

# An eMarketing Concentration In The Marketing Major

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## Abstract

*Many colleges and universities are adding a 'Marketing on the Internet' course or Internet content to their undergraduate curriculums, and some are considering the addition of several courses to complete an eCommerce or eMarketing concentration in the Marketing major. This article offers some insights on the creation of an eMarketing concentration, with emphasis on the creation and delivery of a 'Marketing on the Internet' course.*

## I. INTRODUCTION

The AACSB publicly recognized the need for including in business education the current and future impact of the Internet on businesses and economies by staging its first ever conference solely on this subject in June 2000 in Boston, and in its publication *Newsline* (2000). The primary purpose of this article is to share a few insights on delivering an undergraduate Marketing on the Internet course with professors who are considering teaching a similar course (Sendall, 2000), who are considering adding Internet content to other marketing courses (Aviel, 2000), or who may soon create additional courses to provide an eMarketing or eCommerce concentration in the Marketing major.

The addition of serious Internet Marketing content to the marketing curriculum is an important academic adjustment (Miller, 2000) because it is likely the surviving business models of this decade will use the Internet extensively to enhance *all* areas and types of marketing to maximize the customer experience at *all* five customer contact points (CCPs) – inside and outside salespeople, advertising, customer center (customer service, direct marketing, and database marketing), and the company website (Langford & Cosenza, 2000). This assertion is consistent with marketing history which clearly demonstrates that firms who did not master the previous four CCPs (i.e., prior to websites), and previous 3 CCPs (i.e., prior to websites and inbound/outbound 800 numbers) either did not survive or were absorbed by companies that mastered all available CCPs.

Further evidence of this business paradigm shift is seen in the collapse of the dotcoms in 2000. In the opt-in world they created using Internet technology, these companies tried to master the Internet CCP, threw money at the advertising CCP, bungled the customer center CCP, and ignored the inside and outside salespeople CCPs as totally unnecessary. The result was quick failure for most and eventual failure for the great majority of dotcoms as stand-alone firms. These are a few reasons I firmly believe business schools without serious Internet marketing content will produce dramatically inferior business graduates that have no clue how to use the Internet across the organization to both save and make money. Additional reasons are offered throughout this paper.

## II. AN eMARKETING CONCENTRATION

Florida Gulf Coast University began its eMarketing concentration in the Marketing major in Fall 2001 consisting of three required courses (Direct Marketing, GIS/Database Marketing and Marketing on the Internet) in addition to the required courses for the Marketing major (Introduction to Marketing, Understanding Consumers, Marketing Research, Economic & Business Statistics II, and Market Analysis & Strategy). Two approved upper division business or marketing electives (6 hours) complete the major requirements.

The three eMarketing courses are sequenced with Direct Marketing (DM) taught in the Fall, and GIS/Database Marketing (DBM) and Marketing on the Internet (MOTI) taught each Spring. However, students are free to take these courses in any order that fits their schedules; an important option at a university where most students work at least 30 hours per week.

Direct Marketing is an introduction to and analysis of the ethical use of direct marketing strategies and techniques in marketing promotions. Topics center on the uses of direct response marketing, and on its relationship with database marketing, Internet marketing and traditional marketing of goods and services. Students learn how the key elements of DM drive promotion strategies, accountability, and continuing relationships with customers in all types of businesses using all distribution and information channels.

The current text used is William J McDonald's *Direct Marketing: An Integrated Approach* from McGraw-Hill/Irwin. Since this text does not include PowerPoint's or lecture notes, my custom designed discussions (modules) include: direct marketing (dm) basics, dm and the Internet, lists & merge-purge, database marketing basics, privacy issues, the offer, creative, media basics, the dm package, dm testing, mathematics of dm, lifetime value, fulfillment & customer service, catalogs, magazines & newspapers, radio & TV, infomercials & home shopping TV, web marketing basics, telemarketing, and B2B dm. This is the only course I teach without a term project.

I am currently reviewing chapters from a new text proposed at McGraw-Hill/Irwin by Nick Sherwin titled *No Pressure Direct Marketing*, and another from Prentice Hall/Pearson Education titled *Interactive Direct Marketing*. So far, these new entries show promise; and since McDonald's text does not include the support materials I prefer, a text change is highly likely.

