

Cambridge English for Marketing

TEACHER'S NOTES

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UNIT 1

The role of marketing

- Describing your skills, qualifications and experience
- Talking about what an organisation does
- Describing the role of marketing within an organisation
- Identifying and discussing stakeholders

➔ Go to page 12 for essential background information on the topic and useful web links

➔ Don't forget to use the [Additional activity](#) worksheet at the end of this unit; notes and answers on page 8

➔ Marketing terms can be found in the Glossary on Student's Book pages 114–119

► Refers to the Audioscript at the back of the Student's Book

Before you begin ...

If your students don't know each other, they should give a three-minute presentation on themselves: their name, job, experience, ambitions and areas of expertise and interest within marketing.

You could also brainstorm with the class a definition of the word *marketing* and write their ideas on the board. Afterwards, compare their ideas with a definition from a dictionary (e.g. *a job that involves encouraging people to buy a product or service* – <http://dictionary.cambridge.org/define.asp?key=48898&dict=CALD>; *the total of activities involved in the transfer of goods from the producer or seller to the consumer or buyer, including advertising, shipping, storing, and selling* – <http://dictionary.reference.com/browse/marketing?r=66>).

Doing the job

Before you begin ...

Print some English-language adverts for jobs in marketing, for example from <http://jobs.marketingweek.co.uk/> or a website in your country. The jobs should be suitable for your students, so you may want to filter the adverts (for example, *Marketing Week* has a function where you can search by salary bands; jobs for less experienced marketers will be in lower pay bands). Give each pair one or two different adverts. Students read the job adverts to discuss in pairs whether (a) the job sounds interesting and (b) they would have the necessary qualifications, skills and experience to apply. They then pass their adverts to the next group and discuss the next adverts. At the end, elicit from the class which jobs look most attractive and suitable for members of the group. They could also underline useful marketing vocabulary from the adverts, which you could put up on the board.

- 1 Students discuss the questions in pairs and then feed back to the class.
- 2 a Make sure students read the note about Paula and Matt, as these characters will appear throughout the unit. Students read the advert to answer the questions. When they have checked with a partner, go through the answers with the class.

Answers

- 1 b
- 2 a (The advert does not explicitly state that this is a private sector organisation; however, the nature of the service it provides suggests that it is.)
- 3 b

You could ask the class the following questions to check comprehension of the situation and the text.

- 1 Who are Paula and Matt?
- 2 What is their connection to the job advert?
- 3 What is the job?
- 4 Is the job well-paid?
- 5 What type of service does Culture-Insight provide?
- 6 How do you think they empower staff?
- 7 How might the company help organisations to fulfil their international potential?

Suggested answers

- 1 They are marketing executives on their first day in a new job.
- 2 This is the job they applied for and got.
- 3 Marketing Executive.
- 4 According to the advert, the salary is competitive, i.e. good compared to similar jobs.
- 5 Training in intercultural communication and international management skills.
- 6 For example, by teaching them about opportunities and techniques they may be unaware of.
- 7 For example, by allowing them to build good relationships with international partners.

- b** Students discuss the questions in pairs and then feed back to the class. Write students' answers onto the board in two columns: *Responsibilities* and *Skills/Characteristics/Knowledge*.

Note

Skills are what a person is good at. They include things like leadership, team-building, interpersonal skills, creativity, etc.

Characteristics are what a person is like. They include things like patience, intelligence, tolerance, open-mindedness, single-mindedness, etc.

Knowledge is what a person knows. It includes acquired skills such as business awareness, computer literacy, experience with various work situations, expertise, etc.

- c** Students read the advert to check their ideas on the board.

Answers

Responsible for: see paragraph 1 of the job advert in Exercise 2c.

Skills, characteristics and knowledge needed: see paragraphs 2 and 3 of the job advert.

Language note

The marketing mix refers to the range of factors that go into marketing a product. They include the classic four Ps of marketing (price, promotion, product and place) as well as three other elements which are often included, especially in the context of marketing a service (people, process and physical presence). Packaging is also occasionally included as a P, but is usually considered part of the product or physical presence. Marketers may specialise in one or more elements of the mix, or they may deal with the whole mix.

Marketing collateral refers to printed and online material used to promote a company, product or service, and includes things like brochures, posters, leaflets, websites, etc.

- d** Students work in pairs to complete the matching activity. When you check with the class, make sure students know exactly what each activity involves.

Answers

2 l 3 c 4 i 5 j 6 h 7 b 8 g 9 f 10 a 11 d 12 e

Other possible collocations in addition to those in the advert:

1 a, c, d, f, h, j, l 3 j 5 c 8 a 10 c, d, e, l
2 d 4 g 6 c, f, j, l 9 c, d, h, j, k, l

Extension activity: collocations

Students test each other by reading the first part of a collocation to elicit from their partner the second part.

- e** Students discuss the questions in pairs and then feed back to the class.
f Students discuss the skills in pairs and then feed back to the class.
g Students discuss the questions in small groups and then feed back to the class.

You could ask the following questions.

Is there anything you can do about the skills that you lack?

Are these skills that you have to be born with, or can they be learnt?

- 3 a** Students listen to the recording to answer the question.

► 1.1 page 88

Answers

Paula seems more confident.

- b** Students listen again to answer the questions. When they have compared their ideas with a partner, go through them with the class.

► 1.1 page 88

Answers

- 1 No.
- 2 Matt studied International Business and Management; Paula studied English.
- 3 Matt wanted to work for a small company, not a big corporation.
- 4 She has a marketing qualification from The Chartered Institute of Marketing (CIM).
- 5 A finance company.
- 6 Paula wanted a job with more travel and a chance to do more international marketing.

- c** Students work in pairs to correct the mistakes. You could play the recording again for students to check their answers or ask them to look at Audioscript 1.1 on page 88.

Answers

(Alternative answers in brackets)

- 1 This is my first job **since** university. (**since leaving** university)
- 2 I just graduated. (**I've just** graduated)
- 3 What **did you study**? (**were you studying**)
- 4 I **did** a degree in International Business and Management at Hull.
- 5 There were a lot of modules **in** Marketing.
- 6 I **did** a marketing qualification.
- 7 I **got** a job as a Marketing Assistant for a finance company near London.
- 8 It was a good organisation to work **for**.

Extension activity: talking about your qualifications and experience

Elicit from the class alternative ways of saying sentences 1–8 in Exercise 3c by changing one or a few words. Write these up on the board, and encourage students to use some of them in Exercise 3d below.

Suggested answers

- 1 This is my first job since graduating.
- 2 I recently graduated.
- 3 What was your degree in?
- 4 I studied International Business and Management at Hull.
- 5 We did a lot of modules in Marketing.
- 6 I got a marketing qualification.
- 7 I worked as a Marketing Assistant for a company near London.
- 8 I enjoyed working there.

d Students discuss their qualifications and experience in pairs, using the phrases from Exercise 3c. Encourage them to use other phrases from this section and to treat this as a dialogue rather than two monologues.

4 a Students discuss the question in pairs.

b Go through the interview questions on page 86 with the class, eliciting some alternatives to the words in brackets. Students then find a different partner to interview each other, using the questions provided on page 86. Allow only about three minutes for each interview, after which students should swap roles.

Extension activity: job interviews

You could extend the interviews by eliciting more questions from the class before you start. Examples of typical questions for marketing jobs include:

- What three words might your manager/tutor/friends/colleagues use to describe you?
- What did you learn from your degree / your CIM?
- How did you find studying your degree / your CIM?

Note

CIM here stands for Certificate in Marketing, an important qualification from the Chartered Institute of Marketing (also abbreviated to CIM). There is an Introductory CIM and a Professional CIM. See <http://www.cim.co.uk/tandq/qualifications/qualificationDetails/whichqualification.aspx> for information on CIM qualifications and <http://www.cim.co.uk/home.aspx> for background information on the Chartered Institute of Marketing.

Induction

Before you begin ...

On the board, brainstorm a list of all the things students would expect to learn / be taught on their first day in a new job. You could compare students' ideas with the checklist at the bottom of this article: <http://www.businessballs.com/inductiontrainingchecklist.htm>.

- 5 a** Students discuss the questions in pairs and then feed back to the class.
- b** Discuss the question first with the class and write their answers up on the board. Then students listen to check which ideas from the board were mentioned. Depending on the level of your students, you may wish to pause the recording at strategic moments to give students time to take notes.
- 12 page 88

Answers



Fiona talks about the service that Culture-Insight provides; who their suppliers, customers and competitors are; and how they supply their service (the route to market).

- c** Students discuss with a partner what they remember for each heading and then listen again to make notes. They compare their notes with a partner and the key on page 98, and then feed back to the class.
- 12 page 88

Answers



Service: training and consultancy – offer help and advice to organisations working internationally; teach clients about cultural differences.

Suppliers: the freelance trainers / consultants are the suppliers: they develop the training courses, working closely with the in-house research team.

Route to market: sales team sell services direct to human resources / training departments.

Customers/Clients: generally blue-chip companies all over the world (car manufacturers, etc.); some public sector work in the UK, too (governmental organisations, etc.).

Competitors: other training companies; but also the Internet and books.

You could ask the following questions.

- At the end of her presentation, Fiona says that some potential clients are effectively competitors, because they think they can do the job themselves. Can you think of more examples where your competitors might actually be your potential customers or suppliers?
- How might this change the relationship between companies and their competitors?

Suggested answers



- A transport company vs. potential customers that have an in-house transport department.

A marketing agency vs. companies that do their own in-house marketing.

A manufacturer vs. a supplier of raw materials that can also produce finished goods.

- The relationship becomes much more complicated: the companies have to co-operate as partners, but if the relationship fails they could become rivals.

- d** Students complete the sentences and then listen to the extracts to check.
- 13 page 88

Answers

- 1 OK, so as you know, we're **in the** training and consultancy **business**.
- 2 That means we **provide a service** to our customers ...
- 3 We're **involved in teaching** our clients about cultural differences ...
- 4 We also do some work with **public sector organisations** here in the UK.
- 5 ... we're **keen to do** more work with governmental organisations in the future.

e Students discuss the questions in pairs and then feed back to the class.

Answers

- 1 *Business, sector and industry* are often used interchangeably, although *sector* is technically broader. It can be useful to know which words collocate with *business, sector and industry*. For example, we say *the financial sector, the public sector, the private sector, the voluntary sector, the government sector, the industrial sector*, etc. *Business and industry* can be used in most other situations: *the retail business/industry, the travel business/industry, the accountancy business/industry, the oil business/industry, the film business/industry*, etc.
- 2 They might say *we sell a product / sell products to our customers/clients*.
- 3 *Customers*. However, *client* is often used to describe people who buy a service as opposed to a product.
- 4 The *public sector* refers to organisations that are affiliated in some way to the government of a country and provide services. The *private sector* refers to organisations that are not affiliated to the government; profit is the driving force of all private sector organisations. The *voluntary sector* is made up of organisations such as charities, who are not-for-profit and not affiliated with the government.
- 5 *Hope to, plan to and be going to*. However, *plan to and be going to* suggest that you are in the process of making something happen, rather than just wanting it to happen.

Extension activity: useful phrases for induction meetings

Students look at Audioscript 1.2 on page 88. In pairs, they underline Fiona's phrases that would be useful for all induction meetings.

Suggested answers

So, to begin, I just want to say once more how happy I am that you're both here.
 We were delighted when you accepted the job, and I hope that you're both going to be very happy with us here.
 I thought it would be useful to begin today by talking in a little more detail about ..., and giving you a quick overview of ...
 OK, so as you know, ...
 That means we ...
 What that means in practice is that we ...
 So, for example, imagine ...
 We're involved in ...
 We also do some work with ...
 Well, specifically we're keen to do more work with ...

f Students use the expressions in Exercises 5c and 5d to talk about their organisation or an organisation they know well. They could also invent their own ideas. Their presentations should be in the form of dialogues, so their partners should ask questions. Afterwards, they swap roles.

Orientation

Before you begin ...

Elicit from the class what students understand by the word *orientation*. Elicit some examples of types of orientation within the world of business/marketing (e.g. customer orientation, product orientation, sales orientation, marketing orientation).

Additional activity

For more on the different types of orientation, use Worksheet 1 at the end of this unit. Cut up the worksheet and give each group a set of the slips of paper. Students put the slips showing the four types of orientation on the four corners of their desks. They should place the quotes within the square created by the four corners, positioned according to which combination of orientations each quote represents. Students also discuss whether the speaker was generally right or wrong from a modern marketing point of view.

Afterwards tell them that all the quotes come from Henry Ford, founder of the Ford Motor Company and a pioneer in mass-production.

Suggested answers

- 1 Customer orientation
- 2 Product orientation
- 3 People orientation
- 4 Customer orientation / Sales orientation
- 5 Product orientation / Customer orientation
- 6 Product orientation / People orientation
- 7 Product orientation

The quotes are a reminder that orientation is far from simple. Quotes 2 and 7 remind us that it is not always a good idea to give customers exactly what they claim to want.

- 6 a Students discuss the questions in pairs and then feed back to the class.
b Students discuss the sentences in pairs and then feed back to the class.

Extension activity: organograms

Check with the class that students understand what an organogram is (a graphic description of a company structure in terms of departments, responsibilities and hierarchies). Elicit from the class what an organogram for a sales-oriented company might look like.

Suggested answers

A marketing-oriented organisation tends to include marketing involvement in senior management; delegation of decision-making to staff in contact with the customer; a focus on strong communications and information systems; an emphasis on customer service and training and on internal marketing. By contrast, a more sales-oriented organisation is likely to be structured around product managers managing specific products and developing skills in relation to promotion, pricing and distribution, with marketing acting as a support function to sales, and little emphasis placed on the needs of the customer.

- c Students listen and tick the phrases in Exercise 6b that Fiona uses.

► 14 pages 88–89

Answers

- 1 b 2 b 3 a 4 a

- d** Students discuss the questions in small groups and then feed back to the class.
- e** Students work in pairs to complete the table. Afterwards, go through the answers with the class.

Answers

Explaining and giving examples

What that means in practice is ...

For example, imagine ...

To put it simply, ...

That means that ...

That's our main objective.

What it means is that ...

Let me give you an example: ...

Querying

Is that right?

Oh, really?

What do you mean by that?

How does that work in practice?

Is that because ... ?

Showing understanding

Yes, I can imagine.

Right, I see.

Yes, I see what you mean.

Extension activity: examples, querying, and showing understanding

Students test each other in pairs by reading one of the headings to elicit some of the expressions from their partner.

- 7 a** Students work alone to make notes. They could draw an organogram to help them. They could invent the details if they don't know an organisation well.
- b** Students role play the presentations in pairs. Encourage these to be dialogues rather than monologues. Afterwards, students swap roles.

Stakeholders

Before you begin ...

Students work in pairs to brainstorm a list of all the companies and other organisations that affect their own lives. Encourage them to be as creative as possible – *to think outside the box*. The list could include students' own employers, their competitors, the suppliers and customers, companies which pollute their local environment or which provide something to their local community, companies which sponsor their favourite activities (e.g. football teams, internet browsing, watching TV, etc.), companies which employ their friends and family members. At the end, the team with the longest list (which they will need to justify) is the winner.

- 8 a** Students discuss the questions in pairs and then feed back to the class. Collect students' ideas on the board.

Suggested answers

- 1 *Stakeholders* are individuals or groups directly affected by the behaviour of an organisation.
- 2 An internal stakeholder usually works for the organisation itself; for example, employees and management are internal stakeholders. External stakeholders exist outside of the organisation, but may still affect it or be affected by it; for example, customers and suppliers are external stakeholders.
- 3 See Exercise 8b.

b Students listen to the presentation to complete the first part of the handout.

▶ 1.5 page 89

Answers

Internal stakeholders: employees; management

External stakeholders: clients; suppliers (consultants); competitors; governmental organisations (the local community is also mentioned, but not considered key stakeholders)

c Students discuss the differences in pairs and then feed back to the class.

d Students discuss the questions in pairs and then feed back to the class.

Suggested answers

(Internal stakeholders are generally employees and management.)

- 1 Internal: board of directors, franchisees. External: shareholders (if a public company), communities where they have operations and employ staff
- 2 External: the general public, voters, the government, political parties
- 3 External: the people who donate money, the people who benefit from their work
- 4 External: manufacturers (often in Third World countries), the economies of those countries

e Students work in pairs to complete the definitions. Make sure they understand the word *collocation*.

Answers

- 1 stakeholder power
- 2 key stakeholders
- 3 primary stakeholders
- 4 secondary stakeholders
- 5 stakeholder interest

f Students listen to the rest of the discussion to answer the questions. They discuss their answers in pairs and then feed back to the class.

▶ 1.6 page 89

Answers

- 1 Their potential clients
- 2 Governmental organisations
- 3 Because they're trying to take more control over the content of their training courses; they don't want to depend as much on the consultants (their suppliers)
- 4 Learning how to break into and work with public sector organisations.
- 5 Why Culture-Insight is taking responsibility for the content of their training courses away from the consultants and giving it to the in-house team

g Students work in pairs to complete the handout.

Answers

Primary stakeholders: employees, management, clients, suppliers (for now, although decreasing in importance)

Secondary stakeholders: governmental organisations (for now, although increasing in importance)

Key players (high interest and power): employees, management, clients

Little interest but high power: governmental organisations

Interest but little power: suppliers, competitors

Increasing: governmental organisations, some employee groups (the sales team and in-house research team)

Decreasing: suppliers, management (already on-board with new strategy)

9 a Students work in pairs to list key stakeholders in their organisation or one they know well.

b Students work with a different partner to present and discuss their analyses.

Extension activity: writing a stakeholder analysis

Students write up their stakeholder analysis as a report for new employees.

They could base their report on a model from the Internet (e.g. search Google

Images for 'stakeholder analysis').

Background information and useful web links

Skills, characteristics and knowledge

Skills are what a person is good at. They include things like leadership, team-building, interpersonal skills, creativity, etc.

Characteristics are what a person is like. They include things like patience, intelligence, tolerance, open-mindedness, single-mindedness, etc.

Knowledge is what a person knows. It includes acquired skills such as business awareness, computer literacy, experience with various work situations, expertise.



Useful web links

What do employers really want? Top skills and values employers seek from job-seekers
http://www.quintcareers.com/job_skills_values.html

Induction training

This is often held on a new employee's first day at work, and may include a tour of the premises, meetings with key members of staff, essential health and safety training, and an introduction to the company structure, hierarchy and culture.



Useful web links

Induction training

http://en.wikipedia.org/wiki/Induction_training

Induction training and induction checklist

<http://www.businessballs.com/inductiontrainingchecklist.htm>

Orientation

This has several meanings, as well as being another name for induction (see above).

In this unit, orientation refers to the company philosophy: is it *customer-oriented*, for example, i.e. does it put the customer at the heart of its decision-making at the highest level? Note that you can also say *customer-orientated*, but some people consider this to be a mistake. You can also say, for example, *customer-focused*, *customer-centred* or *customer-centric*, all with broadly the same meaning. Companies can also be *market-oriented* (or *orientated* / *focused*, etc.), again with essentially the same meaning.

The most important contrast is between customer-oriented companies and product-oriented companies. Product-oriented companies concentrate on doing what they are good at and doing it better (or more cheaply, etc.) in the hope that customers will want to buy the product. This is an effective strategy when the product really is the best and happens to be what customers want, but it is considered a short-sighted or arrogant way of thinking. Product-oriented companies may be spectacularly successful, but most will struggle. Customer-oriented companies are more likely to succeed because their approach is more systematic.

Other important concepts here include *marketing-orientation* (as distinct from *market-orientation*), which puts marketing (and big marketing budgets) at the heart of the company, and *sales-orientation*, which focuses on getting products sold in the largest possible quantities. In practice, of course, most companies cannot afford to be completely focused on one aspect (such as customer demand) and ignore other aspects (such as innovative design which was not generated by market research).



Useful web links

Comparing product-oriented and customer-centric organisations

<http://e-articles.info/e/a/title/Comparing-Product-Oriented-and-Customer-Centric-Organizations/>

Market and product orientation

<http://www.thetimes100.co.uk/theory/theory--market-product-orientation--211.php>

Stakeholders

A stakeholder is any person or organisation who can be positively or negatively impacted by, or cause an impact on, the actions of a company, government or organisation.

Types of stakeholders:

- Primary stakeholders: those ultimately affected, either positively or negatively by an organisation's actions.
- Secondary stakeholders: the 'intermediaries', that is, persons or organisations who are indirectly affected by an organisation's actions.
- Key stakeholders: (may also belong to the first two groups) they have significant influence upon or importance within an organisation.

Using a narrow definition of stakeholders, they may include the following: Employees; Communities; Shareholders; Creditors; Investors; Government; Customers.

Using a broader definition, a company's stakeholders may also include: Suppliers; Labour unions; Government regulatory agencies; Industry trade groups; Professional associations; NGOs and other advocacy groups; Prospective employees; Prospective customers; Local communities; National communities; the Public at Large (Global Community); Competitors; Schools; etc.

The two major elements of Stakeholder Management are Stakeholder Analysis (the technique used to identify the key people who have to be won over) and Stakeholder Planning (techniques to build the support that helps the company to succeed).



Useful web links

Stakeholder (corporate)

[http://en.wikipedia.org/wiki/Stakeholder_\(corporate\)](http://en.wikipedia.org/wiki/Stakeholder_(corporate))

Stakeholder analysis

http://www.mindtools.com/pages/article/newPPM_07.htm

Three great examples of a stakeholder analysis matrix

<http://www.brighthub.com/office/project-management/articles/3713.aspx>

Sample stakeholder analysis

http://www.brighthub.com/bh_controls/viewarticleimage.aspx?url=http%3a%2f%2fimages.brighthub.com%2f10%2fe%2f10E6A8FF68541570E685EE757400A05569CC4204_large.jpg&title=&postId=11136&page=1

Worksheet 1

*1 A business absolutely devoted to service will have only one worry about profits.
They will be embarrassingly large.*

2 Any customer can have a car painted any colour that he wants so long as it is black.

3 If everyone is moving forward together, then success takes care of itself.

*4 It is not the employer who pays the wages. Employers only handle the money.
It is the customer who pays the wages.*

5 Quality means doing it right when no one is looking.

*6 There is one rule for the industrialist and that is: make the best quality of goods
possible at the lowest cost possible, paying the highest wages possible.*

7 If I had asked people what they wanted, they would have said faster horses.

Product orientation

Sales orientation

People orientation

Customer orientation

Cambridge English for Marketing

TEACHER'S NOTES

UNIT 2 The marketing plan 1: audit and objectives

- Outlining a marketing plan
- Carrying out a marketing audit: PESTEL analysis, SWOT analysis, Five Forces analysis
- Setting marketing objectives

- ➔ Go to page 26 for essential background information on the topic and useful web links
- ➔ Don't forget to use the [Additional activity](#) worksheet at the end of this unit; notes and answers on page 25
- ➔ Marketing terms can be found in the Glossary on Student's Book pages 114–119

- ▶ Refers to the Audioscript at the back of the Student's Book

The marketing plan

Before you begin ...

Print some examples of marketing plans (see e.g. http://www.paloalto.co.uk/software/marketing_plan_pro/samples.cfm for a good bank of samples) and distribute one or two to each group. Students work in small groups to identify the sections of a marketing plan and the purpose of each section. They then feed back to the class. On the board, collect examples of sections which are used in every plan and sections which are less commonly used.

- 1 a Students discuss the questions in pairs and then feed back to the class.

Answers



- 1 They are all electric cars. They run on electricity instead of petrol. Instead of going to a petrol station, drivers charge the batteries in their cars by plugging them in (in the same way as a mobile phone, for example). The cars can be charged at home or at charging points in some major cities.
- 2 Electric cars are most often bought by people who are concerned about environmental issues. As the cars don't use petrol, they contribute very little to carbon emissions (CO₂ in the atmosphere; a major cause of global warming).

b Students read the mission statement to answer the questions.**Answers**

- 1 Car 2, because it's a high-performance car.
- 2 **Suggested answer**
Their customer profile is probably similar to that of Ferrari, Porsche, etc.; that is, rich professionals, mostly male, between 30 and 50. However, because Frezma makes electric cars, their customers will probably have some interest in environmental issues, too.
- 3 **Suggested answer**
Other electric car manufacturers (although only if they sell electric sports cars); petrol sports car manufacturers (Ferrari, Porsche, etc.).
- 4 **Suggested answer**
As Frezma make electric vehicles, their core value is probably environmentalism. Environmentalism is about protecting the environment from pollution or destruction. The company's other core values might include a passion for high-performance and speed and also a dedication to using and developing the most advanced technology available.

Extension activity: mission statements

Print some more examples of mission statements (see http://www.missionstatements.com/company_mission_statements.html for a huge bank of mission statements). Students identify common language techniques used in these statements. Elicit how important these mission statements are in (a) creating a marketing plan and (b) managing the business.

If you have internet access in the classroom, you could also play the Mission Statement Generator in class (http://www.netinsight.co.uk/portfolio/mission/missgen_intro.asp).

Possible answers

Infinitives (To provide X / Our mission is to provide X)
 Present simple (We strive to develop X)
 Present continuous (We are working to be ...)
 Superlatives, etc. (the best X, the leading Y, the key Z)

2 a Do this quickly with the class.**Answers**

- 1 strategy 2 plan

b Students discuss the questions in pairs. Don't go through the answers at this point as suggested answers are given in Exercises 2c and 2d.

- c** Students discuss the words in pairs and then feed back to the class. For more on executive summaries, see Student's Book pages 27–29.

Suggested answers

Objectives: what the organisation wants to achieve with its marketing plan

Executive summary: a short summary or overview of the contents of the marketing plan

Tactics: the specific marketing actions that the organisation will take in order to implement its strategy

Budget: how much the plan will cost to implement; how success will be measured; how costs will be controlled

Strategy: how the organisation will plan to achieve its objectives

Audit: an analysis of the internal and external factors facing the organisation; an answer to the question, 'Where are we now?'

Strategy and *tactics* are often confused. A strategy always comes before tactics. The tactics are the specific activities you do in order to achieve your strategy.

- d** Students read the email and complete it with words from Exercise 2c.

Answers

- 1 Executive summary
- 2 Audit
- 3 Objectives
- 4 Strategy
- 5 Tactics
- 6 Budget



- e** Students work in pairs to complete the exercise and then feed back to the class. Point out that these acronyms will be explained much more fully later in the unit.

Answers

PESTEL – Political, Economic, Sociological (or Socio-cultural), Technological, Environmental (or Ethical), Legal. A PESTEL analysis is a way of analysing trends in the external environment which affect an organisation.

SWOT – Strengths, Weaknesses, Opportunities, Threats. A SWOT analysis is a tool for identifying the internal and external factors that an organisation faces.

SMART – Specific, Measurable, Achievable, Realistic, Timebound. SMART is an acronym often used to describe objectives.



Note

PESTEL has many variations (STEP/PEST, PESTEL/PESTLE, STEEPLE, etc.). See Background information at the end of this unit for more on PESTEL, SWOT and SMART.

- f** Students read the email again to identify the phrases.

Answers

I will take responsibility for ...

Can I ask you to take this forward?

You'll (also) need to ...

Can you take responsibility for ...

You will be responsible for ...

You will need to input into ...



- g** Discuss this question quickly with the class. Elicit examples of polite, direct language.

Answers

b



- h** Students work alone to try to find the polite versions of the sentences.

Answers

- 1 Cathryn, **can I ask you to** take this forward?
- 2 **You'll need to** do a comprehensive PESTEL analysis.
- 3 **Please** use last year's as a starting point.
- 4 Scott and Jessica, **can you** take responsibility for the SWOT analysis?
- 5 **You'll also need to** do SWOTS for our main competitors.
- 6 **Please** remember that these need to be SMART.



You could ask the following questions.

- 1 Would the structures in Exercise 2h sound too rude in your language?
- 2 Would the structures in Gavin's email be too delicate in your language?
- 3 Why is it important to use delicate language, even when you are the boss?

Suggested answers

- 3 In many cultures, it is unacceptable for the boss to give direct orders. The boss may have more success (and create a stronger, more productive team) if he/she treats subordinates with respect.



The audit: PESTEL

Before you begin ...

Elicit onto the board what PESTEL stands for. Allow plenty of space between each word, so you can write some notes later (Exercise 3b).

- 3 a** Students discuss the question in pairs and then feed back to the class.

Suggested answer

The purpose of an audit is to help an organisation answer the question 'Where are we now?', while also identifying the internal and external factors which will have an impact on the organisation's future plans. A good audit should help an organisation clarify its objectives and develop its strategy.

- b** Students work in pairs to make a list of questions for each part of the PESTEL analysis. Then collect ideas onto the board. Finally, tell students to compare their answers with the answers in the key on page 100. Identify any important questions that they missed.

Suggested answers

1

Political:

How stable is the government / political situation?

Economic:

What is the general economic forecast?

What is happening to interest rates, inflation, unemployment, the country's Gross Domestic Product (GDP), etc.?

Sociological:

Do people have strong or weak views on: green issues, gender issues, etc.?

What do people like to do in their spare time? How much leisure time do they have?

Is the birth rate falling or rising? Are we living in an ageing population or in a young society?

What is the gender and ethnic mix in our society? Is this changing?

What are people's attitudes towards our industry? Does it have a good or bad reputation?

Technological:

What opportunities does technology offer in terms of: new products, cost/efficiency of design and production, distribution, communication, etc.?

Will advances in technology allow new competitors to enter the market?

Environmental:

How worried are people about environmental issues?

What action is the government taking on environmental issues? Does it affect us?

Are environmental issues having an impact on our day-to-day lives (bad weather, water shortages, etc.)?

Is the environment creating new markets or destroying existing ones?

Legal:

Are we at risk from legal action?

From a legal/policy point of view, what is the government's attitude to environmentalism and corporate social responsibility (CSR)?

2

Internal: reports and product/market research documents; sales figures; databases; marketing information systems (MkIS), management information systems (MIS), customer relationship management (CRM) systems

External: newspapers; industry-specific magazines, periodicals and journals; books; trade organisations; government departments/agencies; industry analysts; industry-specific blogs and websites; the financial press; academic papers; conferences

- c** The writing can be done as homework or in groups in class. Encourage students to use the language for giving polite instructions. If you would prefer not to have students write in class, they could take turns to 'speak' their letters to a partner. As with the traditional writing task, make sure they use the target language.

- d** Students work alone to complete the PESTEL analysis.

Answers

- 1 Economic
- 2 Political
- 3 Environmental
- 4 Technological
- 5 Legal
- 6 Sociological



Language note

Point out the difference between *rise* and *raise*: Note that *rise* is an intransitive verb – that is, it doesn't take an object (e.g. *unemployment is rising*). *Raise*, however, is transitive, meaning it needs an object (e.g. *directives from the European Union are gradually raising the standards for vehicle emissions*).]

**Extension activity: PESTEL analysis**

In pairs, students discuss any additional factors they would add to Cathryn's PESTEL analysis based on their own country. They could use the key for Exercise 3b on page 100 to help them.

- e** Students work alone to do the matching activity and to find examples. Then discuss the answers with the class.

Answers

- 1e There will be incentives of up to £5,000 for consumers to buy electric cars; investment will be made into electric car infrastructure in British towns; and £100m will be given to car manufacturers for research into electric car technology.
- 2a There will probably be a general election next year, ...
- 3c ... which may lead to a change in government and some political instability.
- 4b Widespread adoption of electric cars would cut road transport emissions in half.
- 5f There have been recent improvements in lithium-ion batteries. The government has recently announced a £250m strategy to help reduce carbon emissions. The success of British Formula 1 racing driver Lewis Hamilton has increased interest in motor racing and sports cars in general.
- 6d People are spending less; unemployment is rising. Directives from the European Union are gradually raising the standards for vehicle emissions. People are becoming more concerned about carbon emissions. Attitudes towards 'green' issues are becoming more normal, especially among young people.

