don't want to go so deep, you can always just have a page listing the physical product benefits, ⁵ _____ 'Why buy from us?'

To get a benefit you just put ⁶ _____ 'after the feature, and explain it.

- 1 A buy from B buy into C buy up D buy in
- 2 A plenty of B considerably C numberless D too many
- 3 A fulfil B aim C desire D request
- 4 A pulls the ... handle B turns the ... switch
C pushes the ... door D presses the ... button
- 5 A titling B titles C title D titled
- 6 A gives you B allows you to C which means
D so means that

Language focus 2: Changing features into benefits

As we have seen in the replies, we can use 'which means' to change a feature into a benefit. We can also use the following connecting words:

meaning that giving you which gives you allowing you to
which allows you to and so you will benefit by
so you will be able to

Write sentences using these connectors to 'translate' the following features of these products and services into benefits.

The first has been done for you.

- 1 Timberland boots – hard-wearing materials
Timberland boots are made of hard-wearing materials, so you know they will last a long time.
- 2 Bose music systems – 0% finance
- 3 NatWest Private Banking – 24-hour customer service
- 4 American Express Travel Insurance – 150 years' experience
- 5 easyJet – no weight limit on hand luggage
- 6 Cif cleaning product – 'strong yet gentle' cream

Output: Writing persuasive copy for an internet site

Work in pairs. Write and design an attractive web page for 'Phoenix Custom Shirts'. You want to maximise sales by persuading customers to buy the products (up to 200 words).

Start by discussing an outline of the main points, the type of photos, images and colours you want to use, and then make a rough sketch of how the page will look. Finalise the text for the page and then compare with another pair.