GIS/Database Marketing is an in-depth study of the strategic and ethical use of databases in marketing communications and strategy. Topics center on creating and using customer databases and GIS (Geographic Information Systems) to build and maintain customer, vendor and supplier relationships. Students learn how long-term relationships are facilitated through the collection, organization, storage, analysis and continuous updating of data, how business functions and processes are made more effective, productive and accurate using databases, and how databases are used in developing, measuring and evaluating marketing programs.

The text currently used in DBM is Jackson & Wang's *Strategic Database Marketing* from NTC Business Books. This text also lacks sufficient support materials, but does consist of chapters that can be used directly in lecture modules including: old marketing ways, how databases empower marketers, how databases work, database uses, applying databases, about the data, data use strategies, database technology basics, choosing database technology, statistical segmentation, statistical analysis & modeling, system building, implementation and managerial issues, CRM (customer relationship management) issues, social issues, and DMB trends.

An introduction to GIS is included in this course due to my belief that the geographic data housed in these systems will merge with traditional CRM and other databases containing

demographic, psychographic and behavioral data to map a complete picture of individuals and groups of customers, vendors and suppliers. The goal is to introduce students to the various capabilities of GIS. Thus, students are required to complete the ArcView GIS tutorial at least three times on their own in preparation for a hands-on, in-class test of their ability to solve a specific marketing problem by producing a specific map housed somewhere within this large tutorial.

The GIS exam consist of students having a maximum of 15 minutes to find the appropriate tutorial module and manually produce a usable graphic solution to the marketing problem in the exam. The student that produces the complete solution in the shortest time receives a 100 on the exam, and the others are graded proportionately. This grading method is based on the assumption that students who do all the tutorial many times will recognize quickly the cues in the marketing problem and find the appropriate module, and then have the skills to rapidly produce a complete mapping solution. Each completion of the tutorial requires approximately four hours, and students learn the many applications of GIS through repetition.

### **III. MOTI COURSE DESCRIPTION AND OUTLINE**

Brad Alan Kleindl's text *Strategic Electronic Marketing: Managing eBusiness* (2001) is my current choice for the undergraduate Marketing on the Internet course (as well as the base text for my graduate section) due to the breadth of content and the integration of Internet terms and concepts with applicable marketing concepts and strategies taught in our Introduction to Marketing classes. The following table displays the ten modules in my MOTI syllabus for Spring and Summer 2002 semesters, which is based directly on Kleindl's text outline with dynamic augmentations from magazines, newspapers, and videos, including those I record from CNBC, History Channel, and The Learning Channel:

## Marketing on the Internet Lectures [Langford, 2002]

<p>Module 1 – Introduction to E-Business</p> <ul style="list-style-type: none"> <li>• Impact of E-Business</li> <li>• E-Business-Based Marketing System and Relationship Development</li> <li>• Changing Business Models</li> </ul>	<p>Module 6 – Diffusion of Innovations</p> <ul style="list-style-type: none"> <li>• Innovation (Relative Advantage, Compatibility, Complexity, Trialability, Observability)</li> <li>• Adoption Process</li> <li>• Product Life Cycle</li> <li>• Electronic Communities</li> <li>• Cross-Cultural Acceptance</li> <li>• Diffusion and Adoption Process in the Firm (Intrapreneurs, Communication, Coalition Building, Industry Leaders and Laggards)</li> </ul>
<p>Module 2 – Understanding E-Business Technology</p> <ul style="list-style-type: none"> <li>• The Internet (Telecommunications Standards, Infrastructure, Bandwidth, Backbone Speeds, The Last-Mile, Digital Convergence)</li> <li>• Internet Service Providers and Security</li> <li>• World Wide Web (Browser, Languages and Sites)</li> <li>• Web Future (Bandwidth and Web Appliances)</li> </ul>	<p>Module 7 – Information Collection and Use</p> <ul style="list-style-type: none"> <li>• Data Sources (Market Data, Marketing Research, Online Research Design)</li> <li>• Competitive Intelligence</li> <li>• Uses of Information (Knowledge Discovery, Database Development)</li> <li>• Business System Control</li> <li>• Knowledge Management and Privacy Concerns</li> </ul>
<p>Module 3 – E-Business Communication</p> <ul style="list-style-type: none"> <li>• Promotion</li> <li>• Hypermedia Communications Goals</li> <li>• The AIDA Model</li> <li>• Industrial Markets (Intranets and Extranets, Sales Force Automation)</li> <li>• Advertising (Agencies, Timing, Measurement, Ad Blocking, Ad Payment)</li> </ul>	<p>Module 8 – E-Business Strategy</p> <ul style="list-style-type: none"> <li>• Drivers of Strategy</li> <li>• E-Business Value Chain (Distinctive Advantages, Alliances, Acquisitions)</li> <li>• E-Business Strategy (First-Mover Advantages, Second Movers, Build Barriers, Brands, Portals, Customer Relationships, Niche Strategies).</li> <li>• Choosing and Evaluating Strategy</li> </ul>
<p>Module 4 – E-Business Distribution Systems</p> <ul style="list-style-type: none"> <li>• Distribution</li> <li>• E-Business Channel Systems</li> <li>• Channel Functions (Possession, Communication, Payment Flows, Electronic Credit and Billing, E-Commerce Security)</li> <li>• Relationship Development</li> <li>• New Middleman Role</li> </ul>	<p>Module 9 – E-Business Management</p> <ul style="list-style-type: none"> <li>• Leadership (Culture, Learning, Talent)</li> <li>• Organization (Community vs. Hierarchy, Teams, Virtual Corporations, Distance Workers)</li> <li>• Restructuring (Business Process Engineering, Spin-Offs)</li> <li>• Organizations Positions</li> </ul>
<p>Module 5 – E-Business Value Strategies</p> <ul style="list-style-type: none"> <li>• Creating Value</li> <li>• Online Purchasing Strategy (E-Tailing, Pure-Play Internet Businesses)</li> <li>• Digital Communications Strategy</li> <li>• Service Strategy</li> <li>• Business Process Strategy</li> <li>• Market-of-One Strategy</li> <li>• Auction Strategy</li> <li>• Pricing Strategies</li> <li>• Hosting the Technology</li> <li>• International E-Commerce (Infrastructure, Political and Legal Problems, Acceptance)</li> </ul>	<p>Module 10 – The Political, Legal, and Ethical Environments</p> <ul style="list-style-type: none"> <li>• Political Environment</li> <li>• Legal Environment (Cybercrime, Intellectual Capital, Trademarks, Intellectual Property, Jurisdictions, Netiquette)</li> <li>• Ethical Environment (Public and Employee Privacy, Economic Welfare, Access and Equity)</li> </ul>

We watched a thousand dotcoms fail since early 2000. We also watched brick and mortar organizations repeatedly fail or disappoint in their dotcom efforts since 1995. I believe a central cause of these expensive disappointments is the lack of marketing people who understand Internet and database technology well enough to have innovative ideas capable of serious impact on the practice of marketing. This situation essentially forced IT (information technology) personnel to quickly become their own marketing strategists while simultaneously attempting to get or stay ahead of the competition technologically. The more one knows about marketing, the more one knows this was an impossible task, destined for failure, except for some first entrants into technical sales with IT people selling IT products to early adopter IT people. In effect, many senior marketers were relegated below marketing strategy development and implementation, concentrating instead on trying to sell IT inventions or implement the

'marketing' ideas of IT personnel (i.e., the inventors) – a business model that has a sustained history of failures. A major cause of these expedient but ill-fated attempts at Internet-enhanced marketing is the knowledge gap between marketing and IT personnel within organizations. It is marketing's responsibility to bridge that gap.

If surviving firms must master customer experiences at all five CCPs, it follows that those firms must adopt some form of click and brick business model (Langford & Cosenza, 2000). This situation suggests a central goal for today's marketing majors – to learn enough about the terminology and applications of Internet-related technology to communicate effectively with IT specialists toward jointly finding innovative ways to apply the Internet's capabilities throughout the marketing function to save and make money for the organization. The following brief description of my Internet Marketing course modules outlines my attempt to help marketing students accomplish this goal.

Module 1 centers on comparing traditional business models with emerging models that include the Internet. While I use the emerging models in the text, I finish this module with an extensive discussion of the Five Customer Contact Points (5CCP) Model of Click and Brick Organizations introduced by Langford and Cosenza (2000). Students like the 5CCP Model because it pictures for them the overall connections between the five CCPs, brick and mortar sales and operations, click (Internet) sales and operations, databases, direct marketing, customer service, and relationships with suppliers and vendors. I refer to this model throughout the course to show students which part of the overall business process we are discussing, and thereby help them learn to integrate the individual concepts of the course toward critical thinking on micro and macro levels simultaneously. Students also say this approach makes the course more interesting and gives them confidence in the quantity and quality of their learning experience. I have learned that students are happier and learn more the less confused and frustrated they are on a daily basis. This module concludes with a video from the History Channel that chronicles the creation of the Internet.