- f** Students work alone to complete the sentences, using the tenses from 3f. When they have checked with a partner, go through the answers with the class.

Answers

- 1 is currently getting
- 2 has recently announced
- 3 are now making
- 4 will/may eventually make
- 5 will/would certainly have to

- g** Students work alone to complete the exercise. When they have checked with a partner, go through the answers with the class.

Answers

Upward trend:
become more
rise
gradually raise
increase interest in sth

Downward trend:
(economic) downturn
become less
(spend) less
reduce
be at an all-time low
cut (sth) (by ... / in half)

Extension activity: describing opposite trends

Students work in pairs to think of the opposites of the expressions in 3g.

Suggested answers

economic downturn: economic upturn / boom
become less: become more
spend less: spend more
reduce: increase
rise: fall
gradually: suddenly / dramatically
raise sth: lower sth
be at an all-time low: ... an all-time high / a peak
cut (sth) (by ... / in half): increase sth by half (= 150%) / double sth (= 200%)

- h** Students work in small groups to plan their PESTEL analyses. If they need help choosing an organisation, you could use one of the mission statements from the Extension activity following Exercise 1b above as a case study. They then write up their PESTEL analysis as homework.

The audit: SWOT and the Five Forces

Before you begin ...

Elicit onto the board what SWOT stands for. Choose a big story from the day's news – it could be a business story or even some celebrity gossip. Elicit some possible strengths, weaknesses, opportunities and threats for the person or company at the centre of the news story.

- 4 a** Students discuss the questions in pairs and then feed back to the class.

Suggested answers

- 1 The purpose of a SWOT analysis is to identify and evaluate the **strengths** and **weaknesses** of a project, business or product/service and the **opportunities** and **threats** it faces in its external environment. A SWOT analysis is a useful strategic planning tool.
- 2 The strengths and weaknesses sections focus on internal factors; the opportunities and threats sections focus on external factors.

- b** Students listen to identify the order.

► 21 pages 89–90

Answers

They discuss strengths, weaknesses, threats then opportunities.

- C** Students listen again to make notes. Point out that the number of bullet points corresponds to the number of points for each heading. Students then compare their notes with a partner before going through them with the class.

► 2.1 pages 89–90

Answers



Strengths:

- Their product
- Unique value proposition: environmentally-friendly sports cars which save customers money
- Technological know-how (e.g. long-life batteries, which offer a competitive edge)

Weaknesses:

- 200-mile range of cars not attractive for regular sports car drivers
- High manufacturing costs mean a high-price product
- No cheaper product for the mass market

Opportunities:

- Big car manufacturers might avoid high-risk markets. (i.e. barriers to entry are high for new competitors)
- Government electric cars incentive might not necessarily introduce new competitors, but will probably raise awareness of electric cars as a whole.
- Possibility of government investment money
- The weak pound makes exporting more attractive and potentially opens up new markets in Europe and the US

Threats:

- As electric car technology becomes cheaper and more mainstream, barriers to entry may become lower; this may mean more competition
- Global economic downturn affecting the size and spending power of the luxury goods market; they are in a high-risk market segment

- d** Students work alone to complete the expressions before going through them with the class. You could play the recording again for students to check their answers or ask them to look at Audioscript 2.1 on page 89–90.

Answers



Talking about strengths

- 1 main
- 2 means
- 3 happy
- 4 another

Talking about weaknesses

- 1 potential
- 2 another of
- 3 lack
- 4 potential

Talking about opportunities

- 1 present
- 2 less competition
- 3 moving into

Talking about threats

- 1 negatively
- 2 affecting
- 3 comes to

Extension activity: talking about strengths, weaknesses, opportunities and threats

Students test each other on the phrases in pairs. One student reads the beginning of an expression from Exercise 4d (e.g. *Our main ...*) to elicit the ending (e.g. *strength is*).

- e Students complete their SWOT analyses in pairs. Make sure they know to use the expressions from Exercise 4d. If they need inspiration choosing a company, they could use one of the mission statements from the Extension activity following Exercise 1b above.

5 a Students discuss the questions in pairs and then feed back to the class.

b Students listen to answer the questions.

▶ 22 page 90

Answers



1 Carry out a Five Forces analysis as part of the audit.

2 **Suggested answer**

The Five Forces model is used to analyse the competitive environment of an organisation. Monitoring these forces helps provide insight into the competition within an industry and helps determine the degree of future competition. It is therefore a useful planning tool for clarifying objectives and strategy.

c Students match the forces to the questions and then listen to check.

▶ 23 page 90

Answers



1 e 2 a 3 d 4 b 5 c

Extension activity: extreme cases

For each of the five forces, students try to think of extreme cases (e.g. an industry where buyers have very strong power to reduce prices and one where buyers have virtually no bargaining power).

d Students work in pairs to match the forces to the headings.

Answers



1 A Bargaining power of suppliers

2 B Bargaining power of buyers

3 E Competitive rivalry

4 D The threat of substitute products

5 C The threat of new entrants

Extension activity: interpreting a Five Forces analysis

Students discuss what can be done with the information in the notes, e.g. is the company in a strong, moderate or weak position with regard to the five forces? How could it improve the areas where it is weak?

e Discuss the questions with the class.

Answers



1 She mainly uses the present simple, because she is talking about things that are generally true for the company at the moment.

2 However

f In pairs, students discuss the five forces for the organisation they discussed before. They then write a Five Forces analysis either together or as homework.

Marketing objectives

Before you begin ...

Brainstorm onto the board a list of nouns and verbs connected with objectives.
Elicit any differences in meaning between them.

Suggested answers

a goal / a target / an aim / an objective
to aim for sth / to target sth/sb / to focus on sb/doing sth
to try/attempt/strive to do sth
to achieve sth / to accomplish sth
to meet an objective
to reach/hit a target
to miss a target



Note

Objective can be a noun or an adjective. As an adjective, it contrasts with *subjective* (= biased, based on opinions). In Exercise 6a, it states that *a measurable objective can be objectively evaluated*.

- 6 a Students work in pairs to complete the matching exercise.

Answers

2 e 3 c 4 d 5 a



- b Students work in small groups to discuss Gavin's three objectives in terms of the five criteria. Go through the answers with the class.

Answers

Objective 1 is SMART, based on what we know about the company. Objectives 2 and 3 could be made SMARTer in the following ways:
Objective 2 To increase our market share by 10% **over the next 12 months** by converting customers ...
Objective 3 To expand into new markets in Europe (**Spain, Italy and Germany**) and the US, generating an acceptable return on investment (ROI) **of 15% by the end of 2012**.



Language note

Return on investment (ROI) is a common accounting and business calculation. It is calculated as the profit from an investment for a given period of time (e.g. a year) as a percentage of the amount invested. It can be calculated for a particular investment (e.g. the return generated by a TV advertising campaign or a new machine) or for the company's investment in general.



- c Students work in pairs to complete the phrases. Encourage them to refer back to Exercise 6b to check.

Answers

1 increase/generate; of; by; over; by
2 convert; of
3 expand; into
4 increase/generate/expand; by; over; by
5 generate; of; over; by



- d Students work in pairs to decide which collocation does not work. Encourage them to refer back to Exercise 6b to check. When you check with the group, elicit what is wrong with the non-collocation.

Answers

- 1 position
- 2 enter
- 3 position
- 4 fall
- 5 position
- 6 raise
- 7 enhance
- 8 position



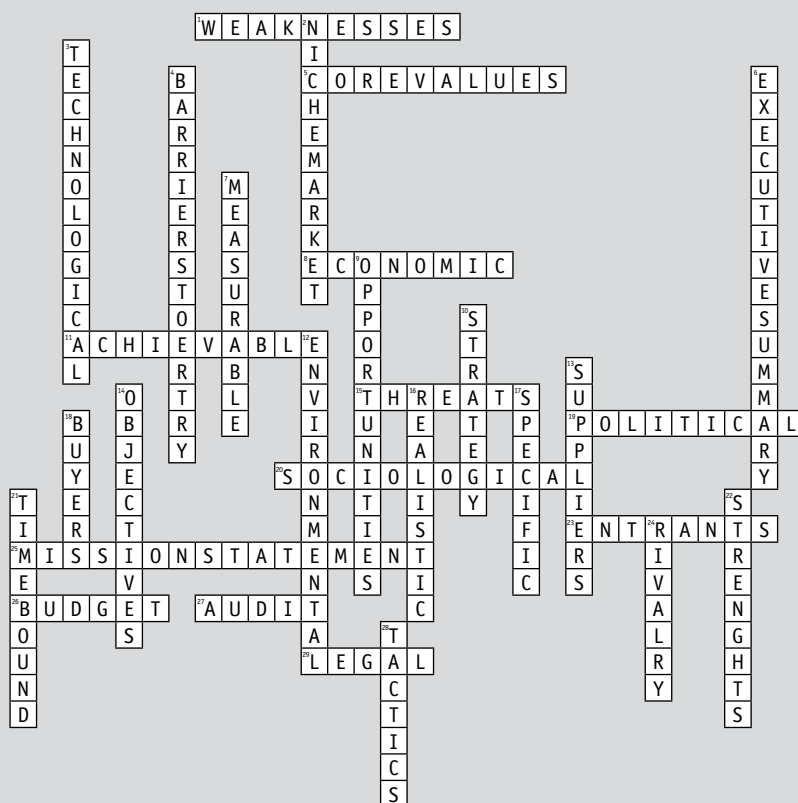
- e** Students work in small groups to write a list of SMART objectives for the organisation they have been discussing. Afterwards, they analyse other groups' objectives to check if they are SMART.

Extension activity: writing a marketing plan (part 1)

Students bring together the various pieces of writing from this unit to create the first part of a marketing plan for their chosen company. They should aim to make this as professional and complete as possible.

Additional activity

Worksheet 2 at the end of this unit contains a crossword to revise vocabulary from the unit. Point out that the numbers in brackets refer to the number of letters in each word, and that some answers contain more than one word. You may choose to do one or two clues with the class to make sure they understand. Students can do the crossword in teams (where it could be a race) or as a homework activity.

Answers

Background information and useful web links

Marketing plan

For many organisations, a marketing plan is created every year to cover the following 12 months. Some organisations try to create plans for longer periods (3 to 5 years).

It is important to distinguish between the process (the activity of marketing planning) and the finished document (the marketing plan). Both the process and the document typically start with general objectives of the whole organisation and move through specific products and services, and techniques for achieving marketing objectives for those products and services.

One model for the process of creating a marketing plan is Kotler's five-stage marketing process model.

- 1 Market and environment analysis
- 2 Fixing marketing target
- 3 Setting marketing strategy
- 4 Marketing mix
- 5 Marketing controlling

A simple model for the plan itself uses the acronym MOST:

Mission: What is the overall goal of the business?

Objectives: What are you trying to achieve over the next 12 months?

Strategies: What resources need to be applied to achieve these objectives?

Tactics: What exactly will you do? When?

See sample marketing plans below for a good overview of the sections in a typical plan.



Useful web links

Marketing plan

http://en.wikipedia.org/wiki/Marketing_plan

Sample marketing plans

http://www.paloalto.co.uk/software/marketing_plan_pro/samples.cfm

Marketing plan – sample plan

<http://www.consultancymarketing.co.uk/marketing-plan.htm>

How to write a marketing plan

<http://www.knowthis.com/principles-of-marketing-tutorials/how-to-write-a-marketing-plan>

How to write a marketing plan

<http://www.infoday.com/mls/jun99/how-to.htm>

Strategic marketing plan

http://www.themarketingprocessco.com/document_downloads/exmar_example_marketing_plan_summary.pdf

Mission statements

These are short statements explaining why the company exists. It is very important to have a mission statement in order to avoid drift (the company exists in order to exist) and to remain focused on the most important areas (and therefore not to get involved in business that does not support the mission statement). Unfortunately, many companies spend a lot of effort creating a mission statement, getting their employees to buy into it, communicating it, etc., and then forget it exists or choose to ignore it. If a mission statement is not driving the company in the right direction, the company needs a new mission statement.



Useful web links

Fortune 500 mission statements

http://www.missionstatements.com/fortune_500_mission_statements.html

Mission statement generator

http://www.netinsight.co.uk/portfolio/mission/missgen_intro.asp

PESTEL analysis

This is an analysis of external macro-environmental factors affecting the company.

A PESTEL analysis has many alternative names and versions:

STEP/PEST analysis = social, technological, economic, political factors

SLEPT = STEP + legal factors

PESTLE/PESTEL = SLEPT + environmental

STEEPLED = PESTEL + education + demographic



Useful web links

PEST analysis

<http://www.businessballs.com/pestanalysisfreetemplate.htm>

SLEPT analysis

<http://www.thetimes100.co.uk/theory/theory.php?tlD=235>

SWOT analysis

This is broader than a PESTEL analysis, as it involves internal as well as external factors. Strengths and weaknesses are internal. Opportunities and threats are external (and may include the PESTEL elements). Unlike PESTEL, however, a SWOT analysis must be used in conjunction with a particular objective for a company or project. One way of using a SWOT analysis is to use it to generate ideas.

- How can we use and capitalise on each Strength?
- How can we improve each Weakness?
- How can we exploit and benefit from each Opportunity?
- How can we mitigate each Threat?



Useful web links

SWOT analysis

http://en.wikipedia.org/wiki/SWOT_analysis

SWOT analysis (video and template)

http://www.mindtools.com/pages/article/newTMC_05.htm

SWOT analysis

<http://www.businessballs.com/swotanalysisfreetemplate.htm>

SWOT analysis lesson

http://www.marketingteacher.com/Lessons/lesson_swot.htm

Five Forces analysis

This industry analysis framework was created by Michael E Porter in 1979 to analyse competitive intensity of a market. A market's attractiveness to new entrants is determined by the strength of the five forces: if there is low competition, a new entrant can make easy money. If there is intense competition, the new entrant could well lose money and struggle to survive.

Porter's Five Forces are described as the micro-environment, i.e. they focus on the limited world of the company, its competitors, its suppliers and customers – in contrast to the macro-environment analysed in a PESTEL analysis.

The Five Forces are:

- The threat of substitute products
- The threat of the entry of new competitors
- The intensity of competitive rivalry
- The bargaining power of customers
- The bargaining power of suppliers



Useful web links

Five Forces analysis

http://www.marketingteacher.com/Lessons/lesson_fiveforces.htm

Porter's Five Forces

http://www.mindtools.com/pages/article/newTMC_08.htm

Porter's Five Forces

<http://www.themanager.org/pdf/p5f.pdf>

SMART Objectives

A common mistake people make when setting objectives is to leave them vague, so that it is impossible to assess properly whether they have been achieved. For this reason, many organisations insist that objectives must be SMART:

Specific: clear, well-defined. Include a statement of what is not an objective.

Measurable: allows progress and completion to be measured precisely.

Achievable: it must be possible for the person or team to achieve the objective.

Realistic: is it possible to achieve the objectives with the resources and time you have?

Timebound: need a date by which you need to achieve the objective.

There are many variations on the theme: A may stand for *attainable*, R for *relevant*, T for *timely*, etc.



Useful web links

SMART objectives

<http://www.learnmarketing.net/smart.htm>

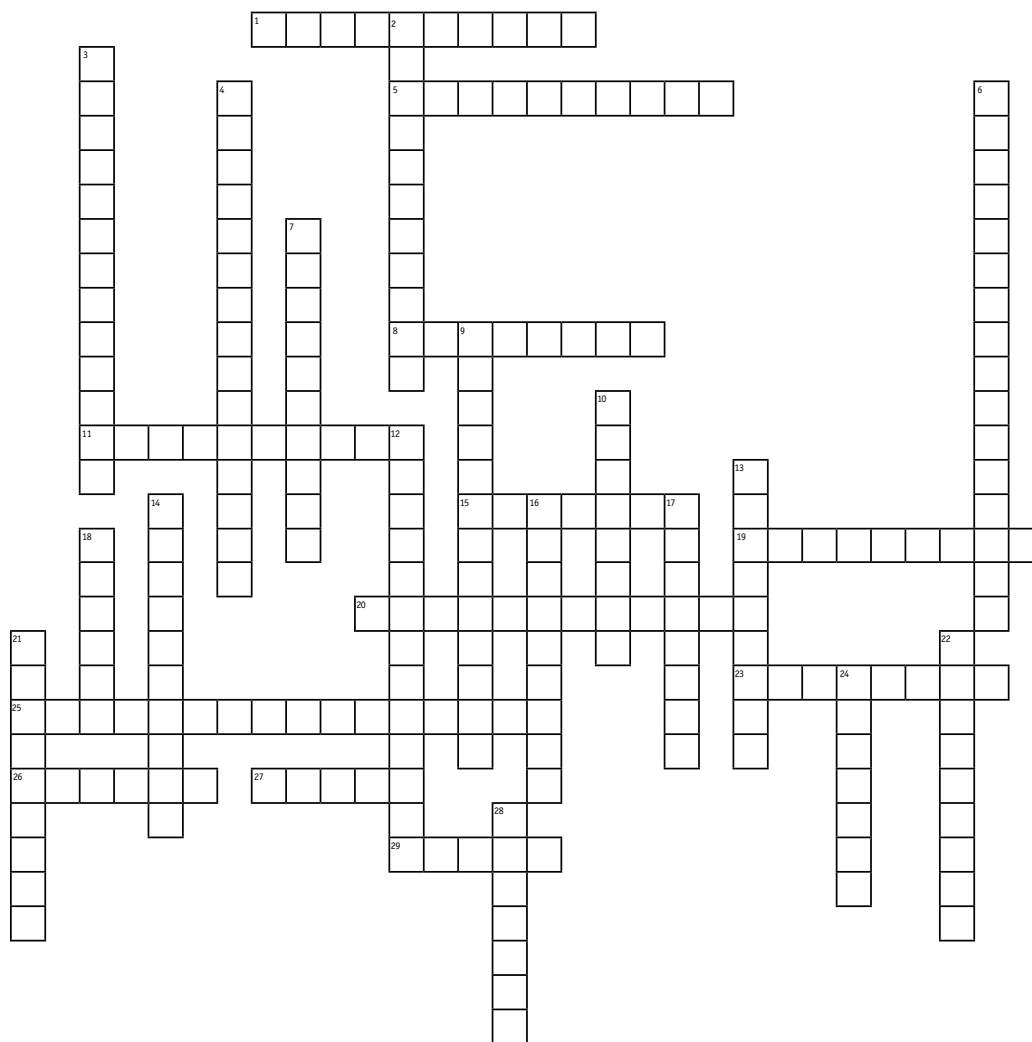
SMART objectives

http://changingminds.org/disciplines/hr/performance_management/smart_objectives.htm

SMART goals are out DUMB goals are in

<http://www.evancarmichael.com/Marketing/1160/SMART-Goals-are-out-DUMB-Goals-are-in.html>

Worksheet 2



Across

- 1 The W in SWOT. (10)
- 5 Most important beliefs. (4, 6)
- 8 The part of the PESTEL connected with the business environment. (8)
- 11 The A in SMART. (10)
- 15 The T in SWOT. (7)
- 19 The P in PESTEL. (9)
- 20 The S in PESTEL. (12)
- 23 The threat of new _____. (8)
- 25 Document explaining why the company exists. (7, 9)
- 26 Section of marketing plan connected with costs and income. (6)
- 27 Includes SWOT, PESTEL and Five Forces analyses. (5)
- 29 The L in PESTEL. (5)

Down

- 2 Situation when buyers are limited in number, and specialised. (5, 6)
- 3 The T in PESTEL. (13)
- 4 These prevent newcomers from joining a market. (8, 2, 5)
- 6 Section of marketing plan which brings all the other parts together. (9, 7)
- 7 The M in SMART (10)
- 9 The O in SWOT (13)
- 10 How an organisation intends to meet its objectives. (8)
- 12 The part of the PESTEL connected with natural resources, pollution, etc. (13)
- 13 Bargaining power of _____ (= sellers). (9)
- 14 What the business wants to achieve with its marketing plan. (10)
- 16 The R in SMART (9)
- 17 The S in SMART (8)
- 18 Bargaining power of _____ (= customers). (6)
- 21 The T in SMART (9)
- 22 The S in SWOT (9)
- 24 Competitive _____ (= desire to be better). (7)
- 28 Techniques for achieving specific strategies. (7)

Cambridge English for Marketing

TEACHER'S NOTES

UNIT 3 The marketing plan 2: strategy and tactics

- Proposing a marketing strategy
- Planning and discussing the marketing mix
- Presenting the marketing budget
- Writing an executive summary

➔ Go to page 40 for essential background information on the topic and useful web links

➔ Don't forget to use the [Additional activity](#) worksheet at the end of this unit; notes and answers on page 33

➔ Marketing terms can be found in the Glossary on Student's Book pages 114–119

▶ Refers to the Audioscript at the back of the Student's Book

The marketing strategy

Before you begin ...

Write the following quotes on the board:

- Strategy without tactics is the slowest route to victory. Tactics without strategy is the noise before defeat.
- Carving your turns better is a tactic. Choosing the right ski area in the first place is a strategy.

Elicit from the class (1) where they think the quotes come from, and (2) how they connect the worlds of warfare, skiing and marketing. Students then work in small groups to come up with similar quotes based on other analogies, which you could provide (e.g. cooking, football, love).

Answers



- 1 The first quote comes from Sun Tzu, a well-known 6th century Chinese military general (http://en.wikiquote.org/wiki/Sun_Tzu). The second quote comes from Seth Godin (http://sethgodin.typepad.com/seths_blog/2007/01/the_difference.html), a marketing guru and leading blogger.
- 2 Marketing is like war: it requires co-ordination, planning and leadership. The 'enemy' is the competition, or lack of interest from potential customers. Marketing is like skiing: it takes great skill to do it well. There are easy places to do it and much more difficult ones.

- 1 Students discuss the questions in pairs and then feed back to the class.

Answers

- 1 *Strategy* is the direction an organisation will take to achieve its objectives. *Tactics* are the specific activities that an organisation does in order to implement its strategy. The marketing strategy should always be decided before the tactics, or the tactics will not have focus or a clear objective. Strategy is longer-term than tactics. Tactics change more often than strategy.
- 2 Strategies: differentiation, market development, innovation, product development, concentrated growth
Tactics: repackaging/relabelling, an advertising campaign, price promotion / special offers, a new website, a PR campaign

- 2 a** Students discuss the questions in pairs and then feed back to the class. Collect key information on the board, as this will be important throughout this unit.

Answers

Product: High-performance electric sports cars.
 Customers: Similar to those of Ferrari, Porsche, etc.; that is, rich professionals, mostly men, between 30 and 50. However, because Frezna makes electric cars, their customers have some interest in environmental issues, too.
 External environment: See full PESTEL analysis in Unit 2, page 17.
 Competitive environment: They appear to be the only British company manufacturing electric sports cars. Other electric car manufacturers focus on the mass market. Their real competition comes from other sports car manufacturers (Ferrari, Porsche, etc.). For more information, see the Five Forces analysis in Unit 2, page 20.

- b** Elicit these from the class, and/or refer them to Exercise 6b in Unit 2, and write the objectives up on the board. These will be crucial for the rest of the unit.

Answers

- 1 To increase sales of the Frezna Model G Roadster in the UK by 15% before the end of the next financial quarter.
- 2 To increase market share by 10% over the next 12 months by converting customers of competing products (specifically drivers of Porsches and Ferraris).
- 3 To expand into new markets in Europe (Spain, Italy and Germany) and the US, generating a return on investment (ROI) of 15% by the end of 2012.

- 3 a** Students read the email to answer the questions. When they have checked with a partner, go through the answers with the class.

Answers

- 1 to increase awareness of electric cars in general; raise brand awareness of Frezna specifically; to enter new overseas markets (and to create international distribution channels); to position Frezna as *the* innovators in electric car technology and the flagship Model G Roadster as a real, viable alternative to petrol-driven cars; to improve the quality of the value proposition (specifically through improved service)
- 2 He doesn't recommend thinking about new product lines.

- b** Students discuss the exercise in pairs and then feed back to the group.

Answers

- 2 raising brand awareness of Frezna specifically
- 3 entering new overseas markets
- 4 new international distribution channels
- 5 new overseas markets
- 6 positioning Frezna as *the* innovators in electric car technology and the flagship Model G Roadster as a real, viable alternative to petrol-driven cars
- 7 differentiating Frezna from the key competitors, namely Porsche and Ferrari, and starting to take market share away from them
- 8 better customer service, a more personalised sales process, improved after-sales technical support

Language note

English has four demonstratives, *this*, *that*, *these* and *those*, which may be used either as determiners (i.e. before a noun: *these suggestions*) or as pronouns (i.e. instead of a noun: *by doing this ...*). In their most literal sense, *this* and *these* are used for pointing to something which is *here*, while *that* and *those* point *there*. In a text, *this/these* tends to be used for the immediate topic of conversation, while *that/those* is used for topics which were mentioned earlier but were not the most recent topic or the main topic.

In the fourth paragraph of the email (*As a first step ...*), the aim of the paragraph is to introduce the strategies, which is why *this/these* is used to refer to them.

That is used to refer back to an objective but to avoid making the objective the new focus of the paragraph. *These* is used to change the subject to international distribution channels. *Those* refers back to the new markets mentioned earlier, but without a change of subject.

As these examples show, the differences are rather subtle, and create many problems for learners. In each of the examples given, *this/these* could be replaced with *that/those*, with no significant change in meaning. The effect, however, would be to create a subtle sense of distance, as if the writer was not entirely happy with the strategies.

C Students discuss the questions in pairs and then feed back to the class.**Answers**

- 1 The future simple (*will* + infinitive)
- 2 The future simple is used because Gavin is making predictions about future events
- 3 *Can* is a modal verb and you cannot say ~~*will + can*~~. The infinitive of *can* is *be able to*, so it changes to *will + be able to*

d Students work in pairs to rewrite the sentences and then discuss their answers with the class.**Answers**

- 1 **this/that will help** us to increase market share.
- 2 For **this/that** to be successful; **these/those will allow** us to reach new customers in **these/those** markets.
- 3 **this/that will help** us to convert customers of competing brands.
- 4 **doing this/that**, our sales **will increase**.

Extension activity: phrases for structuring emails and stressing importance

Students look back at the email in Exercise 3a to underline useful sentences for structuring emails and stressing importance, which they could use in their own emails.

Suggested answers**Structuring emails**

We're now in the ... stage of the ... process, and I wanted to share my initial ideas with you.

To recap, our ... are as follows:

As a first step, I think we should be aiming to ...

Secondly, we should aim to ...

Again, this will allow us to ..., whilst also ...

By doing this, we will be able to ...

Another way of achieving this will be to ...

All of these suggestions will help ...

What I *don't* think we should do at this stage is ...

Stressing importance

The key to the success of that objective will be ...

... will also be extremely important.

We need to ...

- e** Students role play meetings in small groups to plan objectives. Make sure they already have a clear set of objectives before they start – you could elicit these onto the board before the role play.
- f** Students write their emails in teams in class or as homework. Encourage them to use as many of the techniques and phrases from Gavin's email as they can.

Tactics: the marketing mix

Before you begin ...

Additional activity

Use Worksheet 3 at the end of this unit to introduce the seven key elements (Ps) of the marketing mix. Cut up the worksheet and ask students, in teams, to sort the elements into seven groups (the seven Ps). Note that the numbers in brackets refer to the number of elements in each group according to the suggested answers below. Note that there is room for considerable discussion about some of the elements – some may belong in more than one group. Elicit other elements that could be included in each group, and how each of the elements could be varied (e.g. quality could be improved through use of more expensive materials, or it could be lowered to reduce costs).

Suggested answers

PRODUCT: Quality, Image, Branding, Features, Variants, Support, Customer service, Availability, Warranties

PRICE: Special offers, Positioning, Discounts, Credit, Payment methods, Free or value-added elements

PLACE: Retail/Wholesale outlets, Mail order, Internet ordering, Distribution channels

PROMOTION: Advertising, Endorsements, User trials, Direct mailing, Leaflets/ Posters, Free gifts, Competitions, Events, Sales promotion, PR

PEOPLE: Front-line sales support, Individuals involved in marketing, Sales and customer service staff, Recruitment, Training and skills, Corporate culture/image, Remuneration, Management culture

PROCESS: How are services consumed?

PHYSICAL PRESENCE: Product packaging, Quality of online experience, Contact with staff, Facilities, Company communications, Uniforms, hygiene, etc.

4 a Students discuss the questions in pairs and then feed back to the class.

Answers



- 1 The marketing mix is the combination of techniques that an organisation uses to market itself, a product or a brand.
- 2 The marketing mix is formed by the 'Ps': product, price, place, promotion, people, process and physical evidence.
 Product refers to what you sell (the features of the product or service, the branding, etc.).
 Price is how much the product or service costs.
 Place refers to how you sell your product or service (distribution channels, etc.).
 Promotion refers to how you tell people about your product or service.
 People refers to your employees.
 Process refers to how your product is manufactured, delivered, sold or accessed.
 Physical evidence is used mostly in connection with *services* rather than products. It refers to making a service tangible – that is, something that people can hold or own – rather than intangible – something they can't hold or own.

b Students work in pairs to match the extracts to the elements of the marketing mix.

Answers



- 1 h; i
- 2 c; f
- 3 j
- 4 e; g; k; l; n
- 5 m
- 6 a; b
- 7 d

Extension activity: evaluating tactics

Students discuss extracts a–n in pairs. For each extract, they should answer these questions.

- 1 Which tactics will require very large budgets?
- 2 Which will require external agencies?
- 3 Which will require recruiting new employees?
- 4 Which will be quick and easy to implement?

Suggested answers



- 1 d, i, j, k, l, n
- 2 g, k, n
- 3 a, j, m
- 4 b, c, e, f, g, h

c Students listen to write down three suggestions. Point out that there are seven and that one is rejected. Ask students to try to identify which one.

▶ 3.1 page 90

Answers

No new product development; concentrate on Model G.
 Target people planning to buy a petrol sports car and current sports car drivers.
 Increase advertising spend in motoring press.
 Message should emphasise the Model G's green credentials while highlighting its speed and performance. The key message is that the Model G is not a sacrifice for the sports car fan who also cares about the Earth.
 Launch a major PR campaign which capitalises on the government's electric car initiative.
 Increase presence at environmental trade events (this suggestion was rejected).
 Increase presence at luxury motor shows, in Europe and the US.

- d** Students match the beginnings to the endings and then listen to check. Alternatively, they could listen and complete the matching exercise.

▶ 3.1 page 90

Answers

2 i 3 d 4 f 5 g 6 c 7 a 8 j 9 h 10 e

Extension activity: making suggestions, agreeing and disagreeing

Students test each other in pairs by reading one of the beginnings to elicit the appropriate ending.

- e** Students work in pairs to sort the sentences and then feed back to the class.

Answers

1 3, 6, 7
 2 5, 9
 3 8, 10
 4 1, 2, 4

- f** Students work in pairs to complete the sentences.

Suggested answers

1 get; highlight/emphasise; emphasise/highlight; convince
 2 introduce/implement
 3 remains
 4 launch; open
 5 increase; increase; raise
 6 implement/introduce; employ

- g** Students work in small groups to review their organisation's marketing objectives and strategy. Before they start, make sure they are all aware of these (based on earlier role plays). They should then discuss and list the tactics they would use to implement the strategy.

The marketing budget

Before you begin ...

Elicit from the class what percentage of turnover a company typically spends on marketing, and whether this is higher or lower depending on the size of the company. Students then read this text (Small companies take marketing seriously: http://www.bytestart.co.uk/content/news/1_12/small-companies-take-mark.shtml) to check their answers. As a further comprehension checking exercise, write the numbers from the article on the board. Students talk to a partner about what each number means, and whether it surprises them.

