

# **Marketing plan for a web shop**

## **Case Arcada shop**

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<p>Abstract:</p> <p>The non-profit operator Arcada University of Applied Science opened a web shop in October 2015 selling Arcada branded merchandise. The shop was launched after its completion without a marketing plan. The shop was seen as a cost-effective marketing tool and a mean to create university culture and school spirit. The aim of the thesis was to find out more about creating a marketing plan and increasing visibility of the shop. Research questions of the thesis were: "How to create a marketing plan?" and "How to market the shop to the exchange students at Arcada?" The research was done using qualitative methods with an exploratory approach aimed at discovery about creating a marketing plan and idea generation for the marketing of the web shop. The main secondary sources were textbooks, articles and online publications. Primary data was gathered via semi-structured interviews and a questionnaire. The literature review revealed that a lot of theory on creating a marketing plan exists. Many of the models featured similar main elements and a model for creating a marketing plan was created based on existing models and then applied to the case. The current situation was analyzed including segmentation and target marketing. It was found out, that more marketing efforts are needed in in order to get the exchange students aware and interested in the shop. A differentiation targeting approach was chosen with exchange students as the target segment. A strategy utilizing engagement and social media was chosen. The objectives were set in relation to engagement and social media. The chosen objectives were reaching the exchange students via targeted efforts, increasing visibility, brand building, loyalty, creating traffic and transactional. The objectives were to be reached through using marketing communications mix to reach the exchange students, and quality content in online channels to engage the audience. It was concluded that the marketing plan featured in the thesis is meant to give recommendations and it is up to Arcada Communications Department whether they implement it or not. It was also concluded that the theory can be generalized, but the actual marketing plan cannot, due to complex nature of the shop.</p>	
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# **1 INTRODUCTION**

## **1.1 Background of the topic**

Arcada University of Applied Sciences launched a web shop selling Arcada branded merchandise in October 2015. The shop was designed by an Arcada student and launched after its completion. At the time of the launch the Arcada Communications Department did not have the time to formulate a marketing plan. The opening of the shop was announced and advertised in Arcada online channels, on social media and on posters/displays at Arcada premises in Helsinki. After the launch there has been no consistent marketing, only a few posts about the updated selection of the shop. The author of this thesis had the idea of creating a marketing plan for the shop after a discussion with Arcada Communications Director Gunilla Sjöberg about issues that could provide material for a thesis. The shop is aimed at Arcada students, staff, alumni and affiliates. Creating a marketing plan for all the potential customers would have been too vast a task considering the scope of the thesis. After discussions it was decided that the thesis would focus on creating a marketing plan on marketing to the exchange students at Arcada.

Mrs. Sjöberg stated that the idea of opening a web shop has been brewing quite a while. She had first encountered university merchandise on a visit to Minnesota during her studies, and thought that it was a nice thing. Mrs. Sjöberg had thought about launching Arcada merchandise from time to time, but there were always some kind of obstacles. The idea came to surface again after Arcada re-branding, which took place in 2010. Last year the Communications Department thought about it again and decided to act on it. The shop is seen also as a cost-effective marketing tool. An Arcada student designed and built the shop as a part of their thesis work, and also the initial product ideas came from students of a logistics course. Mrs. Sjöberg wishes to create a sense of unity and school spirit for Arcada. (Sjöberg, 2015)

## **1.2 Research questions**

This thesis focuses on finding new ways to market Arcada shop and creating a marketing plan. The research questions are:

- How to create a marketing plan?
- How to market Arcada shop to the exchange students?

## **1.3 Research aim**

The aim of the thesis is to create a marketing plan for Arcada shop to utilize in their marketing to the exchange students. Existing marketing theory will be reviewed and combined with empirical data received from interviews and questionnaire results. The marketing plan will assess the current state of marketing of Arcada shop and give recommendations on future actions for marketing. The implementation of the recommendations is not a part of the thesis, but is left up for Arcada Communications team.

## **1.4 Methods and material**

The thesis combines theory with empirical findings with. This is achieved through qualitative methods with an exploratory design. The thesis utilizes literary review to construct the theoretical framework. The secondary data is gathered from textbooks, statistics and online sources. Arcada shop is not operated for profit; rather their goal is to create school spirit and visibility for Arcada. The shop is seen as a cost-effective way of marketing. Arcada as a university is in the non-profit sector. Thus the theoretical framework features theory on non-profit marketing and traditional marketing. The theory focuses on creating a marketing plan, marketing communications mix, engagement of customers, and social media. Marketing plan is discussed in detail, outlining all the steps required in the chosen model for a marketing plan. Marketing communications mix and customer engagement theory is used to generate ideas for increasing the visibility of the shop and reaching the target customers, i.e. the exchange students.

Primary data is gathered for the thesis with two different methods, semi-structured interviews and a questionnaire. Primary data consists of three interviews with Arcada personnel from the Communications Department and International Services, and a questionnaire to the exchange students.

## **1.5 Structure of the thesis**

The thesis follows the IMRD-structure. IMRD stand for Introduction, Methods, Results and Discussion.