Module 2 provides students some of the basic Internet and technological terminology they need to facilitate learning throughout the course. I supplement this discussion with a long video about the development and current and future uses of broadband communications.

Module 3 begins the process of reminding students of some of the traditional marketing and business concepts they learned in Marketing Principles. The focus is on some of the major changes resulting from the existence and use of the Internet in business processes from promotions and communications to sales force automation.

Module 4 extends the theme of Module 3 to changes in supply chain management. The focus is on Internet-facilitated changes in channel roles and relationships, distribution systems, new or changing exchange facilitators, and transaction security.

Module 5 introduces some of the online marketing strategies E-Businesses are using to create value for customers. The focus is on ways the Internet is used directly to create value for customers, as well as some of the problems early adopters of these strategies have faced. International considerations and problems are also introduced.

Module 6 reminds students of the concepts of diffusion and adoption of innovations and the Product Life Cycle. The focus is on applying these concepts to electronic communities, cross-cultural acceptance, and effecting changes within the organization.

Module 7 introduces some of the online marketing strategies E-Businesses are using to create value for customers. The focus is on ways the Internet is used directly to create value for

customers, as well as some of the problems early adopters of these strategies have faced. International considerations and problems are also introduced.

Module 8 extends the strategy discussion beyond the value strategies of Module 5. The focus is on managing the e-business value chain (e.g., the inbound and outbound logistical process) to create distinctive competencies through improving supply chains and electronic data interchange. The ultimate goal of these strategies is to gain competitive advantage(s) through stronger customer relationships using tools such as the Internet, Extranets, Intranets, ERP (Enterprise Resource Planning) software, databases, customized production, innovativeness, and leadership.

Module 9 introduces concepts applicable to managing e-businesses such as leadership, organization structures and new e-business positions, and restructuring. Next year I intend to expand this module to provide some depth on change management (Sethi, 2000).

Module 10 considers the political, legal and ethical environments. Topics discussed include cybercrime, intellectual capital and property, jurisdictions, netiquette, public and employee privacy, economic welfare, access, and equity.

Each student also completes an individual term project that includes the creation of an interactive website. After visiting and evaluating many websites for content, mapping, and quality during the first half of the semester, students create a website for a small local business currently without a website. In contrast to the norm, the level of sophistication required of some students' websites is higher than for other students in the same class. Level 1 is for all business majors except those majoring in computer science or computer information systems (which are both housed in our College of Business), who are required to produce more sophisticated Level 2 websites. Level 2 must be both informational and interactive, which requires the use of a database with the website, while Level 1 websites are purely information content sites without interactive capabilities. The difference in their knowledge of databases and programming at the beginning of my class is the reason for the two levels of expected performance, and students at both levels seem pleased with the division because everyone learns from the project without being overwhelmed. The fact that our MIS department offers various levels of website design classes allows me to concentrate on the many marketing aspects of a website and its uses, as it should be.

However, as the number of Level 2 students in my Internet Marketing class grows, I will experiment with a major change in the term project. Depending on the number of Level 2 students in the class, I intend to create teams consisting of one major in computer science or computer information systems, two to four marketing majors, and one business major from another discipline. Each team's project will consist of finding a business of any size to cooperate in the development or redevelopment of an interactive website to be hosted by a local firm.

#### **IV. CONCLUSION**

This article provides some insights on the creation and delivery of an eMarketing concentration in the Marketing major, and focuses on the one course I believe every marketing program should offer – Internet Marketing (or Marketing on the Internet). While some may disagree with some of the assumptions in this paper, I hope all professors see the need to at least add Internet content to current courses.

I sincerely thank the early teaching pioneers of Internet marketing that took the time to create our first set of textbooks in this important area. While I currently use in my Marketing on

the Internet classes and refer in this article to one text (Kleindl 2001), this article is not intended to be an endorsement or promotion for a particular text. Before choosing a text for your class, you may also want to read at least three additional texts – Hanson (2000), Hofacker (2001), and Strauss and Frost (2001). I hope future textbooks and revisions will add more content centering on applying the many capabilities of the Internet across all marketing strategies and activities toward creating competitive advantages and efficiencies.

## V. REFERENCES

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