Answers

According to the text, small companies (i.e. those with a turnover of less than £1 million) spend over 10% of their turnover on marketing. The national average for all firms is 7.2%.

Language note

Both *sign off* and *sign off on* are used to mean *agree/approve*, but when collocating with *the budget*, *sign off on* is more common.

5 a Students discuss the questions in pairs and then feed back to the class.**Suggested answers**

- 1 a By allocating (assigning / giving out) a percentage of revenue after costs have been deducted (taken away)
- b By allocating a percentage of forecast (predicted) sales
- c By estimating how much it will cost to achieve each of the marketing objectives
- d By spending at least as much as or more than your competitors
- e By using last year's budget as a guide
- f By spending what other organisations in your industry spend
- 3 The Chief Financial Officer (CFO) is often responsible for signing off on the marketing budget; however, this might differ from organisation to organisation – for example, sometimes the Managing Director (MD) will give the budget final approval.
- 4 The budget could be rejected for a number of reasons, e.g. the Marketing Department could ask for too much money; they might be unable to justify the amount of money they have asked for; the organisation might have little money available to spend on marketing, perhaps because of a fall in sales; there might be conflicting demands from other parts of the organisation, for example R&D (Research and Development).

b Students listen to answer the questions. They discuss the questions in pairs before feeding back to the class.

► 32 pages 90–91

Answers

- 1 No.
- 2 Deepa is assertive but polite.
Gavin is worried but cooperative.

Extension activity: speaker attitudes

Elicit examples of the speakers' attitudes during the conversation.

Suggested answers

Gavin is worried when Deepa starts talking about her concerns, but he asks lots of questions and doesn't try to argue with her. Deepa uses delicate language to explain her concerns (*I've got one or two concerns about some of these figures*), but she makes it clear that her concerns are serious and justified (*I need to be able to monitor ...*).

- C** Students listen again to answer the questions. Alternatively, they could discuss the questions in pairs and then listen again to check. Note that in question 3 the third 'action' which students have to listen for appears in the audio after hearing the answers to 'why Deepa says these actions are necessary' in question 4. If students had trouble hearing the answer after listening to the audio, it might be a good idea to ask them to check the Audioscript.

▶ 3.2 pages 90–91

Answers



- 1 The significant increase in advertising spend, specifically magazine advertising
- 2 He is confident that they are advertising in the correct places and that the campaign will be successful. He says, 'It's going to be a very targeted campaign; we know exactly where to advertise to make sure that our message gets to the right people.'
- 3 Calculate the return on investment (of the increase in advertising spend); put in place a monthly review of real performance against budget for the whole marketing plan; develop some marketing metrics to measure the success of the activities Gavin is proposing
- 4 Because of the economic climate the Marketing Department needs to be able to justify all of the money it's spending; and because she needs to be able to monitor if they are over budget or under budget.

- d** Students work in pairs to complete the extracts. Students could then test each other by reading the beginning of a collocation to elicit the ending.

Answers



- 1 on
- 2 cost-effective
- 3 concrete
- 4 calculate
- 5 against
- 6 metrics

Extension activity: techniques and phrases for being assertive but polite

Students read Audioscript 3.2 on pages 90–91 to underline phrases that Deepa uses to show that she is assertive but polite. Elicit the techniques that she uses. Go through the answers with the class.

- Explaining why she's calling: *I just wanted to let you know that ...*
- Explaining her concerns, but emphasising that there are only a few: *I've got **one** or **two** concerns about **some** of these figures.*
- Rhetorical question, to give Gavin the chance to justify decisions: *Is magazine advertising really the most cost-effective way ...?*
- Reassuring but explaining her concerns: ***I don't doubt that**, Gavin, but if I'm going to approve a budget of this size, **I need to see** some concrete figures.*
- Assigning work, justified in terms of what she needs: ***I need** you to calculate the return ...; **I also want to** put in place ...*
- Justifying tough choices based on external factors: *Listen, Gavin, **in the current economic climate**, the Marketing Department needs to ...*
- Making and justifying a suggestion: *I think we should develop some marketing metrics to properly measure ...*
- Involving Gavin, making her request less aggressive: *... **you know**, number of enquiries per advert, **that kind of thing**.*

- e** Students discuss the questions in pairs. Point out that the purpose of the exercise is to practise the useful collocations, and that students can invent any details necessary to complete the task.

- f** Students role play the meeting in pairs. Encourage students to use the useful language from this section.

The executive summary

Before you begin ...

Print some examples of executive summaries of marketing plans (see <http://www.docstoc.com/search/marketing-plan-executive-summary-examples/> for a good source of samples). Students work in groups to identify the sort of information that is included in the summaries, and any language techniques that are used in them.

- 6 a** Students discuss the statements in pairs and then feed back to the class.

Answers

- 1 F – it should be the last thing you write.
- 2 T
- 3 F – it shouldn't contain any new information.
- 4 T
- 5 F – the summary should be written in strong, positive language.
- 6 T

- b** Students work in pairs to put the extracts in the right order.

Answers

- 1 D 2 B 3 A 4 C

- c** Students work in pairs to match the sentence halves.

Answers

- 2 f 3 b 4 d 5 e 6 a 7 g

- d** Discuss this with the whole class.

Answers

He is using adverbs (*substantially; ideally*).

Extension activity: the language of executive summaries

Students work in pairs to identify in the executive summary more examples of (1) useful collocations and (2) strong, positive language. They could do the same with the authentic examples of executive summaries (see *Before you begin ...* above).

Suggested answers

(strong, positive language in **bold**)
 key marketing objectives
 to increase sales
 to increase market share
 to convert customers
 to expand into new markets
 to generate a return on investment
 increasing awareness
 to pose a serious threat
 to give sb the **ideal opportunity** to do sth
 to move into foreign markets
 in **a strong competitive position**
 barriers to entry
 to take market share from sb
 to use sth to our advantage
 a marketing challenge
 an aggressive PR campaign
 a higher presence at sth
 to take a message to the world
 to establish the brand as the world leader in sth
 to communicate a message

- e** Students work in pairs to complete the extracts. When you discuss the answers with the group, point out why certain collocations are better than others.

Answers

(The more frequent adverb is given first)

- 1 highly/hugely
- 2 rapidly/aggressively/fast
- 3 perfectly/uniquely
- 4 vigorously/successfully/fiercely
- 5 hugely/highly
- 6 highly/fiercely/aggressively

- f** Students follow the guidelines to write an executive summary, using the one Gavin wrote to help them.

.....
Extension activity: writing a marketing plan (part 2)

.....
 Students bring together all the writing they have done from Units 2 and 3 to
 build a complete marketing plan.

Background information and useful web links

Marketing strategy

A key part of marketing strategy is to identify your target market and to divide it into segments, each characterised by its needs. The strategy should then be to match the strengths of your product or service to the needs of each segment, and to draw attention to those strengths in your communication with that segment.



Useful web links

Marketing strategy for your marketing plan

<http://www.businesslink.gov.uk/bdotg/action/detail?type=RESOURCES&itemId=1075313270>

Create your marketing strategy

<http://www.businesslink.gov.uk/bdotg/action/layer?topicId=1073900352>

The difference between strategy and tactics

http://sethgodin.typepad.com/seths_blog/2007/01/the_difference_.html

Tactics

This relates to the actual actions to be taken, and is closely related to the marketing mix. The set of tactics chosen will relate to each part of the marketing mix and the chosen balance between each of them.



Useful web links

Plan your marketing tactics

<http://www.businesslink.gov.uk/bdotg/action/detail?type=RESOURCES&itemId=1075314178>

Marketing tactics

<http://www.bized.co.uk/educators/16-19/business/marketing/lesson/tactics1.htm>

Marketing mix

This is one of the most famous elements of marketing: the so-called Four Ps – a set of four controllable marketing tools to achieve a company's objectives. The Four Ps are:

- Product: What is it? This also covers services – what exactly is sold?
- Price: How much do customers pay?
- Place: Where can customers buy it? Includes distribution channels.
- Promotion: All communications to persuade customers to buy the product: advertising, public relations, point of sale displays and word of mouth.

The Four Ps have been expanded into seven, with the addition of the following elements:

- People: all employees who influence the perception of the product.
- Process: procedures, mechanisms and flow of activities.
- Physical presence: a direct sensory experience that allows a customer to measure whether he/she has received value.

The Seven Ps are especially relevant for companies selling services.

Other candidates for Ps include Packaging, Public opinion and Political power.

It has been proposed that the Four Ps be replaced by Four Cs (Consumer, Cost, Convenience and Communication), which are more consumer-focused.



Useful web links

Marketing mix

http://en.wikipedia.org/wiki/Marketing_mix

How to achieve an effective marketing mix

<http://www.cim.co.uk/filestore/resources/10minguides/marketingmix.pdf>

Marketing mix (Price, Place, Promotion, Product)

[http://www.thetimes100.co.uk/theory/theory--marketing-mix-\(price-place-promotion-product\)--243.php](http://www.thetimes100.co.uk/theory/theory--marketing-mix-(price-place-promotion-product)--243.php)

Marketing budget

This is one of the most important and difficult aspects of marketing, but one which is often overlooked because it is not especially creative or fun. The six approaches to setting a marketing budget listed in Exercise 5a on Student's Book page 26 are explained below:

- The affordable approach: After calculating gross margins and determining required net profits, whatever is left after all other costs and expenses are allocated towards the marketing communications budget.
- The percentage of sales approach: The marketing budget is fixed as an agreed percentage (e.g. 5%) of sales figures. The problem here is that falling sales may lead to falling marketing spending, where in fact an increase in spending may be required.
- The objective-and-task approach: This requires specific objectives and detailed tasks which need to be completed to achieve these objectives.
- Competitive parity: Spending is based on what competitors have spent in previous years or are going to spend this year.
- The past experience approach (last year's budget plus or minus method): Companies base their budgets on previous years' spending. If an earlier year's budget is found to be too low, a higher one is set for the next year.
- The industry norm method: The company ascertains an amount or a percentage of sales that is typical for their branch of industry.



Useful web links

Sample marketing plan (with budget)

http://www.morebusiness.com/templates_worksheets/bplans/printpre.brc

Marketing budget as a percentage of operation budget?

http://www.marketingprofs.com/ea/qst_question.asp?qstID=8601

Small companies take marketing seriously

http://www.bytestart.co.uk/content/news/1_12/small-companies-take-mark.shtml

How to determine your marketing budget and get it approved

<http://www.sales-lead-experts.com/tips/articles/marketing-budget.cfm>

Creating a marketing budget

<http://www.marketing-plan-success.com/Articles/Budget/>

Executive summary

Although this is usually the first thing that readers see when they read a marketing plan, it should be the last thing that is written. It is aimed at senior management, who are expected to be too busy to read the full document, or who need to get a quick overview in order that they can study the details more carefully later. The executive summary must, of course, contain the same information as the full marketing plan, but it should put a positive spin on the content – by explaining how all the facts and figures will help the business to achieve its objectives.



Useful web links

Marketing plan executive summary examples

<http://www.docstoc.com/search/marketing-plan-executive-summary-examples/>

Pasta restaurant marketing plan executive summary

http://www.mplans.com/sample_marketing_plans/pasta_restaurant_marketing_plan/executive_summary_fc.cfm

Sample marketing plan: executive summary

http://www.morebusiness.com/templates_worksheets/bplans/printpre.brc

Writing the executive summary of the business plan

<http://sbinfoCanada.about.com/od/businessplans/a/execsummary.htm>

Worksheet 3

PRODUCT (9)	PRICE (6)	PLACE (4)
PROMOTION (10)	PEOPLE (8)	PROCESS (1)
PHYSICAL PRESENCE (6)	Quality	Image
Branding	Features	Variants
Support	Customer service	Availability
Warranties	Special offers	Advertising
Endorsements	User trials	Direct mailing
Leaflets/Posters	Free gifts	Competitions
Events	Sales promotion	PR
Positioning	Discounts	Credit
Payment methods	Free or value-added elements	Retail/Wholesale outlets
Mail order	Internet ordering	Distribution channels
Front-line sales support	Individuals involved in marketing	Sales and customer service staff
Recruitment	Training and skills	Corporate culture/image
Remuneration	Management culture	How are services consumed?
Product packaging	Quality of online experience	Contact with staff
Facilities	Company communications	Uniforms, hygiene, etc.

Cambridge English for
Marketing

TEACHER'S NOTES

UNIT 4 International
customer communications

- Respecting differences in cultural attitudes and behaviours
- Summarising a meeting
- Describing a target market segment
- Adapting a message for a new market
- Presenting and giving feedback on concepts

➔ Go to page 55 for essential background information on the topic and useful web links

➔ Don't forget to use the [Additional activity](#) worksheet at the end of this unit; notes and answers on page 43

➔ Marketing terms can be found in the Glossary on Student's Book pages 114–119

► Refers to the Audioscript at the back of the Student's Book

An overseas trip

Before you begin ...

Elicit from the class if students have spent time abroad, either for business or pleasure, and what issues might be more important with international marketing than with domestic marketing.

Suggested answers

Much more dependent on agencies, etc. to inform marketers about target market. Less able to trust instincts. Need to reposition product in new market (pricing, image).

**Additional activity**

Worksheet 4 at the end of this unit provides some background information to World Finer Foods.

- 1 When students have read about Kalamara in the introduction on Student's Book page 30, tell them to read the text about World Finer Foods. They discuss the questions with a partner and then feed back to the class.
- 2 Students work in pairs to match the beginnings to the endings without looking back at the text. Finally, they match the collocations in bold to the explanations. Afterwards, students test each other by reading one of the beginnings to elicit the ending, or one of the definitions to elicit the phrase.

Answers



- 1 1 No. World Finer Foods does source food products from **around the country** (i.e. in the US), but its distributors service supermarkets **nationwide** – this is, in all parts of one country, America.
- 2 Yes. World Finer Foods sources food products from **around the world** and distributes them **nationwide** (i.e. in the US).
- 3 No. World Finer Foods only sources **speciality foods** – that is, products that are particularly good because they come from a certain place. Greek olive oil is a good example. Coca-Cola, Hershey's and Kraft all mass-produce food products all over the world. They make mass-market food products, not speciality foods.
- 4 Yes. World Finer Foods offers **specialty food companies cost-effective access to top-of-the-line sales, marketing and distribution expertise**. They also **have a comprehensive network of Specialty Food Distributors who service supermarket retailers nationwide**.
- 5 Yes. They can help with **FDA issues** and **U.S. Customs clearance**.
- 2 1 f 6 e 11 l
2 c 7 h 12 i
3 m 8 d 13 g
4 k 9 j
5 b 10 a
- full-service company I provide B
source E affordable M
comprehensive network C top-of-the-line A
service G excel J
exclusive agent L inventory management F
in close partnership with D freight forwarding and consolidation H
handled K

- 1 a Check students understand the words in the questions (e.g. *polite*, *get down to business*, *misunderstand*) before they listen. Students then listen to answer the questions. When they have discussed their answers with a partner, go through them with the class.

► 4.1 page 91

Suggested answers

(based on how a native English speaker might assess the two speakers)

- 1 B (although Stephanos's intonation makes him sound a little less polite than he actually is)
- 2 B
- 3 S
- 4 M
- 5 S
- 6 B

- b Students discuss the issues in small groups and then feed back to the class.

Suggested answers

Way of communicating: Stephanos seems keener to have a face-to-face meeting than Melissa; there is a sense that she would have been happy to have this conversation over the phone.

Time: Melissa seems keener to get down to business more quickly.

Small talk: although the topics of small talk were fine, Stephanos seems keener to make small talk. Melissa decides not to continue the small talk when Stephanos mentions tourism: she could have given him some suggestions about what sights to see in New York.

Relationships: Stephanos seems keener to build a personal relationship before getting down to business. For example, he has suggested the face-to-face meeting and he goes on to suggest that he and Melissa have lunch, which is not something Melissa is expecting.

Language problems: Stephanos's intonation makes him sound a little less polite than he actually is, which can be a common problem for non-native speakers. Stephanos also misunderstands something (*agenda*) that Melissa says because it is a 'false friend' – a word that sounds like something in his own language, but that means something else in English. Melissa mispronounces Stephanos's surname.

C Students discuss the questions in pairs and then feed back to the group. You may use the following prompts to guide the discussion.

- Style of communicating: In some cultures, it is normal to give direct orders (*Give me the report*), while in others it is necessary to bury the instruction in a question (*Could you give me the report?*) or an indirect statement (*It would be great if you could ...*). Cultures vary widely in the extent to which they use words like *please*, *thank you* and *sorry*.
- Way of communicating: In some cultures, body language is an essential part of communication, so face-to-face contact is strongly preferred. In others, communication may follow turn-taking rules, so that email communication may be similar enough to face-to-face communication.
- Punctuality: In some cultures, it is normal/expected/acceptable to arrive slightly late for social or business events; in others, this is considered very rude.
- Time: In some cultures, it is important to get straight down to business. In others, it is essential to take time building relationships through rituals (e.g. tea or coffee) and small talk.
- Small talk: This is much more important in some cultures than in others. Some topics may be normal in one culture but odd or even taboo in another (e.g. talking about how much you earn).
- Relationships: In some cultures, it is vital to build personal relationships and to signal friendship (e.g. by drinking together or playing golf) before business can be done.
- Formality: Cultures vary in the acceptability of first names, the use of titles and qualifications (e.g. Master, Professor), dress code in a business environment (e.g. ties, suits, jeans) and style of language (e.g. direct or delicate).
- Language problems: Simple mistakes in grammar, vocabulary or pronunciation may cause problems; speakers of some languages may sound bored, aggressive or excited when they speak English; false friends (similar words which mean something different in different languages) can lead to major and unexpected misunderstandings; people from some cultures may be hesitant to admit they have failed to understand.

d Students discuss in pairs which expressions they remember from the conversation, and then listen to the last part again to check.

► 4.2 page 91

Answers

Explaining the reason for the breakdown in communication: Sorry, that word means something different in Greek; I thought that you wanted/didn't want to ...
 Acknowledging and moving on: Sorry, please continue.; No, that's OK.
 Making the other person feel more comfortable: But if you'd prefer not to ... that's fine.

- e** Students discuss the questions in pairs and then feed back to the class.

▶ 42 page 91

Suggested answer

- 2 Tone of voice can be very important in using these expressions. Remember that tone of voice can convey a lot of meaning, especially in sensitive situations such as these.

Extension activity: dealing with communication breakdowns

Students test each other on the phrases from the table by reading the beginning of an expression to elicit the ending. They could also read one of the table headings to elicit some of the complete expressions for that heading.

- f** Students work in pairs to plan their dialogues. Make sure they realise not to write the dialogues in full. The situations could be similar to the one in Audioscript 4.1 (but with different nationalities), or it could be built around another situation where cultural differences are important (such as buying presents or paying for a meal in a restaurant). It is important that the dialogues should be fairly authentic and show people trying and failing to communicate, rather than deliberately offending each other. Encourage students to use phrases from Exercise 1d to deal with the communication breakdowns – the dialogues should end in successful communication.

- g** Students take turns to act out their dialogues in front of the class. Remind them to focus on intonation. Give feedback on the effectiveness of the way they dealt with communication breakdowns.

Extension activity: olive oil

Elicit from the class what the photos at the beginning of the unit show and what students know or can guess about olive oil from a marketing point of view. You could use the grid below to generate ideas, and add more rows based on students' own ideas.

	Home markets	Export markets
Examples of countries		
Mass market or niche market?		
Typical customers		
Range of products		
Pricing/ Segmentation		
Packaging		

Suggested answers



	Home markets	Export markets
Examples of countries	Spain, Greece, Italy	Northern Europe, US
Mass market or niche market?	Mass market	Niche market
Typical customers	Everybody	Elites (richer, more interested in recreational cooking, may be interested in taste and/or image more than price)
Range of products	Wide, from low-end to high-end	Limited (within supermarkets) with better quality available from specialist retailers
Pricing/ Segmentation	Mostly low-price with higher prices for high-end product	Mostly mid-price (more expensive than other cooking oils), with some very expensive specialist products
Packaging	Mostly plain and simple	Elegant, sophisticated, images of Mediterranean lifestyle

Standardisation vs. adaptation

Before you begin ...

Students work in pairs to make a list of up to ten well-known consumer products in their countries, preferably from a wide range of sectors (e.g. drinks, clothes, electronics, food, household goods). You could find some images of a wide range of consumer products to give them inspiration (for example http://maxfoods.in/yahoo_site_admin/assets/images/products2Header.83121105.jpg or search for images of 'consumer products' or 'FMCGs').

Students then discuss whether these products are (a) unique to their own country, (b) similar but not identical to products in other countries, or (c) exactly the same in many countries. They decide what factors determine which category, a, b or c, a given product belongs to. For products that are unique to their country, they discuss how they could be adapted to other countries. For products which are the same everywhere, students discuss how they could be adapted to the local market.

Collect the best ideas from the class and open up the discussion to involve everyone.

- 2 a Students discuss the questions in pairs and then feed back to the class. Write their answers on the board.
- b Students read the first part of the email to identify the four barriers. When they have checked with a partner they feed back to the class and compare their list with the ideas on the board.

Answers



Market saturation (the market is already full and isn't growing); competition from lower-priced brands in a market that's extremely price-conscious; the current price of the product is too high; no culture of using olive oil in everyday cooking.

Note

The email in 2b and 2c uses American English (e.g. *specialty*, *labeling*) as Melissa is an American working for an American company. She also uses *-ize* (e.g. *summarize*) where a British person might use *-ise*.

Extension activity: phrases for summarising a meeting

Students work in pairs to underline phrases from the first part of the email that they could use in any email to summarise what was discussed in a meeting – in other words, all the sections which are not specific to the meeting between Melissa and Stephanos.

Suggested answers

It was good to see you last week. I hope that you found our meeting productive ...
 Please find below a summary of our discussion.
 You explained that ...
 You said that ...
 As I explained during our meeting, ...
 The main reasons are summarized here:
 As I explained, ...
 Remember, too, that ...
 Furthermore, I explained that ...

- C** Make sure students consider all seven Ps (from Exercise 2a). Students work alone to read the second part of the email to find ideas for each P. They then discuss their answers with a partner and compare them with their own ideas from Exercise 2a.

Answers

Product: Melissa suggests developing an organic product for this market and repositioning Kalamara as a luxury good by rebranding and repackaging.
Price: She suggests pursuing a premium pricing strategy – keeping the price high in order to create a good impression of the product because it is expensive.
Place: She suggests that they change their route to market and target market by focusing on speciality food stores and websites where consumers want to buy high-quality, luxury goods. This is an example of a *niche* (or *focus*) marketing strategy.
Promotion: She suggests alternative communication channels, namely advertising in luxury food magazines and online; she suggests developing a new marketing message for the target market; she suggests rebranding and repackaging/ relabelling.
People: She mentions that speciality foods stores have well-trained staff who can explain and sell the product effectively.
Process: She talks about using the Web to gather information about their customers, which will give them more concrete customer segmentation information.
Physical evidence: As 'physical evidence' is more often used to refer to a service rather than a product, Melissa doesn't mention it specifically. However, her rebranding and repackaging ideas will enhance the product's physical evidence or presence.

Extension activity: collocations

On the board, write a list of verbs from the text in one column. See below for a long list; you may choose to shorten this list. Elicit from the class the words or phrases that collocate with them in the text and write these on the board in a second column, but in a mixed up order. Students then close their books to try to remember the complete collocations, first in pairs and then as a class.

The collocations are presented below in a non-mixed order for simplicity. Note that words in brackets are not part of strong collocations, but rather examples of the families of words that may collocate with a particular verb.

to enter	a market
to give	sth some thought
to make	a suggestion
to forget	about (the big chains)
to focus	on (smaller stores)
to stock	(olive oils)
to offer	products for sale
to deliver	sth direct to (a customer)
to reach	(a website)
to gather	information about (customers)
to make	the farm organic
to upgrade	facilities
to pursue	a (premium pricing) strategy
to carry out	(rebranding)
to consider	(new packaging)
to advertise	in magazines
to develop	a new message
to appeal	to (food lovers)
to pay	a premium for sth
to pursue	an idea

- d** Make sure students realise that the answers could be in either the first or second part of the email, and that many of the phrases they underlined in the Extension activity after Exercise 2b will help them in this exercise. Students work in pairs to find and underline the parts of the email.

Answers



- 1 You explained that Kalamara produces a high-quality, extra virgin olive oil that is widely available in Greek supermarkets; it is used as an everyday cooking oil.
- 2 You said that you were keen to market your product in the US in a similar way.
- 3 At the end of our meeting, you asked me to think about ways that Kalamara might still be able to enter the market, despite the above barriers.
- 4 You mentioned in our meeting that you are considering making the Kalamara olive farm organic and upgrading your production facilities.

- e** Students discuss the questions in pairs and then feed back to the class. You could also ask why the language changed from the spoken words to the written email. (See Language note on page 50).

Answers

- 1 explain, say, ask, mention
- 2 As I explained during our meeting, World Finer Foods will not be able to act as Kalamara's US distributor if you choose to proceed in this way.
As I explained, American supermarket shoppers don't buy olive oil based on quality; they buy on price, and your oil would retail at a significantly higher price than your competitors'.
Furthermore, I explained that there is not yet a culture here of using olive oil for everyday cooking.
- 3 the finest, absolutely the finest = high-quality
can find it in any shop at any time = widely available
we will be able to put Kalamara on the shelf of every kitchen in the US just as we have done, very successfully, in Greece = you were keen to market your product in the US in a similar way
break into = enter
We want to = you are considering

Language note

Students may be familiar with the rules of reported speech, where the tenses in direct speech are often backshifted (e.g. present becomes past, *will* becomes *would*). Melissa didn't use this backshifting rule to make general statements of fact (e.g. *You explained that Kalamara produces ...*) and to repeat her own opinion (e.g. *I explained that there is not yet ...*). She also doesn't use backshifting after the phrase *As I explained / mentioned ...*, because this phrase does not introduce reported speech but rather is used to repeat a statement or opinion.

- f** Students discuss the questions in pairs and then feed back to the class. Encourage students to write the useful expressions in their notebooks for future reference.

Answers

I'd suggest that we ... ; If you decided to do this, I think that it would be ... ; we'd be able to ... ; We would (probably) need to ... ; We could also ...

- g** Students work alone to write a short summary. Point out that the main aim is to practise the language of summarising and suggesting, rather than to remember all the details of the email. If you prefer, students could 'write' their replies orally as if they were dictating to a secretary.

- 3 a** Students discuss the questions in pairs and then feed back to the class.

Answers

- 1 standardisation: selling the same product in the same way in all markets (also known as undifferentiated marketing or mass marketing) e.g. Coca-Cola
adaptation: making changes to products or the communications mix in order to more successfully compete in individual markets e.g. McDonald's

Suggested answers

- 2 As well as the local culture, organisations need to take into account religion, language, availability of technology and availability of media.

Extension activity: standardisation or adaptation

Students look back at the products they discussed in the *Before you begin ...* activity to decide whether they use the strategy of standardisation or adaptation or some combination of the two.

- b** Students discuss the questions in pairs and then feed back to the class.

Answers

- 1 adaptation (of product packaging and communications)

- 4 a** Make sure each group has a clear idea of which organisation or product it is to discuss. Encourage them to think of an organisation that is active in only one or a limited number of markets. They should make notes using the seven Ps (see Student's Book page 24).

- b** Students could do the writing as homework or in pairs in the classroom.

A new message for a new market?

Before you begin ...

Students read the introductory text. Elicit the following from the class.

- Who might Kalamara's international stakeholders be? Why is it important for all of them to get the same message from Kalamara?
- What touchpoints can you think of, in the context of Kalamara? What sort of information would be communicated with each touchpoint?

Suggested answers

- Customers, other consumers (e.g. restaurant-goers, who may enjoy food cooked with Kalamara oil), distributors (including transport, warehousing, etc.), suppliers (e.g. of raw materials, of packaging materials, of marketing materials), direct employees or the employees of agents. The message is most directly relevant to customers and those involved in communicating with or selling to those customers, but it is important that a consistent message is communicated to all stakeholders to avoid sending mixed messages. Suppliers and employees need to know Kalamara's priorities in terms of quality, reliability and price.
- Advertising; word-of-mouth; news stories and other publicity; packaging; in-store displays; the experience of buying the product (including the experience of going to speciality shops); experience of the product while cooking; experience of the product while eating (including when others cook – at home or in a restaurant); seeing the product in other homes/restaurants, etc.; website; after-sales customer-service (e.g. complaints); product brand on delivery vehicles, boxes, etc.; brand on recruitment adverts, etc.; emails and letters to suppliers, agents and partners; etc.

- 5 a** Students discuss the questions in pairs and then read the extract to check. You may need to check students are familiar with the concept of USP (see Background information at the end of this unit).

Answers

- 1/2 See Melissa's brief.
3 organic, traditional methods, state-of-the-art factory, dark glass bottles

- b** Students work alone to complete the brief and then check in pairs.

Answers

- 1 e 2 c 3 d 4 a 5 h 6 f 7 g 8 b

Extension activity: segmentation variables

Elicit from the class other options for each segmentation variable and other possible variables (see Background information at the end of this unit for examples).

c Students listen to complete the gaps.

▶ 4.3 page 91

Answers

- 1 forties
- 2 between
- 3 evenly divided
- 4 one third

d Do this with the class first and then get students to test each other in pairs.

If they are struggling, write some similar numbers on the board to check pronunciation.

Answers

- a one in ten
- b a quarter
- c three point six per cent
- d seventy-five to eighty per cent
- e a fifty-fifty split
- f one third
- g a half
- h two thirds

e Students listen to put the numbers in the order they hear them.

▶ 4.4 page 91

Answers

- 2 $\frac{1}{3}$
- 3 $\frac{1}{2}$
- 4 a 50/50 split
- 5 3.6%
- 6 1 in 10
- 7 $\frac{1}{4}$
- 8 $\frac{2}{3}$

f Discuss this with the class first and then get students to test each other in pairs.**Answers**

one in ten = ten per cent, one out of (every) ten
 a quarter = one in four, one out of four, twenty-five per cent, one fourth
 seventy-five to eighty per cent = between seventy-five and eighty per cent
 a fifty-fifty split = an even split
 one third = one in three, one out of three
 a half = one in two, one out of two
 two thirds = two in three, two out of three

g Students work in pairs to describe a market segment using Melissa's headings.**h** Students use Melissa's model to present their target market first in pairs and then to the class.

Before you begin ...

Go through the Useful language box on Student's Book page 87 with the class.
 Elicit from the class possible endings for each phrase and what exactly it means.

6

Students discuss the questions in pairs and then feed back to the class.
 Encourage them to use the Useful language from the box on Student's Book page 86 in their discussions.

Extension activity: design concepts

Students work alone or in pairs to create design concepts for Kalamara Olive Oil, based on Melissa's brief. The concepts should be designed as professionally as possible, and will serve as a source for later discussions.

The concepts*Before you begin ...*

Print some images of design concepts or packaging/label designs from the Internet (or display them on the screen if you have internet access in the classroom). Good sources of innovative labels are <http://www.ronhansen.com/#> and <http://jamesbowskill.com/offtheshelf/>. Students discuss the concepts in pairs using the language from Exercise 6. They also discuss the possible target markets suggested by the designs, using the criteria from Melissa's brief in Exercise 5a.

- 7 a** Students discuss the questions in pairs and then feed back to the class.
- b** Students listen to the meeting and compare what is said to their answers to question 3 in Exercise 7a.
▶ 4.5 page 91
- c** Students work alone to underline the correct words and then listen again to check.
▶ 4.5 page 91

Answers

- 1 'Greece'
- 2 blue sea and a white village; Greece
- 3 a Greek-style font
- 4 a more traditional-shaped bottle; 'quality' and 'tradition'
- 5 something a little different
- 6 much more contemporary
- 7 the slogan 'Old world flavours for the new world'

Extension activity: presenting a design

Students choose one of the images from the *Before you begin ...* activity, or their own design from the Extension activity after Exercise 6. They take turns to present their image to a partner using all seven of the useful phrases in bold from Exercise 7c.

- d** Students listen to the second part of the meeting to answer the questions. They then check with a partner before going through the answers with the class.
▶ 4.6 pages 91–92

Answers

- 1 They both prefer concept 2.
- 2 The shape of the bottle and the typeface
- 3 The slogan
- 4 Michael and Julie probably feel fine after the feedback. This is because Melissa is careful to give her criticism of concept 1 tactfully (that is, without upsetting or offending them). She does this by introducing her criticism with *It's a nice design, but ...*. She then gives very concrete reasons for why the design won't work.

- e** Students work in pairs to complete the matching exercise and then listen again to check. Afterwards, students test each other in pairs by reading one of the beginnings to elicit the correct ending.

▶ 4.6 pages 91–92

Answers



2 f 3 g 4 h 5 a 6 c 7 d 8 e 9 b 10 i

- f** Students discuss the questions in pairs and then feed back to the class.

Answers



1 a 2 a 3 a 4 b 5 b 6 b 7 a 8 a

Extension activity: presenting opinions

Students choose more images from the *Before you begin ...* activity. They use the phrases from Exercise 7e to present their opinions to a partner.

- g** Students work in pairs or small groups to present and discuss the concepts. They may use the designs from the Extension activity after Exercise 6 for this meeting. Encourage them to use the useful language for presenting a concept and giving feedback from this section in their meeting.

Background information and useful web links

Olive oil

Olives are traditionally grown in the Mediterranean region, but have spread to southern Africa, Australia, Japan and China. The main producer of olive oil is Spain, with 40–45% of the market. It may be refined (i.e. produced using chemical processes) or virgin (i.e. produced using only mechanical means). The highest grade for consumption is extra virgin olive oil, which has a superior taste.



Useful web links

Olive oil

http://en.wikipedia.org/wiki/Olive_oil

International/Intercultural communication problems

These occur whenever people from one culture interact with someone from another culture, and their values, expectations and behaviour are different. Common problems include assuming that the other person has the same attitudes as yourself (for example, negative attitudes towards a third culture or other group) and assuming that the other person is completely different, especially that one's own culture is superior and right, while the other person's is inferior and wrong. Language issues are also important: in some cultures it may be normal to pretend to understand what the other person has said, in order to avoid admitting failure.

Techniques to improve intercultural communication include:

- Avoid using slang and idioms, choosing words that will convey only the most specific *denotative* meaning.
- Listen carefully and, if in doubt, ask for confirmation of understanding (particularly important if local accents and pronunciation are a problem).
- Recognise that accenting and intonation can cause meaning to vary significantly.
- Respect the local communication formalities and styles, and watch for any changes in body language.
- Investigate their culture's perception of your culture by reading literature about your culture through their eyes before entering into communication with them. This will allow you to prepare yourself for projected views of your culture that you will be bearing as a visitor in their culture.

Source: Wikipedia



Useful web links

Intercultural communication principles

http://en.wikipedia.org/wiki/Intercultural_communication_principles

Standardisation and adaptation

This is a very important debate within marketing: should a company produce a standard product for all markets or should it adapt its products for different markets?

Advantages of standardisation include:

- more advanced, functional, reliable, and low-priced products than customised products
- economies of scale in production and purchasing
- faster accumulation of learning experience
- reduced costs of design and modification
- lower inventory handling, spare parts and maintenance costs
- lower costs of training service personnel
- higher levels of product and process innovations than those using product adaptation.

Arguments against standardisation include:

- customer needs and interests in the world market are not becoming increasingly homogeneous – idiosyncratic country-specific markets are very common and there is substantial evidence to suggest an increasing diversity of behaviour within countries
- in many cases, customers do not want to sacrifice product features and quality for low price
- economies of scale may not be important in some industries.

Source: BNET



Useful web links

Standardisation versus adaptation

http://www.marketingteacher.com/Lessons/lesson_international_marketing_product.htm

Barriers to entry

These are obstacles that prevent a business or product from entering a new market, or make it more difficult than for other businesses or products.

Barriers to entry into markets for firms include:

- advertising – new firms find it difficult to compete with established firms
- control of resources – may be dominated by a single firm
- customer loyalty
- economies of scale – larger firms can produce and distribute more cheaply than smaller ones
- exclusive agreements with distributors or suppliers
- government regulations
- intellectual property – e.g. patents
- predatory pricing – dominant firms may sell at a loss to make competition more difficult for new firms
- research and development – some products require a large upfront investment in technology which will deter potential entrants.



Useful web links

Barriers to entry

http://en.wikipedia.org/wiki/Barriers_to_entry

Barriers to entry

<http://moneyterms.co.uk/barriers-to-entry/>

Touchpoints

It is important to distinguish between marketing channels and touchpoints. *Channels* are methods of communication or interactivity that attract, engage, or raise awareness among consumers, such as TV, Radio, Direct Mail, Web, Blogs, Social Media, etc.

Touchpoints, on the other hand, are ways that customers interact with a business or brand, usually involving some type of transaction or facilitation of a service. They are the interface of a product, service or brand with customers, non-customers, employees and other stakeholders – before, during and after a transaction. Examples include a catalogue, an online catalogue, an ATM, retail, online shopping, customer service, banking, online banking, travel, etc.



Useful web links

But what about the touchpoints?

http://www.mpdailyfix.com/2006/06/but_what_about_the_touchpoints_1.html

Touchpoint

<http://en.wikipedia.org/wiki/Touchpoint>

Harmonising your touchpoints

[http://www.prophet.com/downloads/articles/Harmonizing%20Your%20Touchpoints%20\(SD%20TL\).pdf](http://www.prophet.com/downloads/articles/Harmonizing%20Your%20Touchpoints%20(SD%20TL).pdf)

USP

This stands for Unique Selling Proposition or Unique Selling Point. This marketing concept is based on the finding (in the 1940s) that marketing campaigns which focus on what is unique about the product tend to be more successful at persuading customers to switch brands. It can be contrasted with the UPB, the Unique Perceived Benefit, which is how the product is seen from the customer's point of view.



Useful web links

Unique selling proposition

http://en.wikipedia.org/wiki/Unique_selling_proposition

Unique perceived benefit

http://en.wikipedia.org/wiki/Unique_Perceived_Benefit

How to create your Unique Selling Proposition (USP) that makes your marketing generate more results

<http://www.interactivemarketinginc.com/unique-selling-proposition.html>

USP: Unique Selling Propositions and examples

http://www.morebusiness.com/running_your_business/marketing/ah_lead.brc

Market segments

This is a group of people or organisations that shares one or more characteristics that cause it to have similar product and/or service needs. A true market segment meets all of the following criteria:

- it is distinct from other segments (different segments have different needs)
- it is homogeneous within the segment (exhibits common needs)
- it responds similarly to a market stimulus
- it can be reached by a market intervention.

Of course, most segments don't meet all of these criteria – they are an ideal.

Segments may be created for specific products, or generic ones may be used (such as PRIZM NE's 66 segments of the US population, linked below).

Examples of criteria used for segmentation:

- geographic variables (region of the world or country, metropolitan cities, small cities, towns, climate, etc.)
- demographic variables (age, gender, family size, family life cycle, education, income, occupation, socio-economic status, religion, nationality/race, language)
- psychographic variables (personality, lifestyle, value, attitude)
- behavioural variables (benefit sought, product usage rate, brand loyalty, product end use, readiness-to-buy stage, buying centre, profitability, income status)
- technological segmentation variables (motivations, usage patterns, attitudes about technology, fundamental values, lifestyle perspective, standard of living, profit there is in business from the existing clients)



Useful web links

Market segment

http://en.wikipedia.org/wiki/Market_segment

PRIZM NE segments

<http://www.tetrad.com/pub/documents/pnesegments.pdf>

Worksheet 4

- 1** Look at World Finer Foods' company profile. Could World Finer Foods help the following companies? Find evidence in the text to support your answer.
- 1 An American food producer that wants to sell and market its products in Greece.
 - 2 A foreign food producer such as Kalamara that wants to sell and market its products in the US.
 - 3 An American brand such as Coca-Cola, Hershey's or Kraft that wants to improve sales in American supermarkets.
 - 4 A foreign food producer that wants help improving sales in American supermarkets.
 - 5 A foreign company that's having problems importing food products into the US.

Company profile

World Finer Foods is a full-service sales, marketing and distribution company. We source over 900 specialty¹ food products from around the country and around the world. These products are sold to a comprehensive network of Specialty Food Distributors who service supermarket retailers nationwide.

We are the exclusive distribution agent for many brands, working in close partnership with the brands' representatives for all sales and marketing functions. These brands are handled by our American Marketing Team division.

Our goals are to provide consumers with a wide variety of quality specialty food products at affordable prices and to offer specialty food companies cost-effective access to top-of-the-line sales, marketing and distribution expertise. Our guaranteed services also excel in such areas as purchasing, inventory management, freight forwarding and consolidation, FDA² issues, U.S. Customs clearance, warehousing and food labeling¹.

¹ As World Finer Foods is an American company, the spelling here is American English (AmE): *specialty, labelling*. British English (BrE): *speciality, labelling*.

² *Food and Drug Administration*, an agency of the United States Department of Health and Human Services, which is responsible for regulating and supervising the safety of foods.

Company profile text is reproduced with the permission of World Finer Foods.

- 2 Match the beginnings (1–13) to the endings (a–m) to make useful phrases for international marketing. Then match the phrases in bold that you have put together to the explanations (A–M).

1 A full-service ...	a ... sales, marketing and distribution expertise	A the best or most expensive
2 We source ...	b ... distribution agent	B to give something to somebody
3 A comprehensive ...	c ... specialty food products from around the world	C one which covers a whole geographical area and range of sales outlets
4 They service ...	d ... with a wide variety of products	D closely and effectively
5 An exclusive ...	e ... close partnership with the brands' representatives	E to find and obtain goods from another place or company
6 We work in ...	f ... sales, marketing and distribution company	F controlling stock levels to maximise efficiency
7 These brands are handled ...	g ... forwarding and consolidation	G to supply products or a service to somebody
8 We provide consumers ...	h ... by our AMT division	H transport/distribution; putting small deliveries together with others to save transport costs
9 Affordable ...	i ... management	I one which offers support at every stage in the process from research and creation of content to sales and delivery.
10 Top-of-the-line ...	j ... prices	J to be excellent
11 Our services excel ...	k ... retailers throughout the US	K managed
12 Inventory ...	l ... in many areas	L one which deals with suppliers that no one else deals with
13 Freight ...	m ... network of distributors	M low, reasonable

Cambridge English for Marketing

TEACHER'S NOTES

UNIT 5 Market research

- Explaining research needs
- Formulating and explaining a market research plan
- Moderating a focus group
- Writing survey questions; explaining survey data

➔ Go to page 71 for essential background information on the topic and useful web links

➔ Don't forget to use the [Additional activity](#) worksheet at the end of this unit; notes and answers on page 64

➔ Marketing terms can be found in the Glossary on Student's Book pages 114–119

▶ Refers to the Audioscript at the back of the Student's Book

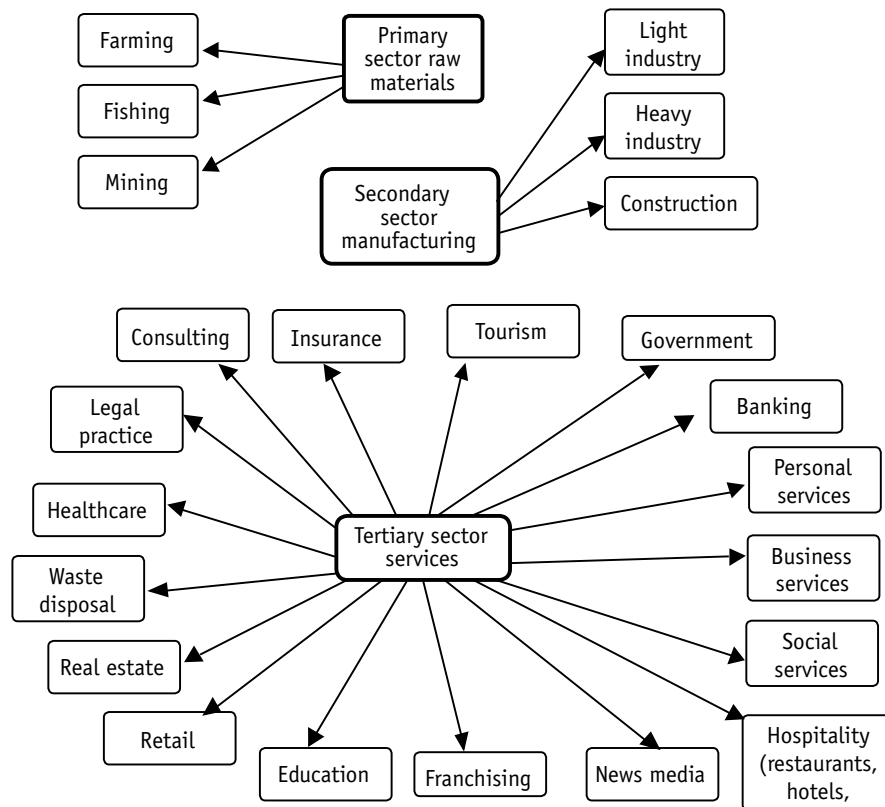
Note

Units 5, 6 and 7 work together as a single case study. In Unit 5 we are introduced to the client, Union Direct, an internet-only bank, and a marketing agency, Hart Marshall. The agency conducts research for the bank to discover why the bank is struggling. As a result of the research, the bank develops a new product (Unit 6) and launches it (Unit 7).

A research problem

Before you begin ...

Elicit from the class a mind map to illustrate the three sectors of the economy, with particular reference to the service sector. The mind map on page 61 should provide a starting point. Elicit differences between the three sectors in terms of the importance of marketing. Throughout this unit, you can make reference to the range of service-sector businesses to generate case studies and ideas.



- 1 a** Students complete the table with the company logos. Elicit more companies for each branch of the service sector. Elicit more information about the companies – this will provide some good input for later discussions throughout the unit.

Answers

News media: BBC (British Broadcasting Corporation)

Hospitality: Hilton (hotel group)

Consulting: Ernst & Young

Healthcare: BUPA (British United Provident Association)

Real estate: Knight Frank

Financial services: HSBC (Hong Kong and Shanghai Banking Corporation) (Note: Ernst & Young also operate in the financial services industry.)

Note

Ernst & Young is one of the world's largest professional services firms, and one of the 'big four' auditors. It is well known for tax consulting, accounting and its transaction advisory service.

Knight Frank is the world's largest privately owned property consultancy service, with offices in over 43 countries. As an estate agent, it deals with buyers and sellers of property, and major property developers and investors.

BUPA (originally British United Provident Association) is a large British private health insurer and provider of private healthcare and related services.

BBC (the British Broadcasting Corporation) is the world's longest-established and biggest broadcaster. Its British TV and radio operations are funded by a TV licence, but it also has substantial commercial interests (e.g. publishing) and a strong global presence (e.g. Internet).

Hilton Worldwide is a global hospitality company, with 3200 hotels in 77 countries.

HSBC (originally the Hong Kong and Shanghai Banking Corporation, but now headquartered in London) is the world's largest banking group.

- b** Students discuss the questions in pairs, using the examples from the book and the mind map above, and then feed back to the class.

Suggested answers**Challenge 1**

Services are intangible, which means they exist, but they are not objects and so they cannot be seen or touched. Service providers therefore have to help customers to understand what exactly they are paying for.

Solutions: An object can be used which represents the service. A plastic credit card is a good example of this. The card is physical evidence that the consumer 'owns' the service which the card represents. Another option is to make sure customer service levels are very high; this can help the customer feel more confident in what they are buying.

Challenge 2

It can be difficult for service providers to guarantee that the customer will have a consistent experience. This is because the customer's experience of a service often depends on the individual employee who provides the service to them. If the employee is having a bad day, it can affect how the customer sees the whole organisation.

Solution: Customers' experience of the service can be made consistent by having high standards of staff training. This makes delivery of the service standardised. Training customer service representatives to work from a script is a good example of this.

Challenge 3

When goods are produced, they can be checked for quality before they are delivered to the customer. The customer can also choose when they want to consume the product. In service situations, however, the consumption takes place at the same time as the production – that is, the service is being experienced (consumed) by the customer as they interact with the company. Also, a customer cannot take the service home to use later; the service must be consumed now.

Solutions: Again, having high levels of customer service is important – customer service representatives need to be able to react quickly and appropriately to customer demands. Companies can also introduce systems that allow customers to access the service at other times; a good example of this is internet banking – accessing and controlling your money via the Internet.

2 a Students read the extract to answer the questions.**Answers**

Hart Marshall is a market research company specialising in the financial services industry. Their clients are probably financial services providers such as banks.

b Students work in pairs to do the matching task.**Answers**

- 1 carefully watching
- 2 encouraging
- 3 making judgements about
- 4 dividing (things) into parts or groups
- 5 making (something) as good as possible

3 a Students discuss the questions in pairs and then feed back to the class.**Suggested answer**

- 1 To identify new customer needs and wants; when entering new markets; as part of the new product development (NPD) process; at all stages of the product life cycle; to monitor the dynamic (constantly changing) marketing environment, including the actions of competitors.

b Students read the extract to decide if the statements are true or false.

Answers

- 1 T
- 2 F – It is part of a larger banking group (FjP).
- 3 F – As Union Direct is an internet-only bank, customers cannot speak to a bank employee face-to-face.

C Students discuss the questions in pairs and then feed back to the class.**Suggested answers**

- 2 When Union Direct was launched, in 1988, it offered an innovative service: its USP was 24-hour, 365-day-a-year banking. However, nowadays most banks offer this service. Union Direct might therefore be losing customers to other banks and new entrants into the marketplace, for example, supermarkets that offer financial services. Also, the global financial crisis which began in 2008 had a negative effect on customer confidence in the financial services industry.
- 3 All may be of interest except product testing.

Note

An *internet-only bank* is a bank which has no branches. It may offer additional services such as telephone banking. See <http://www.fool.com/Money/Banking/Banking10.htm> for the advantages and disadvantages of internet-only banks.

Extension activity: discussion

You may ask students to identify the advantages and disadvantages of internet-only banks.

Suggested answers

Advantages: lower costs = lower banking charges; may provide more detailed or more up-to-date information than traditional banks.

Disadvantages: difficult to speak to someone if there is a problem; may have to pay other banks when withdrawing money from ATMs; may be delays in processing cheques.

There may also be issues of trust: customers may feel safer if their bank has a physical presence, and will not suddenly close its website and disappear.

d Students listen to make notes. When they have checked with a partner, they feed back to the class.

► 5.1 page 92

Answers

- 1 customer loyalty (customers leaving for other banks; customers applying for credit cards with other companies; customers investing with other banks)
- 2 Natasha wants Hart Marshall to find out: why customers are leaving; customer attitudes towards competitors and the financial services industry in general; customer purchasing patterns (changing bank accounts, investing money, credit cards); customer expectations about service levels and financial products; customer attitudes to Union Direct's brand.

e Students work in pairs to put the words in the right order and then listen again to check.

► 5.1 page 92

Answers

- 1 we need to find out why it's happening
- 2 We're interested in their attitudes towards
- 3 We'd also like to find out more about
- 4 We're most interested in when and how people decide
- 5 We want to identify customer expectations about
- 6 we'd like you to focus on
- 7 we'll need to get some input from

Extension activity: explaining information

Students test each other in pairs by reading the beginning of one of the expressions (e.g. *So, basically we need to find ...*) to elicit the appropriate ending from their partner.

Additional activity

Worksheet 5 at the end of this unit focuses on the techniques Carlos uses to interview Natasha: questions, paraphrasing and checking. Students work through the exercises in pairs and then feed back to the class.

Answers

- 1 1 So what can we help you with this time?
2 Are there any specific areas you'd like us to focus on?
3 Would it be useful to have some demographic data, too?
4 Can you be more specific?
5 And who would you like to target?
6 And will you need some product optimisation studies done, too?
7 When can you send me a full written brief?
- 2 1 c 2 f 3 a 4 b 5 d 6 e
- 3 1 e 2 c 3 b 4 d 5 a 6 f

- f** Students discuss the questions in pairs. Make sure they have a specific organisation in mind. If necessary, they could use one of the organisations from Exercise 1a as their case study, or a smaller company from one of the service sector branches they discussed in the *Before you begin ...* activity above.
- g** Students role play the conversation in pairs. Encourage Student A to use the expressions from Exercise 3e and Student B to use the expressions from Worksheet 5. When they have finished, they should swap roles and repeat the role play.

Research techniques

Before you begin ...

Write some quotes about research (in general) on the board to discuss whether they are true of market research. Source: <http://thinkexist.com/quotations/research/>

- *There is nothing like looking, if you want to find something. You certainly usually find something, if you look, but it is not always quite the something you were after.* (J. R. R. Tolkien)
- *Research is to see what everybody else has seen, and to think what nobody else has thought.* (Albert Szent-Gyorgyi)
- *Research is formalized curiosity. It is poking and prying with a purpose.* (Zora Neale Hurston)
- *The trouble with research is that it tells you what people were thinking about yesterday, not tomorrow. It's like driving a car using a rearview mirror.* (Bernard Loomis)
- *Research is what I'm doing when I don't know what I'm doing.* (Werner von Braun)

- 4 a** Students brainstorm market research techniques in pairs. Collect the ideas on the board and then compare students' answers with the list in the key on Student's Book page 105.

Suggested answer

running focus groups; conducting surveys (online, mail, telephone); administering questionnaires; carrying out product tests (taste tests, package tests, etc.); using secondary sources (newspapers, reports, etc.); employing mystery shoppers (people who pretend to be customers in order to report on things like the quality of customer service)

You could also ask the following question.

What are the advantages and disadvantages of each research technique?

- b** Students discuss the question in pairs and then feed back to the class.
- c** Students work in pairs to write an email to Natasha. If you prefer, you could get students to 'speak' their emails to a partner.
- d** Students read the email to identify differences between Carlos's plan and their own.

Suggested answer

Carlos's plan looks like a logical way to achieve Union Direct's research objectives.

- e** Students find examples of the techniques in Carlos's email and check if they used the same techniques in their own emails.

Suggested answers

- Dear Natasha,
- It was good to see you last week ...
- Research objective; Primary research; Secondary research
- The focus groups will also investigate issues ...; We will then follow this with ...; We will use this survey to ...; we will make an analysis of ...

- f** Students discuss the questions in pairs and then feed back to the class.

Answers

- 1 a Primary; field
b Secondary; desk
- 2 qualitative: the focus groups; quantitative: the online survey, the analysis of internal sales figures

Extension activity: qualitative and quantitative research

Students look back at the list of market research techniques from Exercise 4a to identify which techniques are qualitative and which are quantitative. Some of the techniques could be both.

Suggested answers

- Qualitative: running focus groups; employing mystery shoppers
- Quantitative: administering questionnaires
- Both: conducting surveys (online, mail, telephone); carrying out product tests (taste tests, package tests, etc.); using secondary sources (newspapers, reports, etc.)

g Students discuss the questions in pairs and then feed back to the class.

Suggested answers

Primary research allows an organisation to get feedback directly from its customers, which is what Union Direct needs. It also allows the organisation to ask very specific questions, which will also be useful for Union Direct. The only real disadvantage is that primary research is more expensive and takes longer than secondary research.

h Students work in pairs to develop a research plan. Make sure they have a clear idea before they start of the organisation and its research objectives.

i Students underline useful expressions from Carlos's email and then use the phrases to write their own emails.

Suggested answers

- It was good to see you last week, and thank you for sending me a more detailed brief for the research that you would like us to carry out for you.
- I have now developed a research plan, which I hope will give you the information that you need.
- I've summarised the plan below and I've attached a copy of the full plan.
- We would like to focus most of our time on ...
- We recommend beginning with ...
- We would like to ... in order to try and identify ...
- We would also like to speak to ... to find out about their attitudes to ...
- The focus groups will also investigate issues of ...
- We will then follow this with ... aimed primarily at ...
- We will use this ... to find out more about ...
- We do not anticipate that ... will be required.
- However, we will make an analysis of ... in order to identify ...

A focus group

Before you begin ...

If you have internet access in the classroom, play these clips of funny focus groups. Students watch to assess how well the focus groups are moderated.

- Focus group revenge – The Graham Norton Show: <http://www.youtube.com/watch?v=rL17xZU3iXk>
- Dodge commercial focus group: <http://www.youtube.com/watch?v=QwLUaIVSboU>

Suggested answers

The first group is not especially well moderated. The moderator led the conversation towards her own ideas (a sycophantic interviewer, guests plugging their new products). The second group is more effectively moderated: the moderator asks very open questions (*So – what do you think?*) and makes sure all members of the panel are involved (*Binky – any thoughts?*).

5 a Students discuss the questions in pairs and then feed back to the class.

Suggested answers

- 1 Because focus groups give an organisation the opportunity to communicate directly with its audience, they can be useful when an organisation wants to obtain qualitative data – for example, to find out about people's feelings or attitudes towards an organisation, a brand, a product or a service.
- 2 The main advantage of focus groups over one-to-one interviews is that they allow you to gather information from several people at the same time, which can save time and money. Furthermore, focus groups often have synergies that one-to-one interviews don't have; for example, one participant's story may take discussion into new directions and generate many more ideas. One potential disadvantage is that the focus group may be dominated by one or two participants and their views can make it harder for everybody's opinions to be heard. Also, if the discussion goes in multiple directions, it can lack focus.
- 3 A moderator's role is to keep the conversation going – that is, to make sure people are talking and that they are talking about the correct things. To help with this, moderators often write a list of topics or questions that will keep the conversation focused.

b Discuss this with the whole class.**Answers**

- to run a focus group (to organise a focus group)
- to moderate a focus group (see answer to Exercise 5a, question 3)
- to participate in a focus group (to be a member of a focus group)

6 a Students work in pairs to make a list of topics or questions. Make sure students realise the questions are aimed at former customers.**b Students listen to the extract to identify which questions are asked. They should also identify what Martin and Priya said in response to each question (*I didn't trust them; they're much better*).**

▶ 52 page 92

Answers

- 2 What made you change banks?
- 4 How do you feel about your new bank?

c Students listen again to identify the speakers.

▶ 52 page 92

Answers

- 1 N (Carlos asks *What made you change banks?* which means *Why did you decide to change banks?* not *What/Who forced or asked you to change banks?*)
- 2 N (Martin didn't trust Union Direct with his money because he was afraid it would go bankrupt [go bust].)
- 3 M (He says *they're an internet bank, aren't they? And there was that other internet bank ... it went bust. One day, the bank didn't exist any more.*)
- 4 P (She says *these banks, all they care about is making money from you.*)
- 5 N (Priya says *Union Direct had invested all this money in some British company* – she doesn't say that they should invest more in British companies.)
- 6 P (Priya says *Union Direct had invested in a British company that makes trainers ... there were all these young children working there, six-year-old kids!*)
- 7 P (Priya says *I don't want my money paying for things like that ... Some things are more important than making a profit.*)

d Discuss these questions with the whole class.

Suggested answer

Carlos seems to be a very good moderator. He asks open questions; he keeps the conversation moving; he doesn't give his own opinion; and he doesn't ask leading questions – that is, questions which are designed to make a person give a particular answer.

e Students work in pairs to complete the table.**Answers**

- 2 Clarifying what people have said
- 3 Asking about participants' feelings
- 4 Bringing other participants into the conversation
- 5 Keeping the conversation moving

f Do the first phrases with the class as an example, and then tell students to work in pairs to practise the phrases. Students listen and compare. You could pause after each whole phrase so that students can repeat.

► 53 page 92

g Students work in groups of three to role play focus groups. They could choose one of the topics they have already been discussing, or one of the following ideas.

- focus group of people who are not satisfied with internet-only banks
- focus group of people who are afraid of adopting a new technology (e.g. mobile phones)
- focus group of people who have stopped watching a TV channel
- focus group of people who have stopped reading a newspaper
- focus group to evaluate various new inventions (e.g. <http://innventionmart.com/>).

Make sure students realise that the aim is to practise the language of moderating a focus group, so it is important that they use the language from this section. Make sure every student gets a chance to run a focus group. You could move people around between groups after each role play.

An online survey

Before you begin ...

Brainstorm from the class a list of issues that need to be considered when designing and conducting a survey, and ways of ensuring that problems are minimised.

Suggested answers

- Must have clear objectives: know what you want to achieve.
- Must identify target market.
- Must find a way of sampling target market – how many questionnaires are required?
- Must find a way of communicating with interviewees (getting the questionnaire out, persuading interviewees to complete it, getting it back).
- Consider incentives to persuade interviewees to complete the questionnaire.
- Must find a way of dealing with non-respondents to ensure they don't bias the results.
- Must plan questions carefully to ensure they work, they make sense, and they generate useful responses.
- Must plan how results will be analysed (simple presentation of data versus statistical analysis?).

You could also print some examples of questionnaires from the Internet (e.g. <http://www.biztown.ca/resources/downloads/research-questionnaires.pdf>) and get students to complete them to identify what is good and what is less good about them.

7 a Students discuss the questions in pairs and then feed back to the class.

b Students read the advice and match it to the headings.

Answers



- 1 Get a good response rate
- 2 Short is best
- 3 Remember: good questions give good data
- 4 Choose the right type of question
- 5 Think about the order of your survey

Extension activity: explaining how to write a survey

Students cover the text and use only the headings to explain the advice to a partner.

c Students discuss the questions with a partner and then feed back to the class.

d Students work alone to complete the matching activity and then check with a partner. They can then test each other in pairs by reading a definition to elicit the correct word.

Answers



- 1 leading questions
- 2 mutually exclusive
- 3 (to) weight
- 4 incentive
- 5 respondent
- 6 (to) analyse
- 7 ambiguity
- 8 jargon
- 9 feedback
- 10 dropout rate

e Students discuss Carlos's questions in pairs and then feed back to the class.

Answers



- 1 c (the possible answers are all very close in meaning, which will lead to ambiguity); f (the words are not mutually exclusive, for example, something that happens *often* can also happen *regularly*)
- 2 e (*annual percentage rate* and *cash advance rate* are examples of jargon)
- 3 a (Carlos is offering three positive answers and only one negative one, which will weight the responses towards the positive)
- 4 a and b (this is a good example of a leading question that is weighted towards one answer – Carlos wants people to answer *yes*)
- 5 f (both of these answers can be true, so are not mutually exclusive)
- 6 d (this is two questions: Have you changed bank accounts recently? If so, why did you change bank accounts?)

f Students work in pairs to improve the questions and then compare their answers with the ones in the key on Student's Book page 106.

Suggested answers

- 1 How often do you change your bank account?
a Once a year or more b Every 2–5 years c I haven't changed my account in the last five years.
- 2 Which of the following is more important to you when choosing a credit card?
a Paying a low amount of interest on my purchases b Paying a low amount of interest when I use the card at an ATM (a cash machine)
- 3 How would you describe the quality of service you receive from Union Direct?
a Excellent b Good c Average
d Poor e Very poor
- 4 Decide if the following things are (1) very important, (2) quite important, (3) not very important or (4) not at all important for you. Tick (✓) the box to answer.
a My bank should reflect my views on important issues.
1 ☐ 2 ☐ 3 ☐ 4 ☐
b My bank should take responsibility for its actions.
1 ☐ 2 ☐ 3 ☐ 4 ☐
- 5 Tick (✓) the statements that apply to you.
I'm a student. ☐ I work. ☐
- 6 Have you changed bank accounts in the previous two years? Tick (✓) the box to answer.
Yes ☐ No ☐
If Yes, please go to question 7. If No, please go to question 10.

8 Students work in pairs to complete the descriptions.**Answers**

- 1 Over
- 2 satisfied
- 3 feel very strongly that their bank should reflect
- 4 overwhelming
- 5 Around
- 6 minority

**Extension activity: interpreting results**

Discuss with the class how the results from the survey, combined with the focus group, could help Union Direct to identify where it is going wrong.

- 9 Students write surveys in pairs. They should give each other feedback on the quality of the questionnaires before they interview each other, to ensure they follow the advice given in Exercise 7b. Students then interview each other using their surveys and collect the results.
- 10 Students write up the results of their surveys using the expressions from Exercise 8.

Background information and useful web links

Market research

It is important to distinguish between market research (i.e. research about markets) and marketing research (i.e. research about the effectiveness of marketing activities).

Simple but important sources of primary research include:

- employees (i.e. the people who interact the most with your customers)
- comment cards (e.g. Were you satisfied with our services? How could we provide the perfect services?)
- competitors (i.e. pay attention to what they are doing)
- customers (i.e. speak to them while they are on your premises)
- documentation and records of what customers are buying and not buying from you
- focus groups
- surveys by mail
- telephone surveys.

Important sources of secondary research include:

- census information
- business organisations (e.g. Chamber of Commerce)
- government departments (e.g. Department of Commerce)
- libraries and librarians
- trade and professional organisations
- trade and professional publications.

Companies may try to conduct research themselves, but they often use market research agencies.



Useful web links

Market research

http://en.wikipedia.org/wiki/Market_research

Marketing research

http://en.wikipedia.org/wiki/Marketing_research

Market research

http://managementhelp.org/mrktng/mk_rsrch/mk_rsrch.htm

Research techniques

According to the article below, there are five basic methods of market research.

- 1 Surveys (face-to-face, telephone, mail and online surveys)
- 2 Focus groups
- 3 Personal interviews
- 4 Observation
- 5 Field trials



Useful web links

The five basic methods of market research

<http://www.allbusiness.com/marketing/market-research/1287-1.html>

Qualitative and quantitative research

Quantitative research is based on numbers, and allows data to be analysed statistically to find patterns. It is important to ask a large number of respondents exactly the same questions, which have been carefully planned in advance in order to generate meaningful results which can be analysed. The analysis may often be conducted using a computer database and statistical programs.

Qualitative research is more likely to involve open questions, which often are not planned in advance. A smaller number of respondents are interviewed. The quality of the information obtained is generally better than with quantitative research, not least because the interviewer is less likely to influence the outcome during the planning process. The disadvantage is that the data are very difficult to analyse or summarise. They need to be analysed by a human, not a computer.



Useful web links

Definition of market research

http://www.marketresearchworld.net/index.php?Itemid=38&id=14&option=com_content&task=view

Quantitative research

http://www.marketresearchworld.net/index.php?option=com_content&task=view&id=393&Itemid=42

Qualitative research

http://www.marketresearchworld.net/index.php?option=com_content&task=view&id=394&Itemid=42

Qualitative and quantitative market research: where the twain meet ...

<http://www.asiamarketresearch.com/columns/market5.htm>

Integrating quantitative and qualitative methods in social marketing research

<http://www.social-marketing.com/research.html>

Focus groups

A focus group involves encouraging an invited group of participants to share their thoughts, feelings, attitudes and ideas on certain subject.

Advantages of focus groups include:

- quick, cheap and relatively easy to assemble
- good for getting rich data in participants' own words and developing deeper insights
- people are able to build on one another's responses and come up with ideas they might not have thought of in a 1-on-1 interview
- good for obtaining data from children and/or people with low levels of literacy
- provides an opportunity to involve people in data analysis (e.g. 'Out of the issues we have talked about, which ones are most important to you?')
- participants can act as checks and balances on one another – identifying factual errors or extreme views.

Limitations of focus groups include:

- the responses of each participant are not independent
- a few dominant focus group members can skew the session
- focus groups require a skilled and experienced moderator
- the data which results from a focus group requires skill and experience to analyse.



Useful web links

Focus groups – how to run them

<http://www.webcredible.co.uk/user-friendly-resources/web-usability/focus-groups.shtml>

Surveys and questionnaires

These are very widely used in market research, but need to be very carefully planned. As described in the unit, a badly designed survey may severely distort the quality of the information it generates. The sample of respondents must also be carefully planned to ensure that it is a reliable sample of a whole population. The survey must be managed to ensure a high response rate, and it must be calibrated to ensure that non-respondents don't distort results. (For example, are satisfied customers more likely to respond than dissatisfied ones, or vice versa?) The results must be analysed using professional statistical tools.

Note that a *questionnaire* is a set of questions. A *survey* is the whole process of planning questions, creating the questionnaire, interviewing respondents and analysing the results.



Useful web links

Statistical surveys

http://en.wikipedia.org/wiki/Statistical_survey

Sampling (statistics)

[http://en.wikipedia.org/wiki/Sampling_\(statistics\)](http://en.wikipedia.org/wiki/Sampling_(statistics))

Writing survey questions

There are three important aspects to writing a survey:

- 1 determining the question content, scope and purpose
- 2 choosing the response format that you use for collecting information from the respondent
- 3 figuring out how to word the question to get at the issue of interest.

Questions fall into several categories:

- dichotomous questions, e.g. Yes/No, Agree/Disagree
- nominal questions, i.e. choosing from a list of responses, presented in no particular order
- ordinal questions, i.e. ranking into an order
- questions to measure intervals, e.g. Likert scale: strongly agree / agree / neutral / disagree / strongly disagree
- questions to measure cumulative intervals, e.g. Guttman scale: respondents tick all the statements they agree with; the statements are ordered so that respondents are likely to agree with all the statements above a given point and disagree with all lower statements)
- filter or contingency questions, i.e. the answer to one question determines which questions follow.



Useful web links

Constructing the survey

<http://www.socialresearchmethods.net/kb/surv writ.php>

How to write a good survey

<http://www.accesswave.ca/~infopoll/tips.htm>

Worksheet 5

- 1** Use the table to help you to put Carlos's questions in the correct order. Leave the shaded boxes empty.

And / So etc.	Question word	Auxiliary verb	Subject	Main verb	Rest of question
So	what	can	we	help	you with this time?

- 1 we with can time help so what you this
- 2 there on us focus any like specific you'd areas are to
- 3 it demographic be some to would have useful too data
- 4 specific you more can be
- 5 target who you and like would to
- 6 will and too need studies product you optimisation some done
- 7 me can full when you brief send a written

- 2** Carlos used some important techniques for interviewing a client about needs. Match the techniques to his sentences.

1 Ask for specifics.	a And what about branding?
2 Justify your suggestion.	b Fine. Anything else?
3 Make a suggestion in the form of a question.	c For anything in particular?
4 Move on when you understand fully and ask for the next information.	d OK, purchasing patterns on credit cards.
5 Paraphrase to summarise.	e OK. So, how consumers feel about your company, or ... ?
6 Paraphrase with questioning intonation to check.	f Given the current situation in the banking industry, I'd recommend you do some research into your brand, too. It could be important.

3 Complete these extracts from the conversation with Carlos's sentences (a–f) from Exercise 2.

Natasha: Yes, several. Firstly, we need to know more about consumer attitudes.

Carlos: 1 _____.

Natasha: Not only how they feel about us. We're interested in their attitudes towards our competitors and towards the financial services industry in general, too.

...

Natasha: We'd also like to find out more about purchasing patterns.

Carlos: 2 _____.

Natasha: Yes. We're most interested in when and how people decide to change their bank accounts.

...

Natasha: And how they decide where to invest their money – investment funds, tax-free savings accounts, that kind of thing.

Carlos: 3 _____.

Natasha: Yes – credit cards, too.

Carlos: 4 _____.

...

Natasha: The priority at this stage is to identify why we've been losing customers.

Carlos: 5 _____.

6 _____.

Natasha: Actually, yes, it would be useful to have some information regarding attitudes to our brand at this stage.

Cambridge English for Marketing

TEACHER'S NOTES

UNIT 6 New product development (NPD) and branding

- Discussing possibilities in an idea generation meeting
- Developing an idea into a concept statement
- Creating a brand
- Writing a brief for a brand identity

➔ Go to page 85 for essential background information on the topic and useful web links

➔ Don't forget to use the [Additional activity](#) worksheet at the end of this unit; notes and answers on page 76

➔ Marketing terms can be found in the Glossary on Student's Book pages 114–119

► Refers to the Audioscript at the back of the Student's Book

Note

Unit 6 continues the case study of Union Direct bank, started in Unit 5 and continuing into Unit 7. In this unit, the marketing team at Union Direct respond to some market research (Unit 5) by developing a new product and planning a rebrand. Unit 7 will deal with the launch of the new product.

Before you begin ...

Additional activity

Use Worksheet 6 at the end of this unit to introduce the main stages of the NPD process. Students work in teams. Cut up the worksheet and give one set to each team. Students match the nine stages to the definitions (A–I) and then put the stages into the most logical order. Point out that some of the stages may take place at the same time as each other.

Answers

- 1 Idea generation E
 - 2 Screening new ideas B
 - 3 Concept development H
 - 4 Concept testing F
 - 5 Marketing strategy G
 - = 6 Business analysis C
 - = 6 Product development and optimisation I
 - 8 Test marketing D
 - 9 Commercialisation and launch A
- (NB Marketing strategy and Business analysis stages often take place at the same time.)



Idea generation

Before you begin ...

Elicit from the class whether they have ever been involved in idea generation, and what it might involve (see Background information for some techniques for idea generation).

You could also elicit from the class what they remember about Union Direct and Hart Marshall which students saw in Unit 5 of the Student's Book.

- What sort of companies are they?
- Why have they been working together?
- What are they trying to achieve?
- What were the conclusions of the market research?

- 1** Students discuss the questions in pairs and then feed back to the class before going through suggested answers.

Suggested answers

The following steps are often involved in NPD:

Idea generation – An organisation looks for new ideas for products or services that will help it achieve its business objectives.

Screening new ideas – An organisation has to decide if the new product/service ideas are feasible – that is, does the organisation have the time, money and resources to produce them?

Concept development – Initial ideas are made into more concrete concepts.

Concept testing – An organisation tests the new concepts with potential customers; the objective is to find out what they think and what changes need to be made to the concept.

Marketing strategy – The organisation plans how it will achieve its marketing objectives for the new product/service.

Business analysis – An organisation will analyse how profitable the new product/service might be (how much it will cost to produce, how much it will sell for, how much they can expect to sell, their return on investment, etc.).

Product development and optimisation – An organisation will take the initial concept and turn it into something more concrete. In the case of manufacturing, this might be a working model of the product, for example. Optimisation involves carrying out more research on how to improve the product or service.

Test marketing – An organisation tries to find out how the new product or service will perform in the market. One way of doing this is to release the product or service into a small, controlled market first. There is then time to make changes to the marketing mix before the main launch. This is sometimes known as a *soft launch*.

Commercialisation and launch – When the organisation decides to launch the product/service properly, it must put into place plans for manufacturing, delivery and distribution. A promotional campaign will also be launched to promote the new product/service's arrival in the marketplace.

- 2 a** Students read the report to decide if the statements are true or false. When they have discussed their answers with a partner, go through the answers with the class.

Answers



- 1 F – They use adjectives which show that they do not trust the bank (unsafe, risky, impersonal, greedy, secretive, irresponsible).
- 2 T
- 3 F – Customer service levels and product/service features are more important.
- 4 T
- 5 T (*core* means 'most important')

Extension activity: analysing a report

Make sure students understand the ten adjectives and the four core values used in the report (*innovative, convenient, flexible, independent, unsafe, risky, impersonal, greedy, secretive, irresponsible; fairness, justice, the rule of law and equality*) by asking questions e.g. Which adjective describes someone who wants more and more? (greedy); Which adjective describes something which is easy to use and available when you need it? (convenient); Which core value is associated with the idea that everyone, even powerful politicians, businesspeople and policemen, has to follow the same rules? (rule of law).

You could ask the following questions.

- 1 What other adjectives could you use to describe the banking industry in general?
- 2 Why might it be an advantage for Union Direct if people are aware that it is part of a large group?
- 3 Which is more important to you when you choose a banking product: brand loyalty, customer service levels or product/service features?
- 4 Do you expect your bank to treat you with respect?
- 5 Do you expect your bank to represent your core values?

Suggested answers



- 2 Customers may feel reassured that their money is safer with a larger, well-known bank. Reputation is especially important within the world of banking, so it is important to have a long and stable history.

- b** Students listen to the meeting and make notes. Afterwards they compare their notes with a partner and then go through the answers with the class.

► 6.1 pages 92–93

Suggested answers

- 1 Use FjP logo in branding to remind customers that Union Direct is part of a larger group.
- 2 Change investment strategy.
- 3 Appeal to customers' core values: develop a range of ethical products (credit card discounts on ethical products, donate a percentage of purchases to charity, ethical investment fund); change policy on corporate social responsibility.

- c** Students discuss in pairs the best summary and then listen again to check.

► 6.1 pages 92–93

Answers



b

- 3 a** Students discuss in pairs what the actual words might be, and then listen to the extracts to check. When you go through Audioscript 6.2 to check answers with the class, write the actual words on the board, as this will help in later activities.

► 6.2 page 93

Answers



- 1 should make
- 2 would help; were
- 3 could build
- 4 would give
- 5 could offer; gave
- 6 if we can improve; might address
- 7 might also encourage

- b** Discuss this with the class. If necessary, elicit how to say the structures in your students' language.

Answers

- 1 would; should
- 2 might; could



Elicit why these hypothetical structures are so useful for idea generation activities.

Suggested answers

They enable speakers to consider ideas which may be unrealistic or impractical. Even if the ideas are later rejected, the discussion is still useful.



Extension activity: suggesting and responding

Students look at Audioscript 6.1 on pages 92–93 and underline useful ways of asking for suggestions, making suggestions, responding positively and responding negatively to suggestions. Go through the answers with the class. Encourage students to use these expressions in the role play (Exercise 3c).

Suggested answers

Asking for suggestions

Ana, what are your thoughts?
How would we do that?
Can I ask you to start thinking about ...

Making suggestions

It's about trust, isn't it?
What about changing our branding to reflect that?
Well, it would help if some of our investment decisions were ...
And we could build on that in other ways.
Is there any way of dealing with ...?
Well, what about a range of more ethical products?
Well, we could offer a new credit card ...
And we could offer to donate a percentage ...
Could we do something with the investment side of things, too?
What if we made some changes to our corporate social responsibility policy, too?

Responding positively

Yes, that's a good idea. I'll take this forward with FjP head office.
That would be helpful from a corporate image point of view.
That sounds interesting. Keep going.
You mean, what if we tried to appeal more to our customers' core values?
Interesting ...
Yes, that could work, too.
Yes, it would make sense to revisit that ...

Responding negatively

But I'm not sure if simply rebranding is going to be enough.
Is this going to be enough, though?

- c** Students work in groups of three or four to role play an idea generation meeting. Make sure they decide before they start what their company does and what problems it is having.

Concept development and testing

Before you begin ...

Print some inventions from the Patently Absurd website (<http://www.totallyabsurd.com/absurd.htm>) and distribute two or three to each group. The students then play the role of a group of investors. They choose the invention which has the most market potential (NB they should keep an open mind and a sense of humour, as most of the inventions have very limited market potential), and plan how to take their chosen idea forward in the NPD process. Afterwards they present their ideas to the class.

- 4 a Students work in pairs to write a list of questions for each heading. They could choose one of the ideas from the *Before you begin ...* section above.
- b Students work in pairs to match the questions to the seven Ps.

Answers

1 a 2 c 3 d 4 g 5 e 6 b 7 f



Extension activity: the seven Ps

Students test each other in pairs by reading one of the Ps to elicit the appropriate question from their partner.

- c Students read the notes to answer the questions. They discuss their answers in pairs before going through them with the class.

Answers

- 1 A credit card with discounts on green goods (and a charity donation for every pound spent?). A socially responsible investment (SRI) fund. Customers who have one or both of these products get a higher rate of interest on their normal bank account. Union Direct will also offer the best investment advice and have the best trained staff.
- 2 The credit card will have no annual fee, but customers could be charged a higher rate of interest. There will be a low annual management fee for the SRI fund (to be decided).
- 3 Customers can apply for the credit card or invest in the SRI fund through the website or over the phone. There might also be the possibility of selling through FjP Group branches.
- 4 The promotional mix could include: an advertising campaign, a brand launch, a direct marketing campaign, a digital marketing campaign, a PR campaign, sponsorship, sales promotions, direct selling (through the call centre). Possibility of taking part in ethical consumer exhibitions.
- 5 Staff training will be needed.
- 6 The credit card is tangible already. Possibility of producing a brochure and a product-specific website for the SRI fund.
- 7 Via the website or through the call centre. Possibility of access via mobile devices (e.g. iPhone).



Extension activity: marketing vocabulary

Tell students to find a word or phrase in the text that means the following:

- 1 price reductions
- 2 the thing that makes this product different from the rest of the market
- 3 physical – something you can touch
- 4 something to encourage people to do something
- 5 a technique based on very low prices to attract as many customers as possible
- 6 questions and problems
- 7 balance between various tools for promotion, such as advertising and PR

Answers

- 1 discounts
- 2 USP (Unique Selling Proposition)
- 3 tangible
- 4 incentive
- 5 penetration pricing strategy
- 6 queries
- 7 promotional mix

- d** Students work in pairs to make notes based on their discussion in Exercise 4a. If you prefer, students could do this orally, as if they were dictating their writing to a secretary.

- 5 a** Students discuss the questions in pairs and then feed back to the class.

Suggested answers

- 1 A concept statement is a short description of a new product or service idea.
- 2 The purpose of a concept statement is to make a potential customer understand what the product or service is and how it might help them.

- b** Students work in pairs to complete the statement.

Answers

- 1 We 2 we 3 our 4 we 5 We 6 we 7 will 8 will
9 And 10 will 11 will 12 And 13 even 14 All

- c** Students discuss the questions in pairs and then feed back to the class. Point out that the techniques highlighted in this exercise will help students to write their own concept statements.

Answers

- 1 will 2 even 3 and 4 all 5 we/our

- d** Students discuss the question in pairs and then feed back to the class.

Answers

- 1 solution 2 solution 3 problem 4 solution 5 solution

- e** Students work in pairs to write their concept statements, using the guidelines and language from this section. If they need inspiration, they could use one of the examples from the *Before you begin ...* exercise above.

Creating a brand

Before you begin ...

Brainstorm onto the board a list of the world's best brands. You will need to establish with the class what criteria to use to decide what makes a brand good. Then compare your ideas with the list of the world's best brands from Interbrand (http://www.interbrand.com/best_global_brands.aspx) and the criteria they use to measure the strength of brands (http://www.interbrand.com/best_global_brands_methodology.aspx?langid=1000).

- 6 a** Students discuss the questions in pairs and then feed back to the class.

Suggested answer

- 2 Good branding can give an organisation a competitive edge in the market. Your brand represents what you are offering the customer.

- b** Students discuss the collocations in pairs and then feed back to the class. Don't give the definitions yet as they are in Exercise 6c.
- c** Students work alone to match the collocations to the definitions.

Answers

- 1 brand leverage
- 2 brand image
- 3 brand personality
- 4 brand identity
- 5 brand strategy
- 6 brand objectives
- 7 brand essence

Extension activity: collocations with *brand*

Students test each other in pairs by reading a definition to elicit the correct collocation.

- 7 a** Students discuss the question in pairs and then feed back to the class.

Answers

A brand manager is responsible for a company's brand(s) and brand strategy. That may include creating new brands, or maintaining or relaunching existing ones.

- b** Discuss with the class what might be involved in each of the steps. Students listen to identify which of the steps are discussed.

► 6.3 page 93

Answers

define the brand
design the brand identity

- c** Students complete the extracts in pairs and then listen again to check their answers. Afterwards, go through the meaning of the difficult words (e.g. *distil*, *evoke*, *convey*) with the class.

► 6.3 page 93

Answers

- 1 see; associate
- 2 express
- 3 cares; understands; recognises
- 4 distil; defines
- 5 conveys
- 6 represents
- 7 make; evoke
- 8 launch

Language note

The verb *distil* comes from chemistry – it refers to the process of strengthening or purifying a liquid by changing it into a gas and then cooling it back into a liquid. Metaphorically, it is the process of making information shorter and clearer – extracting the key message.

The verb *evoke* means to cause somebody to remember something (*to evoke a memory*) or feel an emotion (*to evoke a feeling*). Certain smells, sounds and images can be very *evocative*.

The verb *convey* means to express a message so that it is understood by other people.

- d** Students discuss the questions in pairs and then feed back to the class.

Answers

- 1 brand image
- 2 brand image
- 3 brand personality
- 4 brand essence
- 5 brand essence
- 6 brand identity
- 7 brand identity
- 8 brand leverage

- e** Students discuss the questions in pairs and then feed back to the class. Encourage them to use the phrases from Exercise 7c. They could use some of the brands from the Interbrand ranking (see *Before you begin ...* above).

Brand identity

Before you begin ...

Print copies of these two blog articles: *Writing creative briefs – what not to do* (<http://brandmentoring.com/blog/2009/01/29/writing-creative-briefs-what-not-to-do/>) and *How to write a good brief* (<http://www.thinkingjuice.co.uk/news-how-to-write-a-good-brief-125.html>). Students work in pairs to read one article each and to highlight the key advice for writing briefs. They then summarise the advice to their partner and try to find similarities between the two sets of advice.

- 8 a** Students work alone to match the section titles to the information and then compare their ideas with a partner.

Answers

2 h 3 c 4 a 5 e 6 d 7 f 8 b

- b** Students read the extracts to identify the sections they come from.

Answers

A 4 B 6 C 8 D 2

Extension activity: analysing a brief

You could ask the following questions.

- 1 In paragraph A, what might be involved in *aligning* Union Direct to its customers' values?
- 2 In paragraph B, what does AB refer to? What other categories are there in this system?
- 3 In paragraph D, what do you understand by the term *ethically-sound*?

Answers

- 1 Bringing Union Direct's values into line with those of its customers through changing corporate attitudes and communicating those changes.
- 2 This is a social group, based on NRS social grades (see http://en.wikipedia.org/wiki/NRS_social_grade). The grades refer to traditional social classes (e.g. upper middle class, working class) or the typical jobs done by people in the grades. A refers to senior managerial/professional people, B is middle managerial or administrative, C1 is clerical or junior managerial, C2 is skilled manual workers, D is unskilled workers and E is casual workers, pensioners and others who depend on the state for their income. The six grades are often simplified into three: AB, C1/C2 and DE.
- 3 Based on good ethical principles. Solid.

- C** Students discuss the concepts in pairs. Encourage them to use some of the phrases from Exercise 7c in their discussion.

There is no right or wrong answer to this exercise: the aim is to get students to discuss the three concepts. Note that for question 1, the branding agency has not included the words, 'Part of the FjP Group', which Natasha had requested in Extract C of her brief.

- d** Students do the writing at home or in pairs in the classroom. Encourage them to use the language and techniques from this section.

Background information and useful web links

New product development

The stages in the process are explained in Worksheet 6 on page 89. There is a similar list of stages in the Wikipedia article below, with details of what each stage involves.

The beginning of the NPD process is what is known as the Fuzzy Front End – so called because it is the stage where definitions and objectives are not yet clear. This is the stage before a concrete concept is on the table, and it can take as much as 50% of the time required for NPD. The Fuzzy Front End includes the following:

- Opportunity Identification
- Opportunity Analysis
- Idea Genesis
- Idea Selection
- Concept and Technology Development.



Useful web links

New product development

http://en.wikipedia.org/wiki/New_product_development

The PDMA glossary for new product development

http://www.pdma.org/npd_glossary.cfm

New product development process

<http://www.knowthis.com/principles-of-marketing-tutorials/managing-products/new-product-development-process/>

Idea generation

Techniques for brainstorming:

- Define and agree the objective.
- Brainstorm ideas and suggestions having agreed a time limit.
- Categorise/Condense/Combine/Refine.
- Assess/Analyse effects or results.
- Prioritise options / Rank list as appropriate.
- Agree action and timescale.
- Control and monitor follow-up.

The central rule of brainstorming is that all ideas are good ideas and should be written down. Even if they are rejected later (as most will be), they may lead to new ideas which will be accepted.

There is a long list of further techniques for generating ideas at Creating Minds (link below).



Useful web links

Brainstorming technique for problem-solving, team-building and creative process

<http://www.businessballs.com/brainstorming.htm>

The step-by-step guide to brainstorming

<http://www.jpb.com/creative/brainstorming.php>

Tools for creating ideas

http://creatingminds.org/tools/tools_ideation.htm

How to use the analogy technique

<http://www.brainstorming.co.uk/tutorials/analogytutorial.html>

Ethical investment funds

Ethical investment is also known as Socially Responsible Investment (SRI). Investment funds are tools for people to invest their wealth in businesses. Each fund manages money belonging to a large number of investors. There is a fund manager who chooses where to invest the fund's money.

Investors may be worried that the companies in which they invest might, for example, be exploiting developing countries or damaging the environment, or they may have concerns about supporting company activities that they don't approve of. In such cases, they may choose an ethical investment fund.



Useful web links

A guide to ethical investing

<http://www.investmentuk.org/factsheets/EI/default.asp>

O&A: Ethical investment funds

<http://www.guardian.co.uk/money/2008/feb/11/investmentfunds.moneyinvestments>

Rebranding

This may involve major changes to the brand's logo, brand name, image, marketing strategy, and advertising themes. These changes are typically aimed at the repositioning of the brand/company, usually in an attempt to distance itself from certain negative connotations of the previous branding, or to move the brand upmarket.



Useful web links

Rebranding

<http://en.wikipedia.org/wiki/Rebranding>

Case study – examples of rebranding

http://tutor2u.net/business/marketing/casestudy_rebranding.asp

Case study – the rebranding of Skoda

http://tutor2u.net/business/marketing/casestudy_skoda.asp

Concept statement

The concept statement is usually a short paragraph, but can be as short as a single sentence or even one word (see examples below). It does not form part of the marketing communication in itself (so potential customers will never read the concept statement), but it will inform the whole process of NPD and later communication.

The concept statement can be a short, descriptive, easy-to-remember phrase that tries to capture the intention or purpose of a product or service. It makes clear what sets the product or service apart from those of competitors. By establishing a common vision throughout the design process, it serves as an anchor point or common ground for the design team.

Examples that illustrate the nature and characteristics of concept statements for websites:

- Disney Website: The happiest place on earth (<http://disney.go.com>)
- Apple iMac (new iMac design): sunflower (www.apple.com/imac)
- Example travel site: A personal assistant with the spirit of an explorer and the concern of a mother.

One way of structuring longer concept statements is to include the following:

- a statement of the problem that the product is meant to solve
- a definition of the type of solution that the product requires
- supporting attributes (physical and communications) that add credibility to the product's ability to solve the problem.



Useful web links

Concept statements and website messages

http://www.sapdesignguild.org/community/design/concept_statem.asp

How to write a new product concept statement that works

<http://ricardojc.wordpress.com/2009/02/14/how-to-write-a-new-product-concept-statement-that-works/>

Concept statement guidelines

<http://fiuchallenge.com/downloads/concept-statement-guide.pdf>

Brands

A brand can be defined in many ways, but it may be thought of as a name or a trademark of a company, product or service. Very often a brand is associated with a logo, but the brand is much more than that: it includes the whole set of characteristics that constitute a brand's image, its personality and its identity.

Brands can be thought of as a guarantee of quality: customers like to know what they are buying and trust that the company would not risk its hard-earned reputation by permitting inferior or variable quality.

Although brands are rather intangible, they have very real financial value – often they are a company's biggest asset. See Interbrand rankings below.



Useful web links

Brand management

http://en.wikipedia.org/wiki/Brand_management

Brand

<http://en.wikipedia.org/wiki/Brand>

Best global brands

http://www.interbrand.com/best_global_brands.aspx

Interbrand's method for valuating the best global brands

http://www.interbrand.com/best_global_brands_methodology.aspx?langid=1000

Untangling brand equity, value, assets and health

http://www.brandchannel.com/papers_review.asp?sp_id=1460

Brand identity, brand image, etc.

Brand identity is the total proposition that a company makes to consumers – the promise it makes. It may consist of features and attributes, benefits, performance, quality, service support, and the values that the brand possesses. The brand can be viewed as a product, a personality, a set of values, and a position it occupies in people's minds. Brand identity is everything the company wants the brand to be seen as.

Brand image, on the other hand, is the totality of consumer perceptions about the brand, or how customers see it, which may not coincide with the brand identity.

Companies have to work hard on the consumer experience to make sure that what customers see and think is what the companies want them to see and think.



Useful web links

Corporate identity, brand identity, and brand image

<http://www.brandingasia.com/columns/temporal10.htm>

Defining Corporate Identity, Brand Identity & Brand Image

http://www.web-source.net/internet_marketing/22523.html

Briefs

These are short pieces of communication between different organisations (e.g. an advertising agency and its client) setting out exactly what one organisation is proposing or what it expects from the other organisation. A client will prepare a brief explaining what it wants the agency to do, and then the agency will prepare a creative brief summarising its ideas and what it proposes to do.



Useful web links

Writing creative briefs – what not to do

<http://brandmentoring.com/blog/2009/01/29/writing-creative-briefs-what-not-to-do/>

How to write a good brief

<http://www.thinkingjuice.co.uk/news-how-to-write-a-good-brief-125.html>

Worksheet 6

Idea generation	A When the organisation decides to launch the product/ service properly, it must put into place plans for manufacturing / delivery and distribution. A promotional campaign will also be launched to promote the new product/service's arrival in the marketplace.
Screening new ideas	B An organisation has to decide if the new product/service ideas are feasible – that is, does the organisation have the time, money and resources to produce them?
Concept development	C An organisation will analyse how profitable the new product/ service might be (how much it will cost to produce, how much it will sell for, how much they can expect to sell, their return on investment, etc.).
Concept testing	D An organisation tries to find out how the new product or service will perform in the market. One way of doing this is to release the product or service into a small, controlled market first. There is then time to make changes to the marketing mix before the main launch. This is sometimes known as a soft launch.
Marketing strategy	E An organisation looks for new ideas for products or services that will help it achieve its business objectives.
Business analysis	F An organisation tests the new concepts with potential customers; the objective is to find out what they think and what changes need to be made to the concept.
Product development and optimisation	G The organisation plans how it will achieve its marketing objectives for the new product/service.
Test marketing	H Initial ideas are made into more concrete concepts.
Commercialisation and launch	I An organisation will take the initial concept and turn it into something more concrete. In the case of manufacturing, this might be a working model of the product, for example. Optimisation involves carrying out more research on how to improve the product or service.

Cambridge English for Marketing

TEACHER'S NOTES

UNIT 7

Product launch and promotion

- Creating and presenting a marketing message
- Presenting the promotional mix
- Communicating effectively to internal stakeholders
- Planning and writing a press release

- ➔ Go to page 101 for essential background information on the topic and useful web links
- ➔ Don't forget to use the [Additional activity](#) worksheet at the end of this unit; notes and answers on page 99
- ➔ Marketing terms can be found in the Glossary on Student's Book pages 114–119

► Refers to the Audioscript at the back of the Student's Book

Note

Unit 7 continues the case study of Union Direct bank, started in Units 5 and 6. In this unit, the marketing team at Union Direct deal with the launch of the new product that was developed in unit 6.

The message

Before you begin ...

If you have internet access in the classroom, watch this clip with the class:

Most Memorable New Product Launch 2009 Top 10 <http://www.youtube.com/watch?v=1A87VrpHcBU>

Students watch the clip to make notes on the top launches of 2009. These should provide examples and inspiration for discussions throughout this unit.

Answers

= 10 Slim design LED TV; battery-powered mosquito repellent

9 Mobile phone

8 Spicy nacho sauce

7 Burger

6 Sandwich

5 Blackberry phone

4 Snuggie

3 Computer game

2 Range of coffee drinks

1 Grilled chicken

Even if you don't have internet access, use the list of new products to generate a discussion.

- 1 Why are consumers less and less aware of new products that are launched, no matter how heavily promoted they are?
- 2 Can anything be done to overcome this problem?
- 3 Which of these launches would work in your country?
- 4 What stages are involved in the launch and promotion for one of these products or services?
- 5 How early in the process of new product development (NPD) does the launch need to be planned?

Suggested answers

- 1 People may be watching less TV, so may miss mass-marketing campaigns. Campaigns may be so well targeted that mass markets don't see them at all. Consumers may encounter too many launches, and therefore forget most of them.
- 4 Answers will vary radically depending on the product, but see the Background note below for a summary.
- 5 In a marketing-led company, the launch should be planned (at least provisionally) right from the beginning of the NPD process.

Note**New product launch summary**

- 1 Ensure the product is market ready and that clear objectives are set.
- 2 Agree project launch team to include Sponsor, Leader and representatives from all key disciplines.
- 3 Develop Launch Strategy.
- 4 Develop launch critical path and agree reporting procedure.
- 5 Agree early in-market plan to include key performance indicators (KPIs), responsibilities, evaluation and reporting procedures.
- 6 Continue to monitor and assess performance against KPI's post launch.

Source: http://www.scotlandfoodanddrink.org/Asset.aspx?item_id=11612&name=How%20do%20I%20develop%20a%20product%20launch%20strategy.pdf

- 1 a** Discuss the first question with the whole class. Then students discuss the remaining questions in pairs and then feed back to the class. Write students' suggestions for question 4 on the board.

Suggested answers

- 1 A marketing message explains: what your organisation does; how your organisation can help people (customers/stakeholders); why people should trust your organisation; why people should prefer your organisation's services or products to your competitors'. A marketing message is not the same as a slogan. A slogan is a short phrase which presents the main idea of an organisation or product in a way that is easy to remember. The marketing message is often used to create a slogan.
 - 2 A marketing message can be aimed at internal or external stakeholders; it depends on the organisation's objectives.
 - 3 In a service industry, a company's products are intangible (cannot be touched or held). The marketing message is particularly important for a company in a service industry because it has to help the consumer to understand what the product is and what the consumer will get for his/her money. The marketing message can help the organisation's product seem to be tangible.
- Information about Union Direct:
 Union Direct is an internet-only bank. It is part of the FjP Group, the third-largest banking group in the world. It commissioned some market research to find out why it was losing customers. The research showed that people didn't trust their money with the bank; that it had a bad corporate image; and that its customers weren't loyal. The bank decided to make its links with the FjP Group stronger through rebranding and to develop a range of ethical products (e.g. credit card discounts, an ethical investment fund) called Union Direct Ethical, and to change its corporate social responsibility policy.

- b** Students could look through Units 5 and 6 or the summary on page 107 if they need reminding about Union Direct, before discussing the questions in pairs and then feeding back to the class.

Note that the answers to this exercise will be given in the listening activity in Exercise 1d.

- c** Discuss with the class any differences between your students' questions from Exercise 1a, question 4, (on the board) and the five questions in Exercise 1b.
- d** Students listen to check their answers to Exercise 1b.
▶ 7.1 pages 93–94

Answers

- 1/2 People who want their bank to care about the same political and social issues as they do.
People who don't trust their bank.
- 3 Union Direct can offer them an ethically-sound place to invest their money and a way to support the charities that they care about.
- 4 A customer who spent £1,000 on his/her credit card would have £10 donated to charity. A customer who invested with Union Direct Ethical would hopefully get a good return on investment and be sure that his/her money was being invested ethically.
- 5 Union Direct have the best-trained staff and give customers a higher rate of interest on their current account as a reward.

- e** Students complete the matching exercise in pairs and then discuss their answers with the class.

Answers

1 c 2 e 3 b 4 d 5 a

Extension activity: analysing a presentation

Discuss these questions with the class.

- 1 Natasha said that the message needs to be clear, powerful, consistent and attention-grabbing. Do you think she has succeeded in those four aims?
- 2 What technique does Natasha use in the first two sentences of the marketing message?
- 3 Why does Natasha give an example?
- 4 Why did Natasha start the last point with 'And'?

Suggested answers

- 1 Yes. The message is clear because she uses signposts (e.g. *We help these people by ...*). It is powerful because she uses a believable example with emotions (e.g. *uncomfortable, sure*), superlatives (e.g. *best*) and strong verbs (e.g. *donate, reward*). It is consistent because the term *ethical* is repeated and reinforced. It is attention-grabbing because it starts with a real problem.
- 2 Repetition (*Union Direct ethical is for people who ...; It is for people who ...*).
- 3 To make the abstract message seem more relevant to real customers.
- 4 To show that she is offering a further example of how *we're going to be the best*, and that this will be the final example.

- f** Students work in pairs to complete the marketing message and then feed back to the class.

Answers

- 1 want
- 2 don't have
- 3 used to
- 4 to know
- 5 offering
- 6 would be
- 7 would allow
- 8 could also find out
- 9 have
- 10 giving

- 2 a** Do the first sentence with the class so they know exactly what to do. Then play the rest of the recording for them to mark the stress on the other words/phrases. Discuss the answers with the class, including any reasons for stressing particular words. For example, the words which are stressed are important words which Natasha wants to convey to her audience. The types of words which are stressed are key words such as the verbs: *grabs*, *cares* and *reward*; adjectives to add emphasis: *vital*, *clear*, *powerful*, and *best*; words used for negatives and contrast, or surprising information, such as *don't* trust, *used* to, *we'd* donate £10.

The aim of this exercise is to remind students that the most important thing for students to remember when presenting is to make sure they convey all the key content and surprising or new information to their audience.

► 7.1 pages 93–94

Answers

So you can see that it's vital that our marketing message is clear and powerful and grabs people's attention. ... for people who don't trust their bank as much as they used to. It is for people who care about the same things that they do. We help these people by offering them ... we'd donate £10 a month to the charity of their choice on their behalf. That same customer could also ... we're not the only bank offering ethical banking services – but we're going to be the best. We have the best-trained staff ... And we reward people who choose Union Direct Ethical by ...

- b** Students go through the second paragraph of the extract in Exercise 1f and decide which words to stress. They then take turns to say the extract to a partner. Encourage them to exaggerate the stress. Then play the recording for students to compare while they look at Audioscript 7.2, where the stressed words are underlined. Afterwards, elicit whether the exaggerated stress sounded odd or whether it added to the effectiveness of the presentations.
- 7.2 page 94
- 3 a** Students write a marketing message in groups. Ideally, they should write a message for a product they know well, but you may use some of the examples from the video (see *Before you begin* ... above) for inspiration. Make sure they answer the five questions in Exercise 1b. Encourage them to use the phrases and structures from Exercise 1e.
- b** Students plan where to use emphatic stress and then take turns to present their marketing message to each other. Finally, a representative from each group should present that group's message to the class.
- c** Students discuss the initial concepts in small groups.
- d** Students work in pairs to complete the phrases.

Answers

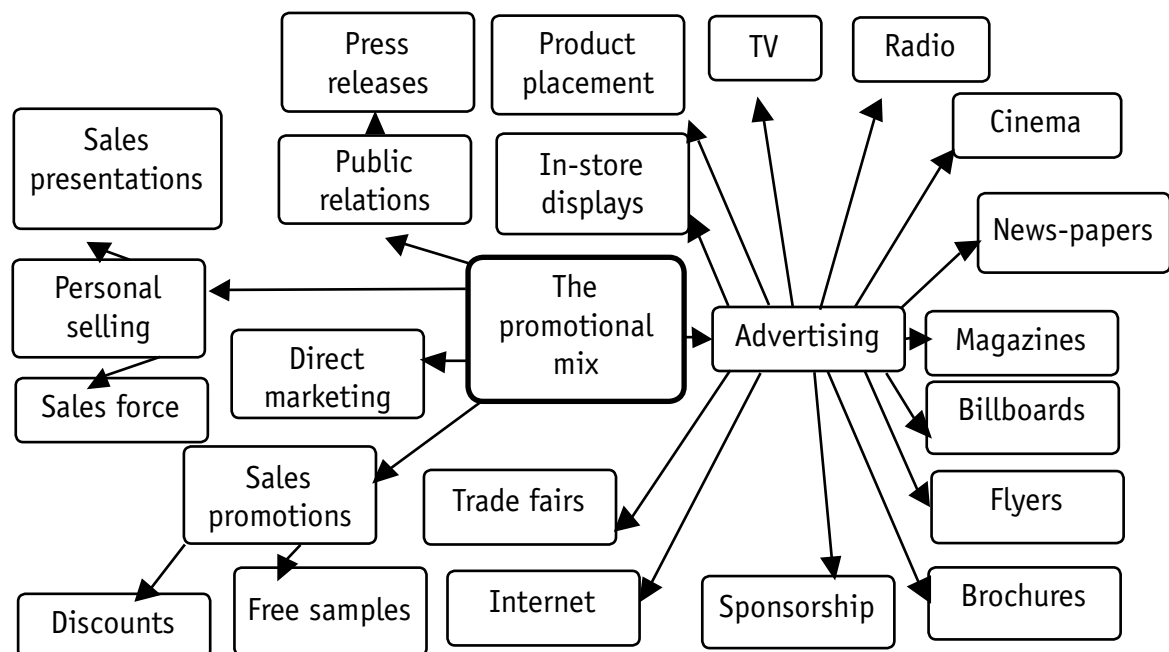
- 1 work
- 2 across
- 3 seems
- 4 emphasis
- 5 powerful; danger
- 6 double; hand
- 7 say
- 8 communicates; communicate

- e** Students work alone to write sentences about the adverts using the phrases. Point out that the sentences do not need to be especially original.
- f** Students take turns to read their sentences to a partner and to discuss each other's sentences.
- g** Students discuss the concepts in small groups, using the sentences they wrote in Exercise 3e. They should discuss whether the billboards achieve the aims Natasha presented to the marketing team, and what changes they would make to the concepts in order for them to convey the marketing message more effectively.

The promotional mix

Before you begin ...

Brainstorm onto the board a mind map, using the following ideas to get started.



- 4 a** Students match five of the tools to the pictures in pairs and then feed back to the class.

Answers

- 1 A street marketing
B sales promotion
C sponsorship
D press advertising
E direct mail
- 2 If you pay commission to an agency, the advertising is above-the-line (ATL). In advertising below-the-line (BTL), no commission is paid.
- 3 ATL: press advertising, TV advertising, outdoor/out-of-home advertising, online advertising
BTL: personal selling, public relations, sponsorship, street marketing, direct mail, sales promotions
- 4 TTL means *through-the-line*. TTL uses both ATL and BTL channels.
- 5 Union Direct operates in a *B2C* market (*business to customer*). It will therefore probably take a TTL approach. Organisations that operate in *B2B* markets (*business to business*) tend to prefer BTL channels because they are not trying to reach a mass audience.
The answer to which tools Union Direct Ethical would use will be given in Exercise 5b.

b Students discuss the questions in pairs and then feed back to the class.

.....
Extension activity: promotional tools

Students discuss the advantages and disadvantages of various tools in terms of e.g. cost, measurability, impact, etc.

5 a Students listen to decide if the statements are true or false. Discuss the answers with the class.

► 7.3 page 94

Answers

- 1 F – She says that she will talk about the specifics later.
- 2 T – It is a TTL approach.
- 3 F – She handles both of the interruptions calmly and professionally.

b Students try to complete the slides without listening and then listen again to check.

► 7.3 page 94

Answers

- 1 TV advertising
- 2 Outdoor/out-of-home advertising
- 3 Press advertising
- 4 Direct mail
- 5 Personal selling
- 6 Sponsorship
- 7 public relations (PR)

c Do this quickly with the class.

Answers

- 1 c 2 b 3 d 4 a

d Students work in pairs to find more phrases.

Answers

- a Coming back to what I was saying ...
- b Moving on to ...
- c As you can see ...
- d Yes, I'll be coming on to that in just a second.

Extension activity: useful phrases for presentations

- In small groups, students brainstorm more phrases for each of the functions.
- Collect good examples on the board.

Suggested answers**Returning after a question or interruption**

Going back to what I was saying, ...
As I was saying, ...

Moving onto the next slide

As you'll see on the next slide, ...
Let's look at the next slide.

Showing information on a slide

As you'll be able to see, ...
If you just look here, you'll be able to see ...

Responding to an interruption

I'll get on to that later.
I won't go into that now, actually, because ...

- e Students work in pairs to plan a promotional mix for a product or service. (NB you could use one of the ideas from the video clip above.) They then plan how to present their ideas to the class, using the phrases from this section.

Extension activity: mini-presentations

- As an optional homework activity, get students to prepare slides for mini-presentations of their ideas. They can then perform these in class in the next lesson.

- f Students take turns to present their promotional mix to the class. The other students should play the role of the marketing team, and ask questions about the presentations.

Internal marketing

Before you begin ...

In pairs, students discuss the following questions.

- 1 How would you define the term *internal marketing (IM)*?
- 2 What are the benefits to an organisation of good IM?
- 3 Why is IM particularly important in the service sector?

Write the following words on the board: *internal marketing, change, internal stakeholders, internal communication channels, internal marketing techniques, buy-in*.

Students work in pairs to try to work out the connection between the words, and to think of examples for some of the categories. They then read the introductory paragraph on Student's Book page 59 to compare it with their ideas.

Suggested answers

- 1 IM is the process of communicating with internal stakeholders in the same way as external stakeholders – that is, understanding that satisfying the needs and wants of internal stakeholders is as important as satisfying the needs and wants of external stakeholders. In some ways, an organisation's employees are seen as customers and their jobs as the product.
- 2 The main benefit of good IM is higher employee satisfaction. That can lead to lower turnover (people leaving the organisation to go and work somewhere else) and improved customer service. It can also make the implementation of change easier.
- 3 Because services are intangible, customer service levels are a vital element of an organisation's offer. Good customer service can help organisations in the service sector to differentiate themselves from their competitors; the quality of an organisation's workforce can therefore give it a competitive advantage. If employee satisfaction is high because of the successful application of IM techniques, then customer service levels may rise and customer satisfaction will increase.

Change: new product/service, rebranding, relocation, new corporate structure

Internal stakeholders: employees, shareholders, managers

Internal communication channels: email, newsletters, meetings, intranet, posters

Internal marketing techniques: free samples, discounts, away-days, reward schemes

6 a Students work in pairs to complete the matching exercise.**Answers**

2 d 3 e 4 b 5 a 6 f 7 h 8 i 9 g 10 j

Afterwards elicit from the class how each of the channels or techniques can encourage buy-in.

Suggested answers

Online forums: Staff can express their opinions and feel like part of the decision-making process.

Loyalty programmes: Staff receive financial or other incentives to buy/use the company's products/services regularly.

Written manifestos: If such manifestos are prominently displayed, employees understand what the company is doing and why.

Away-days: Create team spirit and a sense that the company has a human side.

Childcare facilities: The company shows that it cares about its employees, in the hope that employees will care about the company.

Training sessions: Direct impact: communication about change, new message, etc.

Indirect impact: staff feel valued, that they are making progress in their careers.

Overseas conferences: Motivating, good for team spirit, educational.

Plasma screens: Contain images and messages to communicate with internal customers.

Mission statements: Employees need to know why the company exists and why it does what it does.

Staff discounts: Staff encouraged to use company products/services. Also creates positive feelings towards the company.

b Students work in pairs to complete the table.**Answers**

Internal communication channels
 Electronic: online forums
 Print: written manifestos; mission statements
 Face-to-face: training sessions
 Workplace (environment): plasma screens
 Internal marketing techniques
 Incentive schemes: loyalty programmes; staff discounts
 Events: away-days; overseas conferences
 Facilities: childcare facilities

c Students discuss the question in small groups. You could turn this discussion into a role play, where students play the role of managers planning how to communicate the message.**d Students read the email to identify the channels and techniques.****Answers**

Channels: email, training sessions, intranet, online forum, written manifesto
 Techniques: incentive schemes (staff discounts, competitions)

e Students discuss the questions in pairs. Make sure they justify their answers to question 1 with examples from the email. Note that the email is not intended to be especially persuasive in its current form (i.e. with gaps). The gapped phrases are intended to make it much more persuasive.**Answers**

- 1 All of the adjectives could be used to describe the email.
Clear means easy to understand; *concise* means not containing unnecessary words or information; *inclusive* means written to all relevant groups; *informative* means giving a lot of useful information; *relevant* means containing the correct information for its purpose; *persuasive* means making you want to do or believe something

f Students work in pairs to complete the exercise.**Answers**

- 1 we are delighted to announce that
- 2 don't forget that
- 3 hundreds of
- 4 Simply click [here](#) to
- 5 fantastic
- 6 You'll be pleased to hear that
- 7 truly
- 8 Remember that

g Students discuss the question in pairs and then feed back to the class.**Suggested answer**

They make the email more persuasive – that is, they make the reader more motivated to act.

h Students discuss the questions in small groups.

Language note

Question 3 uses a third conditional (*If you had been in charge ... what would you have done ...?*). Make sure students understand this refers to the unreal past. You may decide to encourage students to use similar grammar in their discussions, if they have already studied this language.

**Additional activity**

If students are unlikely to have experience of internal marketing, you could use **Worksheet 7** at the end of this unit to generate a discussion.

Answers

- | | | | | |
|---|---|-------|----|---------|
| 1 | 1 | start | 7 | care |
| | 2 | first | 8 | idea |
| | 3 | on | 9 | great |
| | 4 | back | 10 | problem |
| | 5 | like | 11 | work |
| | 6 | for | 12 | keen |

- i** The writing can be done at home or in class (in small groups). Encourage students to use the language and techniques from the model email in Exercise 6d.

A press release

Before you begin ...

Print some examples of press releases from the Internet. You could search Google News (<http://news.google.co.uk/>) for 'press release' in order to get topical news stories. In groups, students decide what product/service each press release is promoting, how effective it is, and what techniques it uses to make the story appeal to journalists and readers.

- 7 a** Students read the press release to answer the questions in pairs and then feed back to the class.

Answers

- 1 The objective is to announce the launch of a new range of ethical banking products.
- 2 It is not clear who the press release has been written for. However, it will probably be sent to the national press and the specialist financial/business press.
- 3 Yes. It contains information about the launch of a new product/service which represents a change from the bank's normal business; and a suggestion that the bank is going to change the way it does business in the future.

- b** Students discuss the advice in pairs. Make sure students justify their answers with examples. Then discuss the questions with the class.

Answers

- 1 Yes. The angle is that Union Direct are refocusing their offer to a brand new market segment: the ethical consumer. It is worth reporting because it shows how important the market for ethical products has become.
- 2 Yes. The headline is short (less than ten words) and makes the reader want to continue reading to find out the *how*, *when* and *why*.
- 3 Yes. Union Direct refers to itself in the third person.
- 4 Yes. It says that the market for ethical products in the UK is worth over £30 billion.
- 5 Yes. It uses quotes from Union Direct's Sales and Marketing Director.

- C** Students analyse the press release in pairs and then feed back to the class. Point out that the rules are intended as good guidelines – of course real-life press releases use a range of similar techniques.

Answers



- 1 the company and the product; present tenses
- 2 the features and benefits; future tenses
- 3 direct speech
- 4 present tenses

Extension activity: analysing press releases

Repeat the exercise using authentic press releases (see *Before you begin ...* above).

- d** Students work in small groups to write a press release using one of the three scenarios. They could also choose one of the new products from the video clip at the beginning of this unit.

Background information and useful web links

New product launch

A product launch is an integral part of new product development (NPD). It is one of the most important parts of marketing: a successful launch can make all the difference between a product or service that sells and one that fails.



Useful web links

New product development

http://en.wikipedia.org/wiki/New_Product_Development

The PDMA (Product Development & Management Association) glossary for new product development

http://www.pdma.org/npd_glossary.cfm

Product launch checklist

<http://www.npd-solutions.com/launch.html>

How to launch a new product

<http://www.dbmarketing.com/articles/Art122.htm>

Marketing message

This is intended to communicate with the target market. It is much fuller than a slogan. The marketing message has a very specific function:

- it must grab the attention of the target buyer
- it must explain how your product or service can solve that person's problem
- it must build trust
- it must explain why the buyer should choose your product/service over that of a competitor.

The five questions in Exercise 1b are explained and developed in the first web article below.



Useful web links

The five-step formula for creating your marketing message

<http://www.powerhomebiz.com/vol129/marketing.htm>

Your marketing message on pretzels?

<http://www.youtube.com/watch?v=HpJ5p4QAvfU>

Effective marketing tips – three steps to create a marketing message that stands out from the crowd

<http://www.youtube.com/watch?v=5YLx3HWndeU>

The promotional mix

It is often said that there are four key elements to the promotional mix: advertising, personal selling (i.e. using a sales force), sales promotions (e.g. special offers) and promotion (i.e. public relations, PR). This list may be extended to include direct marketing (e.g. telephone selling, email marketing) and sponsorship.



Useful web links

Promotion – introduction to the promotional mix

http://tutor2u.net/business/marketing/promotion_mix.asp

Promotional mix

http://en.wikipedia.org/wiki/Promotional_mix

Promotional mix in detail

<http://learnmarketing.net/promotionexpanded.htm>

Above-the-line (ATL), below-the-line (BTL), through-the-line (TTL)

ATL advertising involves mass media such as TV, radio, newspapers, etc. BTL involves less conventional methods such as direct mail, PR and sales promotions. For some marketers, ATL refers to Awareness or Attention focused marketing and BTL refers to Interest + Desire focused marketing. Advertising agencies often specialise in either ATL or BTL advertising (or they do both, in which case they call themselves TTL agencies).



Useful web links

Below the line

[http://en.wikipedia.org/wiki/Below_the_line_\(advertising\)](http://en.wikipedia.org/wiki/Below_the_line_(advertising))

What's the difference between above, below and through the line?

<http://www.ad-mad.co.uk/node/21>

Internal marketing

This involves selling an idea (e.g. a new product, a new method, a new style of working) to individuals within your own organisation. An important concept is buy-in: if employees buy into the idea, they believe in its value and will work to support it. Without buy-in, employees may resist change, or they may fail to understand its importance.

Internal marketing is most obviously important with sales people and customer-service staff, who need to understand and communicate the marketing message on behalf of the company. Less obviously, staff away from the front line also need to buy into the new way of thinking or acting. To take the example of the ethical banking product in this unit, the whole organisation needs to see ethical behaviour as central to its work. If, for example, an office manager treats the office cleaners disrespectfully, or an IT manager fails to pay a supplier on time, it sends a signal to the public and to other employees that *ethical* is just a marketing gimmick.

Internal marketing is also important for staff motivation, commitment and productivity: if employees believe their work is aligned to their own values, they will enjoy it more and try harder.



Useful web links

Internal marketing lesson

http://www.marketingteacher.com/Lessons/lesson_internal_marketing.htm

How to influence employee behaviour through internal marketing

<http://www.personneltoday.com/articles/2003/04/08/18252/how-to.influence-employee-behaviour-through-internal.html>

Corporate Social Responsibility (CSR)

This is a form of self-regulation, where a company recognises its responsibility for the impact of its activities on the environment, consumers, employees, communities, stakeholders, etc. Corporations may benefit in multiple ways by operating with a perspective broader and longer than their own immediate, short-term profits. Some cynics may see it as merely another form of advertising/PR: creating a positive impression because it is good for business. For this reason, it is important that CSR is part of a company's mission/vision statement, rather than simply a marketing gimmick that can be abandoned when financial circumstances change.



Useful web links

Corporate social responsibility

http://en.wikipedia.org/wiki/Corporate_social_responsibility

Corporate social responsibility

<http://www.mallenbaker.net/csr/index.php>

Press releases

These are a crucial part of PR, which in turn is a key part of marketing. The main advantage of press releases over other forms of advertising is that they generate free publicity: the newspaper or magazine may be happy to run a story about a new product or service simply because it is interesting. Journalists are often happy when someone else does their work for them and provides them with a ready-made story. The downside of press releases is that the company has little control over the final content of news stories.



Useful web links

Tips, guidelines and templates for writing an effective press release

<http://www.prwebdirect.com/pressreleasetips.php>

Some examples of how to write a press release

<http://www.freelancewritingtips.com/2008/02/some-examples-o.html>

News release

http://en.wikipedia.org/wiki/News_release

Free press releases

<http://www.freepressreleases.co.uk/>

Worksheet 7

You are managers at the headquarters of chain of restaurants. You are in the process of rebranding your chain as family-friendly restaurants. You already have new menus and a media marketing campaign, but you also want to get buy-in from your employees.

- 1 Before your meeting, look at the useful language. For each phrase, choose one word from the box to put in the gap.**

back care first for great idea keen like on problem start work

Useful language

Managing the meeting

- 1 OK, so let's make a _____.
- 2 The _____ item on the agenda is ...
- 3 I think we need to move _____.
- 4 Let's make a note of that and come _____ to it later.

Assigning roles

- 5 I'll do that, if you _____.
- 6 Could you be responsible _____ that, please?
- 7 Would you mind taking _____ of that one?

Responding positively

- 8 That's a really good _____.
- 9 That would be _____.

Responding negatively

- 10 Yes, but the _____ is ...
- 11 I don't think that would _____.
- 12 I'm not _____ on that idea.

- 2 Discuss the ideas on the agenda below and choose the best ones. Make sure you consider the costs as well as benefits of each idea.**

Agenda

1. Aims for IM
 - Target market: who do we want to persuade?
2. Suggestions for IM
 - Internal marketing techniques
 - Front-line staff training: how to deal with children?
 - Away-days: zoo? schools? children's adventure playgrounds?
 - Staff discounts (e.g. for swimming pools, kids' clothes, books, etc.)
 - Childcare facilities for employees
 - Family days for employees?
 - Staff party – with kids?
 - Days off for employees to spend with their families?
 - Bring-family-to-work days?
3. Communication channels
 - New mission statement on display at headquarters? In all offices? In all restaurants?
 - Monthly email/newsletter to all staff
 - Plasma screens?
4. Plan of action

Cambridge English for Marketing

TEACHER'S NOTES

UNIT 8 Digital marketing

- Talking about results
- Making your point persuasively
- Discussing digital marketing objectives and tools
- Writing good web copy

- ➔ Go to page 116 for essential background information on the topic and useful web links
- ➔ Don't forget to use the [Additional activity](#) worksheet at the end of this unit; notes and answers on page 115
- ➔ Marketing terms can be found in the Glossary on Student's Book pages 114–119

- ▶ Refers to the Audioscript at the back of the Student's Book

A failing strategy?

Before you begin ...

Write on the board *Digital marketing – tools and techniques*. Brainstorm a list of tools and techniques from the class. Avoid explaining too many of the terms that will come up in this unit – the aim is to get ideas from the class, rather than pass on new information.

You could also elicit what students think will happen with digital marketing in the near future: what are the current trends?

Suggested answers

Tools: email, SMS, website, blogs, banner ads, pop-up ads, social networking sites.

Techniques: online sales, search engine optimisation, web analytics, viral marketing, permission marketing, user-generated content, paid search listings.

- 1 a Students discuss the questions in pairs and then feed back to the class.

Answers

- 2 A guidebook publisher

- b Students discuss the questions in pairs and then feed back to the class. Put the best ideas from the SWOT analysis onto the board.

Answers

- 1 Learn about the company; buy guidebooks through the website; find out which shops sell the guidebooks; search the site; find out about current and future titles; contact the company; read about destinations.

Suggested answers

- 2 **Product/Service mix:** Friendly World publish and sell guidebooks to a large number of cities. Their homepage doesn't suggest that they offer any other products or services.
Customers: Their customers are probably people travelling to a country that Friendly World publish a guide to, who want/need to find out more about how to spend their time in that country. It's not obvious what their customer demographic (age, gender, etc.) is.
Positioning: Friendly World want to be seen as an approachable, inclusive, dependable and expert brand. Their name and slogan suggests approachability and inclusiveness, while the focus on the company's long history and the up-to-date information contained in its guidebooks emphasises dependability and expertise. The homepage also makes a direct appeal to potential customers' hopes and dreams, promising that it will help them turn a normal holiday into a special trip. In terms of their competitors, Friendly World seem to be positioning themselves as the most experienced guidebook publisher in the market.
Value proposition: The homepage suggests that when a customer buys a guidebook from Friendly World, they will have access to the most up-to-date travel information possible for a certain city – information that comes from the publisher's 30 years of experience in the travel guide business; this is Friendly World's USP. The homepage also suggests that the information in the guidebooks will somehow help travellers to have a much better holiday ('turn a holiday into the trip of a lifetime'); this is what they offer the customer in return for their money.
- 3 **Strengths:** 30 years of experience; established, well-known brand; publish guides to a large number of countries; simple online distribution method through website ordering; (probably) extensive distribution through stockists (bookshops, etc.).
Weaknesses: Limited product range (i.e. only guidebooks); main product is potentially out-of-date (are people still using printed guidebooks?); the company's website has very little functionality and content (it is basically just an online catalogue).
Opportunities: Use advances in web technology to find out more about what customers want and need; use new digital marketing techniques to increase awareness of what the company offers.
Threats: Existing competition from both on- and offline guidebook publishers; new entrants (barriers to entry are probably quite low); substitute products (customers have a lot of choice); printed guidebooks becoming less popular, free online resources becoming more popular.

2 a Students listen to the first part of the meeting to answer the questions.

► 8.1 page 94

Answers

- 1 a Liam is a Publishing Manager. He would be responsible for the company's publishing strategy – that is, he would decide what guidebooks they publish and what kind of information the books contain.
 b Marijana is a Web Marketing Executive. She would be responsible for implementing an organisation's web marketing strategy.
- 2 He wants to get input from him on how the digital marketing strategy might affect the publishing strategy, and vice versa.
- 3 a

- b** Students work in pairs to match the terms to the definitions.

Answers

2 c 3 d 4 j 5 g 6 a 7 f 8 b 9 h 10 e



Extension activity: digital marketing vocabulary

Students test each other in pairs by reading one of the definitions to elicit the correct term from their partner. They could also choose two terms to ask their partner to explain the differences (e.g. *What's the difference between 'site traffic' and 'click-through rate'?*).

- c** Students discuss the statements in pairs and then listen again to check.

▶ 8.1 page 94

Answers

- 1 site traffic
- 2 site traffic
- 3 the click-through rate from our email campaigns
- 4 conversion rates
- 5 paid search listings/campaign
- 6 SEO
- 7 online sales



- d** Students change the expressions in pairs and then feed back to the class.

Suggested answers

- 1 We've **seen a dramatic rise/increase** in
- 2 It's **up** over 50%
- 3 has been **rising steadily**
- 4 were **significant**
- 5 they **were generating**
- 6 But this **has translated into**
- 7 They're **up significantly**

Extension activity: describing trends

Brainstorm onto the board adjectives, nouns, verbs, adverbs and prepositions to describe trends.

Adjectives	Nouns	Verbs	Adverbs	Prepositions
steady	a rise	to rise	steadily	It's up from X to Y.
dramatic	an increase	to increase	dramatically	It's up by X%.
sudden	a fall	to fall	suddenly	It's under/over X%.
steep	a decrease	to decrease	steeply	
slight	a dip	to jump	slightly	
gradual	a peak	to be up/down	gradually	

- e** Students discuss the questions in pairs. Make sure they know to use the expressions from Exercises 2c and 2d.

Extension activity: digital marketing techniques in practice

If the students have no experience of these techniques, before the discussion you could brainstorm examples of a company that relies heavily on digital marketing (e.g. a maker of digital cameras, a newspaper website, etc.). Go through the ten terms from Exercise 2b to elicit some trends from the class, using vocabulary from Exercise 2c and 2d. Then students repeat the exercise in pairs with a different company or website.

- f** Students discuss the questions in pairs and then feed back to the class.

Suggested answers

- 1 Friendly World's digital marketing objectives are not immediately clear. Their main objective seems to be to sell books to customers directly through the Web, using their website as an online catalogue and distribution channel; they want to attract visitors to the website in the hope that they will learn more about the company's products and buy something directly through the site.
- 2 It's not immediately clear what their digital marketing strategy is. At the moment, their tactics simply involve using search engine marketing and email campaigns to encourage people to visit the website. Once there, it is hoped that people will buy.
- 3 See Exercise 3b.

- 3 a** Students discuss the question in pairs and then feed back to the class. Don't give the answer at this point as the answer is given in Exercise 3b.

- b** Students listen to check.

► 82 pages 94–95

Answers

The company has been suffering from *marketing myopia* – that is, it hasn't been monitoring its market very well and has therefore missed some opportunities. The travel market has changed rapidly (customers are changing, they read reviews from other travellers; there is new competition; anyone can publish their views online). Because Friendly World hasn't adapted, it is now suffering a loss in sales.

- c** Students discuss the statements in pairs and then listen again to check.

► 82 pages 94–95

Answers

1 a 2 b 3 b 4 b 5 b

- d** Students discuss the questions in groups and then feed back to the class. Before you begin, make sure students know what a PEST analysis is – remind them that it was covered in Unit 2, where it was called a PESTEL analysis, including in addition Environmental and Legal factors.

Suggested answers

- 1 People aren't using guidebooks in the way they used to; that is, they're finding other ways to research their holidays: user-generated content (customer review sites, blogs, etc.).
- 2 See Exercises 4b and 4c.
- 3 As Liam is responsible for the company's guidebook publishing, he may be worried about external factors which suggest that the company's strategy is out-of-date or unsuccessful. He may also be concerned that the quality of the product is being questioned.
- 4 Political factors: Political unrest / war in countries/regions which are popular with tourists may affect sales of books about that country/region. Fear of global terrorism may stop some people travelling.
Economic factors: Another global economic crisis will probably have a negative impact on the travel industry; with less money to spend and fears of unemployment, many people may choose not to travel abroad.
Sociological factors: Most key sociological factors show that the company should be doing well in this market environment: couples in English-speaking countries are generally choosing to have children later in life, meaning they have more time and money to travel when they are younger; travel has become an affordable and desirable leisure activity. However, as more consumers become aware of environmental ('green') issues, the popularity of air travel may fall, meaning people are less likely to travel abroad.
Technological factors: The increase in popularity of user-generated web content, which is creating new competitors to the company's core business (its main or principal business activities).

- e** Students discuss the questions in pairs and then feed back to the class. You could play the recording again and discuss with the class what techniques the people used to convey their attitudes.

Answers

1 a 2 b 3 b

**Note**

This exercise is intended to emphasise the importance of tone of voice in communicating attitude. Students need to understand the effect of their own tone of voice and also be able to read another person's attitude from their tone of voice. Tone needs to be practised carefully, to avoid sounding too aggressive/bored/direct, etc.

- f** Students work in pairs to complete the exercise and then feed back to the class.

Answers

- 1 What I mean is that
- 2 I think it's clear
- 3 what I'm trying to say is that
- 4 No one's suggesting that
- 5 All I'm saying is
- 6 I think what Ali means is

**Extension activity: using tone of voice to convey attitude**

Students work in pairs to read each sentence in Exercise 3f with at least two different tones of voice (e.g. rude/aggressive/supportive/patient). Their partners have to guess what attitude they were trying to convey.

- g** Students role play the meeting in groups of three, paying particular attention to their tone of voice – they should play the roles with the same attitudes as in the original recording. The first time they role play the meeting, they may use Audioscript 8.2 on pages 94–95. Then they role play the meeting again, so that the student who played Liam has a chance to sound supportive and patient, this time without the script.
- h** Students write the email alone as homework or in pairs in class.

New objectives

Before you begin ...

The following text provides a simple step-by-step guide to developing a digital strategy: **8 Steps to developing a digital strategy for your business** (<http://www.diginomarketing.com/news/8-steps-to-developing-a-digital-strategy-for-your-business.html#visuallyappealing>). You could elicit from the class what the eight steps might be and write these up on the board. Print enough copies of the article so there is one per group of three or four, and cut them to separate the headings from the paragraphs. You could also cut off the numbers of the steps. Students work in their groups to match the headings with the paragraphs and then put the steps into the most logical order. The first team to finish is the winner. At the end, give each student a link to the original article (or a printed copy) for their reference, and discuss similarities and differences with the list of steps on the board.

- 4 a** Students work alone to make a list of marketing objectives and then discuss their ideas in small groups. Write up the best ideas on the board.
- b** Students listen to identify which of the ideas on the board were mentioned.
- 8.3 page 95

Answers

See Exercise 4c.



- c** Students discuss in pairs which verbs complete the collocations and then listen again to check. Afterwards elicit which other verbs could be used.
- 8.3 page 95

Answers

- 1 change
- 2 increase
- 3 improve
- 4 grow
- 5 generate

(The above represents how the collocations are used in the meeting. However, it is also possible to say, amongst others, *increase online sales*, *increase advertising revenue*, *grow advertising revenue*, *generate site traffic* and *generate online sales*.)



- d** Students discuss the questions in pairs and then feed back to the class. Make sure students remember what SMART means.

Answers

- 1 to change people's perception (i.e. the company's value proposition)
- 2 **Suggested answer**

The objectives are all quite specific. However, objective 1 is not measurable and none of the objectives are timebound. Without knowing more about Friendly World's internal resources, it is impossible to know if these objectives are achievable or realistic.



You could ask the following questions.

- 1 Which of these adjectives would you use to describe the atmosphere at the meeting and the participants' attitudes towards each other? aggressive; bitter; calm; collaborative; confrontational; defensive; focused; heated; hostile; productive; warm.
- 2 What techniques did the speakers use to avoid making the meeting too confrontational?
- 3 Would you use the same techniques in your culture?

Suggested answers



- 1 collaborative; focused; heated; productive
- 2 They disagreed with each other politely. They disagreed with the ideas, not the people.

- e** Students work in pairs to complete the phrases. Allow them to check Audioscript 8.3 if necessary.

▶ 8.3 page 95

Answers



Making suggestions

I think the first thing we **need to do** is ...

I think our first priority **should be** ...

If I can **just add** one more thing here: ...

Inviting suggestions

Who'd like to **start**?

Would you **agree**, Marijana?

Agreeing

Yes, I absolutely **agree**.

Yes, I **think** you're right.

Yes, that's a **good point**.

Politely disagreeing

I'm not so **sure**, Marijana.

Well, not **necessarily**.

You're right, Liam, **but** ...

- f** Students work in groups to role play the meeting. Encourage students to use the expressions from Exercise 4e.

New tools and techniques

Before you begin ...

Elicit from the class what they understand by the terms Web 1.0 and Web 2.0, with examples of websites from the two eras. Students then watch this clip, Explaining Web 2.0 (<http://www.youtube.com/watch?v=7BAXvFdMBWw&feature=fvw>), to answer the following questions. You may choose to stop the video at the points marked [break] for students to discuss their answers and feed back to the class before moving on.

- 1 What three types of online connection does Web 2.0 allow?
- 2 What are the three key aspects of Web 2.0?
- [break]
- 3 What four types of service does the speaker use to illustrate interpersonal computing?
- 4 What term does the speaker use to refer to an integrated online offering?
- 5 What three examples does the speaker give of web services that are 'mashed together'?
- 6 What does SaaS stand for?
- 7 What examples does the speaker give of SaaS?
- [break]
- 8 According to the speaker, why have some companies failed to take Web 2.0 seriously?
- 9 How will Web 2.0 impact on key industry players like Microsoft?
- 10 How does the new business model work?
- 11 What, according to the speaker, was a common Web 1.0 strategy?
- 12 What strategy do companies now need to adopt?

Answers



- 1 Between two or more people; between two or more online services; and between individual users and software applications.
- 2 Interpersonal computing; web services; and software as a service.
- 3 Social networking (e.g. Facebook, MySpace), wikis (e.g. Wikipedia), blogs (e.g. Blogger) and online video (e.g. Kaltura, YouTube).
- 4 Mash-up.
- 5 Online payment systems (e.g. WorldPay, PayPal); maps and related data (e.g. Microsoft Virtual Earth); video hosting (e.g. YouTube embedding).
- 6 Software as a Service.
- 7 Human resources and project management applications such as Employeease and Clarizen; Google docs; Zoho; Jooce.
- 8 They believe it is mostly marketing hype or teenage social networking.
- 9 They will struggle as many of their core products will have to compete with free online products.
- 10 Basic applications and services are provided for free, but a small minority of users pay for service support, customisation or association.
- 11 Build a great website and hope people will visit.
- 12 They need to inhabit websites where users are known to be (such as Facebook, MySpace and YouTube).

5 a Students discuss the questions in pairs and then feed back to the class.

Suggested answers

- 1 Web 1.0 and Web 2.0 are both used to describe the World Wide Web. Web 1.0 generally refers to the time before Web 2.0, so it is easier to begin with a definition of Web 2.0. Web 2.0 is often called the 'Second generation' of the Web and refers to a change in how we see the Web: the Web was seen as a place that gives you information (Web 1.0) and is now seen as a place that you participate in (Web 2.0).
- 2 Web 2.0 offers marketers the chance to connect with customers in a more direct and personalised way; it also allows marketers to react quickly to new trends or important events; and many Web 2.0 features also allow companies to easily learn more about their potential customers.

b Students read the newsletter to insert the Web 2.0 features.

Answers

- 1 Blogs
- 2 Tagging
- 3 Citizen media
- 4 RSS feeds (stands for *Really Simple Syndication*)
- 5 Wikis
- 6 Social networking
- 7 Podcasts
- 8 User-generated content (sometimes called UGC; also called *consumer-generated media* [CGM] or *user-created content* [UCC])
- 9 Viral marketing

C Students discuss the questions in groups and then feed back to the class.

Extension activity: useful vocabulary

Use some or all of these questions as a class discussion to draw attention to some useful vocabulary (in bold) from the newsletter.

- 1 Do you agree that Web 2.0 is **here to stay**?
- 2 Do you know of any websites that are **making the most of** the features of Web 2.0?
- 3 Apart from online, how can companies **interact with** customers?
- 4 Think of some examples of **searchable** websites.
- 5 Think of some well-known websites. What **content keywords** might they use?
- 6 Do you know any websites that **use** RSS feeds **to their best advantage**?
- 7 What sort of **content** might **draw** people to a website?
- 8 Think of some well-known websites. How can users **get involved**?
- 9 Do you know any companies that have **built awareness** through social networking sites?
- 10 In this age of Web 2.0, do companies still need to pay for **airtime** on the radio and TV?
- 11 Do you agree that user-generated media is easily **measurable**?
- 12 Why is **word of mouth** such a powerful thing?

6 a Students listen to identify the Web 2.0 features that are mentioned.

► 84 pages 95–96

Answers

Blogs; User-generated content (in this case, the forum); Tagging; RSS feeds; Social networking; Podcast

b Students discuss the questions in pairs and then listen again to check.

► 84 pages 95–96

Answers

- 1 Blogs
- 2 Blogs (specifically, giving the bloggers advice on using keywords and phrases in their blogs [SEO])
- 3 The forum / user-generated content
- 4 The forum / user-generated content
- 5 The forum / user-generated content
- 6 PDF updates; podcasts
- 7 RSS feeds
- 8 Social networking sites, for example Facebook

C Students work in pairs to add the phrases to the table.

Answers**Making suggestions**

What about (a) ... ?
 Why not (have) ... ?
 It'd be a good way to ...
 We could ...
 I'd like to suggest that ...
 Or, even better, we could ...

Inviting suggestions

What else?
 Any other ideas?
 Does anyone have anything else to add?

Agreeing

That's a really interesting idea.
 Sounds good.
 Yes, that could work.
 Yes, that's a much better idea!

Politely disagreeing

Won't that ... ?

- d** Students role play the meeting in small groups. Encourage them to use phrases from this unit.

Effective writing for the Web

Before you begin ...

Print examples of websites which aim to sell a product or service, ideally connected with your students' own work or their interests. Distribute the printouts to students. Students work in pairs to discuss (a) whether the language is persuasive or not and (b) what language techniques are used (or not used) well to achieve the desired effect. They then present their ideas to the class.

- 7 a** Students discuss the questions in pairs and then feed back to the class. Write their *Dos* and *Don'ts* up on the board.
- b** Students read the advice to decide whether they agree or disagree with everything. They then discuss in pairs what they remember about the advice. What was the most useful and least useful piece of advice? How does the advice compare with their lists on the board?

Extension activity: effective writing for the Web in practice

Students look back at the examples of websites from the *Before you begin ...* activity to decide whether they employed any of the techniques from the articles.

- c** Students discuss the questions in pairs and then feed back to the class.

Suggested answers

Marijana has followed most of the advice for writing good web copy, except for the use of bullet points and bolding to emphasise what she is saying. She has also used several words with more than two syllables.

- d** Students discuss the question in pairs and then feed back to the class.

Suggested answers

city break (a short holiday when you visit a city); San Francisco; Golden Gate Bridge; Fisherman's Wharf; Chinatown; Californian cuisine; Californian wines; cheap accommodation; best hotels; cheapest hotels; Northern California; San Francisco Film Festival; free tickets; Moscow; Red Square

- e** This will work best as a classroom activity, with students working in pairs. It is a good idea for students to swap their writing with another pair to suggest improvements.

Additional activity

Worksheet 8 at the end of this unit offers a chance to analyse three examples of very bad web copy and to improve them using the techniques from this unit. Students work in pairs to identify the problems and to rewrite the extracts. Note that extract 3 deliberately uses some unusual vocabulary, which students do not need to learn: if students don't understand it, neither will customers, so it needs to be simplified.

Suggested answers

All three extracts: long paragraph, no headings, no emphasis, no bullet points.

Extract 1: It is difficult to identify what the paragraph is about – the first sentence doesn't tell us.

Suggested improvement:

- *Do you still write your own copy? Are you wondering why customers aren't visiting your site?*
- *Times have changed. Copywriting is a serious business that can make all the difference between failure and success. Businesses like yours need expert support.*
- *We are experts in writing web copy, with over 15 years of experience helping businesspeople like you to fulfil their potential. Click [here](#) to arrange a free consultation with one of our experts.*

Extract 2: The writers have forgotten the target audience. Companies often mistakenly use their 'our people' sites for private jokes. The information may be too detailed (e.g. listing a person's complete fields of expertise) or too personal. It is vital to remember that this page is a marketing tool, and should support the company's marketing objectives.

Suggested improvement:

*Our people: Brian King, Sales Manager (Europe). Brian knows our customers better than anybody, and is constantly trying to find ways to improve our offer to you. He says, 'I'm proud to be in charge of a great team of young, dynamic sales professionals. They really understand the importance of **listening to customers** ... and not just selling.'*

Extract 3: It is not positive enough. The vocabulary should be simpler. The first sentence should be more powerful.

Suggested improvement:

Come and stay at Happy Landings, the perfect place for a weekend break by the sea. Happy Landings is a family-run hotel in the pretty seaside town of Portrush.

- *Wonderful sea views from most rooms, including a spectacular panoramic view from the restaurant*
- *Large rooms – ideal for families*
- *Beautiful house and gardens*

Background information and useful web links

Digital marketing

This can be divided into two categories: *push* (where the marketers send content to potential customers, typically via email, SMS or RSS) and *pull* (where the potential customer is attracted to the marketer's content (e.g. website, blog), typically because it offers a quick and easy way to buy the product, it has attractive content or there is some sort of promotion (e.g. a competition). Online adverts such as banner ads and pop-ups are commonly used to pull customers to websites.

Digital marketing is becoming so central to marketing that it is difficult to justify classifying it as something different – it is simply marketing. At the time of writing, digital marketing is expected to become more personalised, more social, more interactive and more mobile.



Useful web links

Digital marketing

http://en.wikipedia.org/wiki/Digital_marketing

Looking into the future of digital marketing

<http://www.emarketer.com/Article.aspx?R=1007149>

What is Digital Marketing?

<http://www.mobilestorm.com/resources/digital-marketing-blog/what-is-digital-marketing>

Eight steps to developing a digital strategy for your business

<http://www.diginomarketing.com/news/8-steps-to-developing-a-digital-strategy-for-your-business.html#visuallyappealing>

Search engine optimisation (SEO) and search engine marketing (SEM)

SEO involves adapting the content of a website to generate better results (e.g. more hits, more sales, more unique visitors, more target customers from a particular market). It contrasts with SEM, which involves paying a search engine in order to get a higher position in rankings. It involves careful use of key words (i.e. those that potential customers might search for) and removing technological barriers that might prevent search engines from accessing the site.

There is a constant battle between some marketers and search engines: the marketers want quick and easy ways to reach the top of rankings; the search engines want to produce search results that users find useful. Search engines may block websites that use extreme forms of SEO such as spamdexing, link farms, keyword stuffing and article spinning.

An important part of SEM is paid placement, also known as Pay Per Click (PPC). Advertisers bid in an auction for certain keywords (e.g. digital cameras). The company that bids highest has its link or advert at the top of the sponsored search result listings. The companies then pay the host (e.g. a search engine) the amount agreed on every time someone clicks on the link. The amount they pay is the Cost Per Click (CPC). A company can decide to stop paying for PPC advertising, but it cannot physically cancel its listing. Companies only pay what they have budgeted and cannot be charged more. A key selling point of search is that it can be used quite reactively and within the budgets of any company.



Useful web links

Search engine optimisation

http://en.wikipedia.org/wiki/Search_engine_optimization

Search engine marketing

http://en.wikipedia.org/wiki/Search_engine_marketing

Google's search engine optimisation starter guide

<http://www.google.com/webmasters/docs/search-engine-optimization-starter-guide.pdf>

Web 1.0 and 2.0

These terms are pronounced *Web one point zero / two point zero*, or simply *Web one* and *Web two*.

Web 1.0 was the dominant model for the first decade of the Internet, and involved companies providing a website that members of the public visited. Web 2.0 evolved out of the interactive features that some Web 1.0 websites included, such as discussion forums. Web 2.0 is much more of an interactive experience, with much more user-generated content.

The three main parts of Web 2.0 are interpersonal computing (e.g. social networking), Web services (e.g. mash-ups, where a site such as Google Maps or PayPal provides a service for another site), and software as a service (SaaS, where users can use online software applications, usually free of charge, instead of downloading and installing software such as Microsoft Office on their own computer).



Useful web links

Explaining Web 2.0

<http://www.youtube.com/watch?v=7BAXvFdMBWw&feature=fvw>

Evolution Web 1.0, Web 2.0 to Web 3.0

<http://www.youtube.com/watch?v=bsNcjya56v8>

Writing web copy

There is a perceived distinction between writing web *content*, which is the editorial work involved in writing articles, news stories, etc., and writing *Web copy*, which is a form of marketing. Content writers are experts and employees; copywriters are marketers. However, it is increasingly recognised that all Web content is a crucial part of marketing, and needs to be treated as copy.



Useful web links

Web copywriting tips, and advice on web page optimisation

<http://www.excessvoice.com/web-copywriting-tips.htm>

Top 10 tips for writing good web copy

<http://www.webteam.bham.ac.uk/content/tips.shtml>

Example of bad web copy

<http://www.badlanguage.net/seven-types-of-bad-writing>

Worksheet 8

Look at these extracts from websites. What is wrong with them? Use the list of tips in Exercise 7b to identify problems. Then rewrite the extracts so that they are more effective.

<p>1</p> <p>15 years' Experience</p> <p>Many people think they know about marketing, but most of them aren't experts. They think they can just put information about their company up on the Web and wait for customers to start visiting and spending money. Unfortunately, times have changed and that's no longer a sensible way of going about things. Our customers come to us because we've got over 15 years' experience as marketing consultants. We provide expert advice on creating effective web copy to really bring your website to life.</p>	
<p>2</p> <p>Our people</p> <p>Brian King, Sales Manager, Europe. Brian is our king of sales – he can sell anything to anyone. He studied psychology at the University of South Wales and has worked for us for over 2½ years. He works hard and plays hard. His skills on the cricket field are matched by his natural gift for selling.</p>	
<p>3</p> <p>Happy Landings</p> <p>Welcome to our website. Happy Landings is a small, family-run hotel in the quaint seaside town of Portrush. We're not very far from the sea, and you can see it from some of our rooms, which is really nice on a clear day. Our hotel's spacious interiors complement its picturesque exterior. We hope you'll enjoy your stay – if you decide to book a room.</p>	

Cambridge English for Marketing

TEACHER'S NOTES

UNIT 9 Agencies and suppliers

- Responding to a request for information from a potential client
- Pitching informally to a potential client
- Choosing a supplier based on selection criteria
- Evaluating good copy

- ➔ Go to page 128 for essential background information on the topic and useful web links
- ➔ Don't forget to use the [Additional activity](#) worksheet at the end of this unit; notes and answers on page 126
- ➔ Marketing terms can be found in the Glossary on Student's Book pages 114–119
- ▶ Refers to the Audioscript at the back of the Student's Book

The tender process

Before you begin ...

Brainstorm with the class a list of marketing capabilities: things that a marketing department or agency might do. There is a list of such capabilities in Exercise 2b on Student's Book page 72, but you do not need to elicit the whole list.

When you have finished, students work in small groups to decide whether these activities are best done in-house (by a marketing department) or outsourced to an agency. If the answer is 'it depends', students should discuss what it depends on.

- 1 a** Students discuss the questions in pairs and then feed back to the class.

Suggested answers

- 1 Because the relationship with the organisation's current agency has broken down.
Because of a fall or 'plateau' in sales. If sales have plateaued, it means that they are neither growing nor falling but are constant.
To act on some new market research findings, which the current agency may not be able to do / may not have a specialisation in.
Because of the launch of a new product, service or brand.
Because of a change in personnel, either in the organisation itself or in their current agency.
Because a new agency has had some success with a similar brand.
- 2 The tender process differs from company to company. Typically, an organisation will notify potential suppliers that it requires a service and invite suppliers to pitch for that service. This can be called a *request for proposal*, *request for tender* or *request for bid*, which is sometimes (but not always) preceded by a *request for information*.
Potential suppliers are often invited to pitch for the contract in person – that is, to give a presentation explaining why they are the best supplier for the contract. The organisation must then select the supplier that it feels will best be able to carry out the contract. This is done by judging each supplier against specific selection criteria.

b Students read the text to answer the question.**Suggested answer**

A request for information is designed to give an organisation a general idea of what a potential supplier can do. It is intended to help the organisation narrow down (reduce) the number of potential suppliers for a contract.

c Students work in pairs to choose the correct answers.**Answers**

1 a 2 a 3 b 4 a 5 a 6 b 7 a 8 b

**Extension activity: vocabulary**

Students test each other in pairs by reading the beginning of one of the definitions to elicit the correct ending.

- 2 a** Students read the overview on the following page to find out whether the Brownswood Group would be suitable as a partner for Alchemy Fireworks. They then answer the questions with a partner without looking at the text again.

Answers

- 1 full-service
- 2 Provide; services
- 3 tailored; meet; needs
- 4 manage; accounts
- 5 closely; with
- 6 determine; grow

**b** Students complete the list of capabilities in pairs and then feed back to the class.**Answers**

Marketing – Market Research;
Strategic Planning
Public Relations – Media Training;
Crisis Communications
Advertising – Media Planning and Buying: local, regional and national
Creative – print, web and broadcast: Radio/TV Commercial Production;
Copywriting; Layout and Design

**Extension activity: capabilities**

This would be a good opportunity to compare the list with the ideas generated in the *Before you begin* ... exercise above. You could also get students to test each other by covering the list of capabilities and taking turns to name a capability from one of the headings.

- c** Students work in small groups to plan and write their responses. The third part of the response, a detailed example, could be done as homework.

Extension activity: analysing case studies

You could show some authentic examples of branding case studies (see for example:

http://www.interbrand.com/client_list.aspx?serviceid=1001&langid=1000

for some very well-written case studies), and tell students to identify which of the five questions from the RFI in Exercise 1b are answered in each case study.

Answers

Mostly past simple, plus some other narrative tenses for background information (e.g. past perfect, past continuous) and past expectations (e.g. *would*, *was going to*).

An informal pitch

Before you begin ...

Discuss these questions with the class.

- 1 What is a pitch?
- 2 Who might marketing professionals have to pitch to?
- 3 What is the difference between a formal and an informal pitch?
- 4 Do you know any techniques for successful pitching?
- 5 Have you ever had to make a pitch? What happened?

Suggested answers

- 1 A sales speech, typically well-rehearsed. The aim is usually to sell something to the listener.
- 2 Internal customers (e.g. to persuade a finance manager to approve a budget) and external customers (e.g. a marketing agency selling to a client).
- 3 Formal pitches are planned in advance and the listener is expecting to hear it. Informal pitches are more spontaneous and take place when an opportunity arises.
- 4 Make a good first impression; have a hook (i.e. something memorable); be confident and positive; focus on the listener's needs; personalise the pitch to the listener; use short words and simple sentences; pause for dramatic effect; remember the importance of body language; personalise it (using *we*, *you*, etc.).

You could also use this article to generate some discussion: *7 Ways to Stop "Selling" and Start Building Relationships* (<http://marketing.about.com/od/salestraining/a/stopselling.htm>). Write on the board *traditional sales mindset* and *new sales mindset* and elicit some differences. Then read aloud some of the examples from the text to elicit whether they are traditional or new. Afterwards discuss how useful the advice in the article is.

3 a Students listen to decide if the statements are true or false.

▶ 9.1 page 96

Answers

- 1 T
- 2 F – He is going to send a full request for proposal soon. They'll get a full brief if they win the tender.
- 3 F – He seems happy to answer her questions.
- 4 F – She says, 'I'm sure we'll be able to put together a strategy that gives you the best value for your budget.'

- b** Students work in pairs to discuss what they remember about each of the headings and then listen again to complete their notes. When they have checked again with a partner, go through the answers with the class.

► 9.1 page 96

Answers



- 1 They can offer more or less anything the client wants.
- 2 They are highly experienced.
- 3 They are extremely proud of it.
- 4 They are some of the best in the business; she is sure they will come up with some great concepts.
- 5 They've been very well received; the response has been great.
- 6 She's sure it will give them the best value for their budget.
- 7 She's got some great rates secured with national, regional and local press.

- c** Students listen again to complete the sentences.

► 9.1 page 96

Answers



- 1 As you know; full-service
- 2 highly-experienced; as you know
- 3 extremely; very
- 4 You know; some of the best; in the business
- 5 I'm sure; great
- 6 I'm sure; gives you the best value

- d** Students discuss the questions in pairs and then feed back to the class.

Answers



They are all used to modify a noun or adjective in a positive way.

- e** Students discuss the questions in pairs and then feed back to the class.

Answers



In the business emphasises that her designers are the best of all other agencies;
gives you the best value for your budget describes the strategy in a positive way;
As you know, you know, I'm sure make her sound more confident.

- f** Students role play the conversation in pairs, using the persuasive language from this section. They then swap roles so that both students have a chance to practise being persuasive.

Selection criteria

Before you begin ...

If you have Internet access in the classroom, play a clip from *The Gruen Transfer*, an Australian TV programme about pitching. In the programme, two marketing agencies are challenged to create a pitch to sell the unsellable. There are many funny and clever clips available on YouTube, but because the topics are 'unsellable', some may be unsuitable for your students, so you should choose an episode carefully. One of the safest is *The Pitch, GFC CEOs S2 Ep 5* (<http://www.youtube.com/watch?v=J6Rh96rjrug>). Students watch the clip to decide which pitch they prefer. These clips could then be used to illustrate the language points from this section and provide a context for the role play.

- 4 a** Students close their books to discuss the questions in pairs and then feed back to the class. Elicit the best ideas onto the board.
- b** Discuss differences with the whole class.

C Students discuss the questions in pairs and then feed back to the class.

Answers



- 1 Industry-specific understanding and experience
- 2 Size
- 3 Capabilities
- 4 Reputation and track record
- 5 Remuneration
- 6 Geographical location
- 7 Quality of creative ideas and execution
- 8 Agency culture

5 a Students listen to answer the question. When they check with a partner, they could also discuss what was said about each of the criteria.

▶ 92 page 96

Answers



Remuneration

b Students listen again to complete the table.

▶ 92 page 96

Answers



	BG	PPA	DNA
1	✓	x	
2	✓	✓	x
3	✓		✓
4			✓
5	✓	✓	✓
6			
7	✓	✓	x
8	✓	✓ (Glen) x (Rob)	x

C Students discuss the extracts in pairs and then feed back to the class.

Answers



1 P 2 P 3 P 4 P 5 P 6 N 7 N 8 N 9 P 10 P

d Students work in pairs to change the comments and then feed back to the class.

Answers



- 1 I **didn't think** The Brownswood Group were very strong overall.
- 2 They've got some **weak/poor** ideas and they **don't seem** to execute them very well.
- 3 They're **not** based nearby, **either**, which is a **disadvantage**.
- 4 I got the **worst** feeling from Plastic People.
- 5 I **didn't have** a **good** feeling about Brownswood.
- 6 To be honest, I was **most** impressed with them overall.
- 7 I got the impression that they (**really**) **understood** our industry.
- 8 If I'm honest, I **think** they're as strong as Brownswood.
- 9 But I **don't** feel that they understand our business very well.
- 10 And Brownswood **don't have** a **very good** track record. Their work on that Union Direct campaign **wasn't great**.

- e** Divide the class into groups of four and allocate roles. If necessary, some groups could have five students. Note that all students will have a chance to present a pitch, so you may suggest that all students prepare their pitches first. Suggest that they use the selection criteria from Exercise 4b and the capabilities from Exercise 2b to structure their pitches. Point out that the aim of this exercise is to practise the language of judging the pitches, so students should not worry too much about making the pitches perfect.

Note that you could also use the video clips from the *Before you begin ...* activity as input for the discussion.

- f** Students swap roles and repeat the activity.

Copywriting

Before you begin ...

Discuss the following questions with the class.

- 1 What is *copy*? Who is a copywriter?
- 2 Have you ever written copy in your language? In English?
- 3 What techniques do you know for writing good copy in your language or in English?
- 4 Do you think non-native speakers of your language can/should write copy in your language?
- 5 Do you think non-native speakers of English can/should write copy in English?

Suggested answers



- 1 *Copy* means simply written text intended for publication. It excludes graphic features such as pictures, layout, font, etc. The term is commonly used in journalism to refer to news stories, etc., and in marketing to refer to the language of adverts, brochures, websites, etc. A copywriter is a person who writes marketing copy.
- 3 Use emotive language. Remember the audience. Use simple structures. Use language techniques such as alliteration, rhyme, repetition of key words or sounds, etc.
- 4/5 This is a very complex issue. On the one hand, English has become a lingua franca of business, so it no longer 'belongs' to its native speakers. With so much international communication in English between non-natives, it is often neither possible nor necessary to check everything with a native speaker. As a result, non-native speakers of English very often do write copy in English. On the other hand, question 4 is intended to raise awareness of the challenge of writing copy in another language. If students would question a non-native speaker's ability to write good copy in their own language, perhaps non-natives should be more careful about writing copy in English.

- 6 a** Students read the draft to answer the questions. When students have discussed with a partner, check with the class.

Suggested answers

- 1 On marketing collateral (for example, in a brochure or catalogue); in a direct mail piece; on the company's website; in an email to potential clients
- 2 As the copy introduces the reader to Alchemy Fireworks, it is probably aimed at new or potential customers rather than existing customers.

- b** Students work in pairs to match the paragraphs to the descriptions.

Answers

1 D 2 B 3 A 4 C



Note

The four-paragraph structure here closely mirrors a common sales technique called AIDA. With this technique, a seller first grabs the reader's/listener's **A**ttention, then creates **I**nterest in the product or service, then builds a **D**esire in the reader/listener to have the product/service, and finally instructs the reader/listener what **A**ction to take, such as visiting a website or making a phone call to order the goods.

- c** Students discuss the question in pairs and then feed back to the class.

Answers

In Draft 2, the paragraphs follow a more logical order:

- A an attention-grabbing paragraph explaining who the company is
- B a short description of what the company does, designed to create interest and make the audience want to continue reading
- C a description of how the company's service (or product) satisfies their customers' needs; this is intended to make the reader want to use the company's services (or product)
- D a call to action



- d** Students discuss the question in pairs and then feed back to the class. You could elicit some examples of emotive language (see Additional activity / Worksheet 9 below for some examples).

Suggested answer

Emotive language is language that creates strong feelings in the reader by appealing to his/her emotions and/or senses. For example, if a building is described as *very tall*, we have an image in our head of the size of the building. However, if the same building is described as *towering*, then not only do we know that the building is very tall, but also how the person describing it feels. In this case, *towering* has a sense of being both tall and impressive; it is a more vivid, or powerful, description.

Emotive language is often used when we're trying to convince people of something; for that reason, it can be very useful for copywriters.

- e** Students work in pairs to find examples of emotive language, and then feed back to the class.

Answers

More emotive words are shown in **bold**; less emotive words are underlined.

1 A

Draft 2: Alchemy Fireworks draws on a **passion for** life, for excitement, for noise, for celebration – a **passion for** fireworks.

B

Draft 1: Alchemy Fireworks draws on a love of life, of excitement, of noise, of celebration – a love of fireworks.

C

Draft 2: ... to help create their **vision**.

Draft 1: ... to help create what they want.

2 B

Draft 2: ... we have designed and delivered **stylish** and **spectacular** professional firework displays for a wide range of events, from **major** international public celebrations ...

D

Draft 1: ... we have designed and delivered great professional firework displays for a wide range of events, from big international public celebrations ...

3 C

Draft 2: ... to **exceed** the expectations of our clients ... to **inspire** their audience ... display **transforms** a great event ... of those who **experience** it. Our clients ... **trust** our expertise and **depend on** our professional service ... every show we **create** is our most important.

Draft 1: ... to meet the expectations of our clients ... to make their audience happy ... display changes a great event ... of those who see it.

Our clients ... know about our expertise and like our professional service ... every show we do is our most important.

D

Draft 2: Contact us now to discuss how we can **inspire** the audience at your next event.

A

Draft 1: Contact us now to discuss how we can make the audience happy at your next event.

Additional activity

Worksheet 9 at the end of this unit contains many examples of emotive language. Cut up the worksheet into slips of paper and give a set to each team of three or four students. Students match the simple words and phrases (1–21) to the emotive alternatives (a–u). The first team to finish is the winner. When students have finished, give each student a copy of the complete worksheet for their reference. They can then test each other in pairs by reading one of the simple words to elicit from their partner the emotive equivalent.

Answers

1 d	8 h	15 p
2 c	9 e	16 s
3 a	10 l	17 r
4 b	11 i	18 q
5 j	12 f	19 m
6 n	13 g	20 t
7 o	14 k	

- f** Students write their brochure extracts alone as homework or in class in pairs. It is a good idea if different groups write different sections of the brochure (e.g. our products, our expertise, our people, our promise).
- g** Students discuss improvements to their writing with a partner.

Extension activity: tips for writing copy

Print a set of tips for writing copy (e.g. *A 10-Step Copywriting Tutorial*, <http://www.copyblogger.com/copywriting-101/>) and distribute the tips so that each student has one or two tips to read. They then work in groups to share the tips they have read about with other students.

Background information and useful web links

Tendering

A *tender* is a formal offer to supply something for a given price. It is common for some companies and especially public sector agencies to put out a *call for tender* for large contracts. The whole process of requesting and providing bids may be called *tendering*.



Useful web links

Tender for a contract

<http://www.businesslink.gov.uk/bdotg/action/layer?topicId = 1073900012>

Request for information (RFI)

This is a standard tool used in business to gather written information from a range of suppliers. It is often used in conjunction with a Request for tender (RFT), Request for proposal (RFP) or Request for quotation (RFQ).



Useful web links

Request for information

http://en.wikipedia.org/wiki/Request_for_information

Request for ... procurement processes (RFT, RFQ, RFP, RFI)

<http://www.negotiations.com/articles/procurement-terms/>

Pitching

This is more of a sales technique than a marketing technique, although of course marketers need to be well aware of the skills and tricks involved, not least because they may have to sell their services to external and internal customers.

In many cases, pitches are carefully rehearsed and tested for maximum impact, but sales people and marketers also need to be ready to give an informal sales pitch when an opportunity presents itself.



Useful web links

Delivering an effective sales pitch

<http://www.effectivemeetings.com/presenting/delivery/sales.asp>

How effective is your sales pitch or elevator speech?

<http://salesmarks.com/archives/effective-elevator-speech-sales-pitch/>

Seven ways to stop 'selling' and start building relationships

<http://marketing.about.com/od/salestraining/a/stopselling.htm>

Copywriting

This involves writing marketing material designed to persuade potential customers to take a particular action, such as buy a product. It should not be confused with *copyrighting*, which involves protecting intellectual property.

There is no end of useful advice on the Internet for copywriters. One of the most important concepts in copywriting is AIDA, which summarises the four purposes of copywriting and selling more generally (in the most natural order that they should appear):

- A – Attention (Awareness): attract the attention of the customer
- I – Interest: raise customer interest by focusing on and demonstrating advantages and benefits (instead of focusing on features, as in traditional advertising)
- D – Desire: convince customers that they want and desire the product or service and that it will satisfy their needs.
- A – Action: lead customers towards taking action and/or purchasing.



Useful web links

Do you write content or copy? Part 1

<http://www.excessvoice.com/web-copywriting-tip8.htm>

AIDA (marketing)

[http://en.wikipedia.org/wiki/AIDA_\(marketing\)](http://en.wikipedia.org/wiki/AIDA_(marketing))

A ten-step copywriting tutorial

<http://www.copyblogger.com/copywriting-101/>

Emotive language

This is used not just in marketing but also in journalism, especially for headlines, to grab attention. In journalism, emotive language is often negative (so, for example, teenagers may be referred to as *youths* or *hooligans* in one article and *children* or *youngsters* in another). In marketing, emotive language tends to be positive (e.g. when describing the product or service being marketed), but may also be negative (e.g. to highlight the problem that the product solves).



Useful web links

Power words for emotional selling

<http://www.freereport.net>

Website marketing – Do you use these ten emotive words on your website?

<http://ezinearticles.com/?Website-Marketing--Do-You-Use-These-10-Emotive-Words-On-Your-Website&id=581501>

Worksheet 9

a good show	1
a love of sth	2
a new development	3
a problem	4
as soon as possible	5
basic	6
better	7
big	8
cheap	9
creative	10
experience	11
happy	12
improved	13
interesting	14
to do sth	15
to find out what you can do	16
to give you ideas	17
to meet your expectations	18
strong	19
unusual	20

a	a breakthrough
b	a challenge
c	a passion for sth
d	a spectacular display
e	affordable
f	delighted
g	enhanced
h	enormous
i	expertise
j	immediately
k	incredible
l	innovative
m	powerful
n	simple
o	superior
p	to achieve sth
q	to exceed your expectations
r	to inspire you
s	to unlock your potential
t	unique

Cambridge English for Marketing

TEACHER'S NOTES

UNIT 10

Exhibitions and events

- Booking a stand at an event
- Dealing with a visitor to the stand
- Networking at a social event
- Writing a follow-up email

- ➔ Go to page 141 for essential background information on the topic and useful web links
- ➔ Don't forget to use the [Additional activity](#) worksheet at the end of this unit; notes and answers on page 133
- ➔ Marketing terms can be found in the Glossary on Student's Book pages 114–119

- ▶ Refers to the Audioscript at the back of the Student's Book

An international exhibition

Before you begin ...

Print some information about current trade shows/fairs, exhibitions and events (for example, by following links from <http://www.exhibitions.co.uk/>) and distribute information about one event to each group. The groups should read the information to find the answers to these questions.

- 1 Where and when is the event taking place?
- 2 Who will be exhibiting there?
- 3 What will they be trying to promote or sell?
- 4 Who will they be trying to sell to?
- 5 Why would this event be attractive to exhibitors?
- 6 Why might it be attractive to non-exhibitors (e.g. members of the public)?

- 1 a** Do this as a class activity. All the things are in the picture.

Answers

In the main picture the company with an orange *stand* is an *exhibitor*. There are several *visitors* to the stand – for example, the man in the grey suit holding a coat on the right of the picture. He's talking to a *stand staffer*, the woman in the grey suit. They're standing next to a *display/brochure stand*.

Extension activity: trade fair vocabulary

Students test each other in pairs by pointing to one of the things in the picture to elicit the correct word. They could also find more examples in the pictures you printed for the *Before you begin ...* activity.

- b** Students discuss the questions in pairs and then feed back to the class.

Suggested answers

- 2 To generate sales leads; to build relationships with existing customers; to carry out competitor analysis; to conduct research; to launch new products or services; to sell products or services; to recruit staff; to find new suppliers.

- C** Students read the information to answer the questions. Discuss the answers with the class.

Answers

- 1 Yes. (This company is an example of an *agent* – someone who sells one person's property to another person.)
- 2 Yes. (This company is an example of a *developer* – a company that builds properties and then usually sells them through an agent.)
- 3 Yes. (The exhibition is for people interested in buying property abroad.)
- 4 No. (The exhibition is for people interested in buying property abroad; in this case, that means not in Russia.)
- 5 No. (According to the information, properties in the USA are not going to be part of the exhibition.)

Extension activity: powerful adjectives

Students find examples of adjectives used in the text to make the exhibition sound more attractive.

Answers

world-class; perfect (x2); top; relaxed; premier

- 2 a** Students discuss the questions in pairs and then feed back to the class.

Suggested answers

To generate sales leads; to carry out competitor analysis; to find new suppliers (for example, new developers); to conduct research

- b** Students discuss the questions in pairs and then feed back to the class.

Answers

- 1 No. Exhibitors can buy a shell or space only (that is, empty exhibition space).
- 2 Yes. There is a space on the form for *Preferred position*.
- 3 Plasma screen TV, storage room, internet access. (A brochure stand is only considered to be furniture if it is a large bookcase to display brochures.)
- 4 Shell B is more expensive than Shell A. It is also larger (12 m² compared to 9 m²) and comes with a rotating lightbox cube with logo and front glass panel(s).

You could ask the following question.

Do you think the prices look reasonable?

- C** Students listen and then discuss the question with a partner. Then discuss the question with the class.

▶ 10.1 pages 96–97

Suggested answer

Both negotiators are effective, and they both get what they want, which suggests they are good negotiators. Maria pretends not to be very interested in the beginning, and as a result manages to get a good deal. However, Oleg is still quite firm – he doesn't allow the price to go do

Note

It is normal at trade fairs that the official price for stands can be negotiated down, especially with regular exhibitors. In this conversation, Maria knows she can get a better price and that Oleg will compromise. The only issue is how close the final price will be to the official price.

- d** Students listen to make the necessary changes and then check with a partner.

▶ 10.1 pages 96–97

Answers

☒ Shell scheme; ☒ Shell B (will cost €475 per m²); Space required: 12m²;
Preferred position: next to the entrance; 2 brochure stands are now free;
cupboard is free; internet access is free; Total cost: €5,700

- e** Students work in pairs to put the words into the right order and then listen again to check.

▶ 10.1 pages 96–97

Answers

- 1 Is there anything you can do on the price
- 2 If you take; I can offer it to you for
- 3 it's still more than we want to spend
- 4 What if we
- 5 I'm sorry, I can't do it
- 6 If you only want; you'll have to pay
- 7 What if I offered you
- 8 Could you include
- 9 If you can promise us; then it's a deal
- 10 That's the best I can offer

- f** Students complete the exercise in pairs and then feed back to the class.

Answers

1 c 2 a 3 b

Additional activity

Students work in pairs to complete Worksheet 10 at the end of this unit with the best options. Point out that all the options are grammatically correct, but they may have a different effect in a negotiation. Students listen to Audio 10.1 again to compare it with their answers. Afterwards elicit any differences between students' answers and those from the recordings, and discuss what effect students' answers might have on the negotiation.

Answers

1 will depend	9 is Shell B	17 want	25 would normally cost
2 do	10 It's	18 you'll	26 can
3 We'd	11 Is there	19 offered	27 it's
4 we	12 take	20 can	28 I'll
5 you can	13 can	21 That saves	29 can't
6 you can	14 would be	22 Could	30 can
7 It means	15 take	23 can't	31 Can
8 can	16 can't	24 I'll	32 I'll

The negotiators used *will*, *can* and present simple to state facts and to indicate that their offer is solid and 'on the table'. They used conditional structures (*would*, *could*, *if* + past) to indicate that they were exploring options without actually putting anything 'on the table'. They used conditional structures in the first part of the negotiation and *will*, *can* and present simple at the end to indicate that they were happy with the deal.

- 3 a** Students work alone to plan their objectives. Encourage them to aim high – they may be able to negotiate an outcome worth much more than their €6,000 budget.
- b** Students use the expressions and techniques from this section to role play the negotiation. Afterwards they swap roles and repeat the exercise. Point out that the aim for both parties is to reach agreement – the exhibitor is very keen to exhibit at the conference and the organiser is very keen for the exhibitor to take part.

On the stand

Before you begin ...

If you have internet access in the classroom, play one or both of these clips. If you don't have internet access, students may watch the clips as homework.

Clip 1: Marketing & Advertising: How to Make a Trade Show Successful (http://www.youtube.com/watch?v=Arh2TKRi_mg)

Clip 2: Five Surprising Errors That Kill Trade Show Sales <http://www.youtube.com/watch?v=UY3BLAXHNYg>

For the first clip, students have to identify the four rules of successful trade shows. Note that the clip begins with a very short advert, and the speaker also provides many other important tips in addition to her four rules. For the second clip, students identify the five biggest errors that companies make when they go to trade shows. Note that the clip ends with an advert, so you may want to stop it after the five errors. After watching, students discuss the tips and errors with a partner, including any more useful advice they remember from the videos.

Answers**Clip 1**

Rule 1: Invest in your presentation.

Rule 2: Do not rely on your presentation alone to make the pitch.

Rule 3: Follow up leads.

Rule 4: Don't try it with a bad product or service.

Clip 2

Error 1: Using non-sales staff.

Error 2: Not having specific goals.

Error 3: No activity quotas.

Error 4: No show training.

Error 5: No management supervision.

- 4 a** Students discuss the questions in pairs and then feed back to the class.

Suggested answers

- 1 The people who work on the stand at a trade fair/show will depend on the organisation, their objectives and their resourcing. For example, it is not uncommon for administrative staff to have a customer-facing role at a trade show because there are not enough sales or marketing staff to cover the stand.
- 2 Tiredness (for example, many booth staffers have to work long hours; people attending the event may have travelled from overseas and could be suffering from jet-lag); time pressures, for example not having enough time to deal with each visitor to the stand properly; time-wasters; non-sales staff having to deal with customers.

b Students read the advice and then match the collocations to the definitions.**Answers**

1 f 2 g 3 b 4 e 5 c 6 d 7 a

**c Students discuss the question in pairs and then feed back to the class.****Extension activity: language and tips for stand staffers**

Elicit from the class some phrases and tips for each of the techniques. See Exercise 4f for some answers.

d Students listen to identify the techniques that Maria uses.

▶ 10.2 page 97

Answers

All ticks.

**e Students discuss the question in pairs and then listen again to check their answers.**

▶ 10.2 page 97

Answers

- 1 The event itself (she asks if Nikolai has been to the event before and if he is enjoying it) and family (she asks about Nikolai's children).
- 2 What region he is interested in (*Is that a region you're particularly interested in?*) and the type of property he is interested in (*Are you interested in a particular type of property?*)
- 3 She lets Nikolai look at the sales literature on the stand; she talks about how popular the development is and how it is going to sell quickly; she describes some of the features of the development that she thinks will appeal to Nikolai.
- 4 Yes. Nikolai says that the development is too expensive for him. Maria overcomes the objection by explaining that they may be able to negotiate on the price, if Nikolai is able to make a firm commitment to buy.
- 5 She asks him to fill out a form.

**f Students work in pairs to complete the table.**

Answers

- 1 Can I help you with anything?
- 2 It's a great event, isn't it?
Have you been to this event before?
- 3 Is that a region [product/service, etc.] you're particularly interested in?
Are you interested in a particular type of property [product/service, etc.]?
- 4 If you have any questions, please just ask.
- 5 Well, not necessarily. In fact, ...
- 6 We might be able to offer some very attractive prices for people who are willing to buy ...
- 7 If you can just fill in this form for me with a few details, ...
- 8 There has been a lot of interest in this development today. I think it's going to sell very quickly, so ... Would you like to take some information about the development with you?

Extension activity: techniques and phrases

Students test each other in pairs by naming one of the techniques to elicit some of the useful phrases for that technique.

- 5 a If students need inspiration for a product or service, they could use one of the trade fairs from the *Before you begin ...* activity before Exercise 1a to generate ideas. Make sure they know to use the techniques and phrases from Exercise 4f in their role plays.
- b Students work alone to make notes. Afterwards collect feedback on how effective the staffer was at not just providing information but also collecting it.

An evening event

Before you begin ...

Discuss the following questions with the class.

- 1 Have you ever been to a formal evening event, as part of a conference, exhibition or trade fair?
- 2 What is the purpose of events like these for (a) the organisers and (b) attendees?
- 3 What is the danger of events like these from a business point of view?

Suggested answers

- 2 For the organisers, the event is a chance to have a 'captive audience' who will listen to presentations, provide personal information (such as business cards) and who will get a positive impression of the company that has organised the event. An important principle in sales is reciprocity: if you receive something from somebody (such as a nice meal), you are likely to feel obliged to give something back (such as a business deal). For attendees, the incentive may be simple (a free meal, a pleasant evening's entertainment) or more calculated (a chance to do business and make contacts).
- 3 Events like this are very expensive to organise, and may not be successful in generating enough new business to cover their cost.

- 6 a Students read the invitation to answer the questions.

Answers

- 1 Bulgarian Homes and the White Sands Development Corporation
- 2 Anyone who has an invitation.
- 3 Yes, it says refreshments will be provided.

- b Students work in pairs to find the words and expressions.

Answers

- 1 in conjunction
- 2 delighted
- 3 VIP-only
- 4 enchanting
- 5 luxurious
- 6 entertainment

7 a Students discuss the questions in pairs and then feed back to the class.

Suggested answers

- 1 *Networking* is meeting people who might be useful to you professionally. A lot of networking happens at social events as opposed to at meetings.
- 3 To raise your profile with stakeholders; to identify potential customers, suppliers, partners, etc.; to build or improve relationships with stakeholders.

b Students discuss the advice in pairs and then feed back to the class. Don't go through answers at this point as answers are given in Exercise 7d.

c Students discuss the questions in pairs and then feed back to the class. Don't go through answers at this point as answers are given in Exercise 7d.

d Students listen to answer the questions.

▶ 10.3 page 97

Answers

She speaks to two people: Yulia Kovarskaia works for the event organisers, TFH; Josep Mas is the owner of Spanish Quality Estates, agents for property developers.

e Students listen again to answer the questions. Afterwards they discuss their answers in pairs and feed back to the class.

▶ 10.3 page 97

Answers

- 1 They both know Oleg. Yulia works with him and Maria spoke to him about buying space at the exhibition (see Exercise 2).
- 2 Suggested answer: From a networking point of view, there may be other people at the event who are more useful. For example, Josep is not a potential customer and works in a very different market so is probably not a very useful contact.

f Students work in pairs to identify examples of the techniques.

Suggested answer

Maria seems to be quite an effective networker:

She makes a good first impression by being confident and polite (*Do you mind if I join you?*).

She introduces herself quickly and clearly (*Maria Zlateva, Bulgarian Homes.*).

However, she doesn't give her job title, which might have been a good idea.

She asks lots of questions (*What do you do for Spanish Quality Estates? Have you ever been to Bulgaria?*).

She pays attention and shows interest, for example by using active listening strategies (*Wow, OK I see.*).

She pays a little too much attention to Josep. She could have tried to involve Yulia in the conversation more, as she is potentially a more useful contact.

She was able to turn the topic of the conversation from small talk to business quite easily (*We thought it would be nice to do a special launch event, you know. White Sands is one of our most important developments at the moment so we wanted to go all out.*).

She didn't let the conversation continue too long and she knew a way of politely ending the conversation (*OK, well it was good to meet you both. If you'll excuse me, I have to just ... I'm sorry we didn't have the chance to talk more, Yulia. Perhaps some other time during the conference?*).

Note

Maria may appear rather cynical when she decides that Josep is not a useful contact. It could be argued that all contacts are potentially useful, because they may lead to more contacts. However, Maria has to prioritise and seek the contacts that will generate good business immediately. She makes sure Josep has her business card and she keeps the conversation friendly and positive.

Extension activity: collocations and phrases

Read the following phrases up to the point marked // to elicit from the class how they continue. It is not necessary to remember the exact words, just the general idea and the collocation. Students may also test each other using Audioscript 10.3 on page 97.

Do you mind if I // join you?

I've been dealing // with your colleague Oleg.

Oleg is responsible // for selling stand space at the exhibition.

So we have you to thank // for this evening's event.

I can't take all // the credit.

... we wanted to go all // out.

We're agents // for some of the biggest property developers in Spain.

Here, take // my card.

I have to just check // on a few things with one of my colleagues.

OK, well, I hope you both enjoy // the rest of the evening.

- g** Discuss this with the whole class, and elicit more good examples from the class onto the board.

Extension activity: phrases and techniques

Students test each other by reading one of the techniques to elicit the phrase Maria used for that technique.

- h** Students work in pairs or groups of three to practise networking, using the language and techniques from this section. It is important that they are clear about their objectives before they begin.

Extension activity: networking practice

You could arrange the networking practice as a whole-group activity. Before the event, give each student a card with very simple instructions such as: 'You are very keen to talk to [student's name] and [student's name] because you believe they are very good leads.' Make sure each student is looking for different people than are looking for him/her (so, for example, Student A wants to talk to Student B, but Student B wants to talk to Student C). This will ensure that students practise the language of ending a conversation politely.

The follow-up

Before you begin ...

Write the following question words in a circle on the board (*who, to whom, why, when, how many, how, how often*), with the word *Follow-up* in the centre of the circle. Students work in pairs to discuss what the different question words refer to or what the answers to them are, and then feed back to the class. You should do the first question with the class as an example so they know what to discuss.

Suggested answers

Who: The person who made the initial contact.

To whom: To all leads with a reasonable chance of becoming customers.

Why: Without follow-up, chances of success are much lower.

When: Immediately after first contact.

How many: Not too many – quality may be more important than quantity.

How: By phone, email, letter or face-to-face. Could be personalised or standard.

How often: Depends on the type of product/lead, but once is not enough.

8 a Students discuss the questions in pairs and then feed back to the class.

Suggested answers

- 1 It allows an organisation to try and convert potential sales leads into actual sales.
- 2 This will depend on the organisation, but it will usually be a member of the sales team. This is especially important if there were non-sales staff working on the stand at the event.
- 3 An example follow-up email is shown in Exercise 8b.

b Students read the email to answer the question. They discuss their answers with a partner before feeding back to the class.

Answers

This looks like a general follow-up email, not a personalised one. It is from Bulgarian Homes and makes no reference to the conversation that Maria and Nikolai had on the stand. This kind of general follow-up email is common when an organisation needs to follow up a large number of sales leads.

c Students work alone to match the paragraphs to the functions. They justify their answers by giving examples from the paragraphs.

Answers

- 1 B 2 D 3 C 4 A

d Students discuss the questions in pairs and then feed back to the class.

Answers



- 1 I am writing to let you know that ...
- 2 *highly advantageous*. *Highly* is an adverb and *advantageous* is an adjective. Combining adverbs and adjectives in this way can create more impact.
- 3 By using the superlative form (*newest, most desirable*, etc.).
- 4 Leisure facilities: *you can stay fit and healthy while you relax*
 Security: *you never have to worry about your property, even when you're not there*
 The verb *mean* links the features and the benefits: *leisure facilities such as gyms and swimming pools, meaning you can stay fit and healthy while you relax. And 24-hour, 365-day-a-year security means you never have to worry about your property.*
- 5 By using a hypothetical construction: *Just imagine*. A sense of urgency is created with the phrase: *And if you act now, you can save!*
- 6 The writer asks the reader a simple question: *So why not find out more about the White Sands Resort?* and also uses the imperative form of the verb: **Call** *to book your trip today*
 The phrases *no-obligation* and *as little as* reinforce the idea of 'why not?'

e Students use the language and techniques from this section to write a follow-up email.

Background information and useful web links

Trade fairs and exhibitions

Trade fairs are also known as trade shows, exhibitions or expos. Public trade fairs are open to the public, while trade-only fairs are open to company representatives and the press. An important function of trade fairs is PR: many journalists attend and are interested in the latest developments in an industry. They are also important for direct sales to attendees, or sales generated by word of mouth after demonstrations, etc. They are also hugely important for networking within an industry – a chance to observe what competitors and partners are doing.



Useful web links

Find exhibitions and trade shows fast

<http://www.exhibitions.co.uk/>

Trade fair

http://en.wikipedia.org/wiki/Trade_fairs

Negotiations

One of the golden rules of negotiating is to create win-win situations, where both sides are better off as a result. Professional negotiators think ahead to the next negotiation, so building relationships based on trust and respect can be more important than squeezing the best deal out of the other side.

A second key tip is to trade concessions: never give anything for free; always get something in return. This usually involves having a starting position which you know is unrealistic in order to have some cheap concessions to give up during the negotiation.

A third golden rule is make sure that whatever has been agreed is confirmed and written down before moving on to the next part of the negotiation.



Useful web links

Negotiation skills

<http://www.bizhelp24.com/you-and-work/negotiation-skills.html>

Win-Win negotiation

<http://www.mindtools.com/CommSkill/NegotiationSkills.htm>

On the stand

It is important that staffers on the stand are fully trained in bringing potential leads to the stand, explaining and demonstrating the product, qualifying the lead (to determine how likely the person is to become a customer), getting information from the lead, dealing with objections, and closing the deal. Many companies develop a script for staffers to use, in order that the staffers know the best thing to say in response to comments or objections from the lead. The script is usually written and refined over a period of months or years, based on experience of what works and what doesn't.

It is also important that staffers are experienced, know the product well, and are well motivated to sell. It is vital that the company has a strategy for the event, with clear goals for the company and for each individual member of the team.



Useful web links

Trade show booth etiquette can attract or repel attendees

http://eventplanning.about.com/od/eventplanningbasics/tp/trade_show_etiquette.htm

nine steps to making trade shows pay off

<http://www.microsoft.com/smallbusiness/resources/marketing/advertising-branding/9-steps-to-making-trade-shows-pay-off.aspx#stepstomakingtradeshowspayoff>

Networking

Face-to-face networking, also known informally as schmoozing, is all about starting conversations with strangers, building trust and mutual liking, establishing whether the other person is likely to be a useful contact, exchanging contact details (e.g. business cards), and preparing to follow up potential leads (e.g. by making notes of useful information). Many people find the idea of 'working the room' (systematically and successfully talking to everybody with a focused aim) very daunting, but the skills can be learnt through experience and good techniques (see links below).



Useful web links

Free business networking tips and ideas

<http://www.kintish.co.uk/page77.html>

Top networking tips

<http://www.kintish.co.uk/page1017.html>

Brain surgeon – That Mitchell & Webb Look, Series 3 – BBC Two

http://www.youtube.com/watch?v=THNPmhBI-8I&feature=player_embedded

Following up on sales leads

This is the most important aspect of trade fairs and other networking events – without successful follow-up, the event and the contacts are wasted. The follow-up could be in the form of a letter, email or phone call. The more personalised the better, although if there are large numbers of leads to follow up, it may be necessary to standardise the procedure.

It is essential that the follow-up takes the process of turning a lead into a sale forward – it must tell the potential customer what to do next, and give some sort of incentive for the lead to take that step. The language of the email or letter must be persuasive.



Useful web links

The critical importance of sales follow-ups

<http://www.allbusiness.com/sales/selling-techniques/1975-1.html>

The importance of follow-up

<http://www.emailtools.co.uk/metrics/followup.htm>

Five sales follow-up tips that work

<http://ezinearticles.com/?5-Sales-Follow-Up-Tips-that-Work&id=173957>

How to write a sales visit follow-up email

http://www.ehow.com/how_2154069_write-sales-visit-followup-email.html

Worksheet 10

- Oleg: ... You should be doing *more* promotion, generating more business.
- Maria: Well, it (1) **will depend / would depend / depends** on cost.
- Oleg: OK, well, (2) **will / would / do** you need a shell or only space?
- Maria: (3) **We'll / We'd / We** definitely need a shell.
- Oleg: OK, fine. The cheapest shell (4) **we'll / we'd / we** offer is 475 euros per square metre; that's called Shell A. Or (5) **you can / you could** get a shell which has a rotating lightbox cube on the top where (6) **you can / you could** show your logo. (7) **It'll mean / It'd mean / It means** that more people (8) **can / could** see where your stand is. That one's called Shell B.
- Maria: And how much (9) **will Shell B be / would Shell B be / is Shell B** per square metre?
- Oleg: (10) **It'll be / It'd be / It's** 500 euros.
- Maria: Mmm. It seems really expensive, Oleg. (11) **Will there be / Would there be / Is there** anything you can do on the price?
- Oleg: Hm ... Well, we have been doing business a long time. ... Let me see. Mmm, ... OK, if you (12) **take / took** a Shell B, which is twelve square metres, I (13) **can / could** offer it to you for the same price as a Shell A.
- Maria: So that (14) **will be / would be / is** 5,700 euros instead of 6,000?
- Oleg: Yes, that's right.
- Maria: To be honest, it's still more than we want to spend. What if we (15) **take / took** nine square metres instead?
- Oleg: I'm sorry, I (16) **can't / couldn't** do it. The minimum size for a Shell B is twelve square metres. If you only (17) **want / wanted** nine square metres, (18) **you'll / you'd / you have** to pay the full price for a Shell A.
- Maria: Mmm. OK. Well, I'm going to have to think about it.
- Oleg: What if I (19) **offer / offered** you a couple of extras as well? Because you've exhibited with us before.
- Maria: Like what?
- Oleg: Erm, well, I (20) **can / could** throw in free internet access for the whole of the conference. (21) **That'll save / That'd save / That saves** you 100 euros.
- Maria: (22) **Can / Could** you include a plasma screen TV, too?
- Oleg: I'm sorry, but I just (23) **can't / couldn't** do that. But (24) **I'll / I'd** give you two really attractive brochure stands and a cupboard for you to keep all of your promotional material in. That (25) **will normally cost / would normally cost / normally costs** you a total of 220 euros.
- Maria: OK, Oleg. If you (26) **can / could** promise us a prime position, then (27) **it'll be / it'd be / it's** a deal.
- Oleg: OK, (28) **I'll / I'd** try to give you a stand next to the entrance, but I (29) **can't / couldn't** guarantee it. That's the best I (30) **can / could** offer.
- Maria: OK, that sounds good. (31) **Can / Could** you email me the confirmation? (32) **I'll / I'd** then sign it and fax it back to you.
- Oleg: OK, great.