The introduction outlines the background, motivation and aim of the thesis. It introduces the theoretical framework used and also briefly states the methodology of the thesis. Methods-section explains the selected methodology in detail.

Results section goes into detail about the findings of the research, both literary and empirical findings. The theory on the subject is presented and subsequently applied to the case at hand. The application of theories to the case will be presented in its own chapter after the theory. The theory and empiric findings will be presented mixed together rather than in separate sections.

Discussions and conclusions will be presented as the final chapter of the thesis. This section summarizes the findings, discusses them and their implications for Arcada shop. The conclusions also evaluate the limitations and possibilities of generalization of the findings.

The questionnaire and the simplified marketing plan for Arcada shop can be found in the appendices of the thesis.

## **2 METHODS**

The thesis utilizes qualitative methods, primary and secondary data sources.



## **2.1 Research design**

Research designs can be broadly classified in two groups, exploratory and conclusive. Exploratory research designs tend to be qualitative in nature. Exploratory design deals with exploring the issue at hand. Conclusive research designs can be either descriptive or causal. Conclusive designs are often quantitative. Conclusive designs provide the means to verify and quantify the data gained from exploratory research. The techniques used in conclusive research are often more formal and structured than in exploratory research. Descriptive designs aims at “determining the frequency with which an event occurs between two variables” (Shukla, 2008, 29). Descriptive design can be used to describe the attributes of certain groups. Causal designs aim at explaining the cause and effect relationship between two variables.

The thesis has a triangulation approach, i.e. it combines different sources and methods of obtaining data. The nature of the qualitative research is exploratory. Mariampolski states in their book “Qualitative Market Research”, that an exploratory approach can be used when the aim of the research is discovery (finding more about creating a marketing plan and the exchange students) and idea generation (creating ideas for marketing of the Arcada shop). (Mariampolski, 2001, 23).

Shukla (2008, 29) states, “In recent years, qualitative research has come to refer to selected research methods used in exploratory research designs. One goal of qualitative research is to “gain insights into decision problems and opportunities”. In this method of data collection the data is collected from a small number of respondents by questions and observation. Questions in qualitative research are often open-ended. Qualitative methods have several advantages: “economic and timely data collection; rich data; accuracy of recording market behavior; and preliminary insights”. Disadvantages of qualitative methods are: lack of generalizability, reliability and validity. (Shukla, 2008, 29)

## **2.2 Data collection**

Two types of data collection exist in research designs: primary and secondary. Primary data is created for the specific problem at hand and gathered by the researcher through

qualitative or quantitative methods. Secondary data is collected from existing established sources. (Shukla, 2008, 29)

Primary data for the thesis has been obtained by quantitative methods: a questionnaire and qualitative methods: interviews. A 19-question questionnaire (see Appendix 1) was made in order to find out about the exchange students' views of the Arcada shop. The questionnaire was made using Google Docs. It was published several times in the Facebook-group for Arcada exchange students. It was also sent to the exchange students via Arcada International Department mailing list. Overall 22 answers were received, and one of the answers was inadmissible due to the fact that the respondent was Finnish. The amount of respondents is small, but for example during April 2016 there were 23 exchange students at Arcada. The respondents are from both fall 2015 and spring 2016. The questionnaire featured both multiple choice and open-ended questions. Some of the data was quantitative and some qualitative. However the gathered data was not meant for quantitative analysis, but for gaining insight into the ways the exchange students' use of Arcada channels and for idea collection.

Interviews can be structured, semi-structured or unstructured. Three semi-structured interviews were also made in order to assess the current state and possibilities in marketing of Arcada shop. The interviewees were: Communications Director Gunilla Sjöberg, Communications Officer Mikael Wacklin and International Coordinator Katia Torres Airava. All the interviews took place at Arcada premises in Helsinki.

## **2.3 Limitations**

Primary data collected for the purpose of this thesis cannot be generalized. Secondary data can be applied to different cases.

## **3 MARKETING**

### **3.1 Case Arcada shop**

The Arcada shop is a web shop selling Arcada University of Applied Sciences branded merchandise. The shop is run by Arcada Communications Department. The shop was launched in October 2015. The shop is not a traditional web shop. Orders can be made online, but the purchased items have to be picked up at Arcada information desk on weekdays. At the moment delivery is not available. The main purpose of the shop is to showcase Arcada students' skills and to promote Arcada. Arcada Communications Department runs the shop. The target customers of the shop are the students, personnel and alumni of Arcada UAS. At the time of the launch there was no specific marketing plan in existence. (Sjöberg, 2015)

### **3.2 Digital Finland**

The digital age demands an online presence. Europeans are quite active Internet users, especially the youth. 95 percent of Europeans age 16 to 24 uses the Internet on a daily basis (European Youth Portal, 2016).

Finland is one of the world's most technologically advanced countries in the field of information technology. The World Economic Forum assesses the state of information technology around the world annually and publishes The Global Information Technology Report (GITR) annually. The GITR features the Networked Readiness Index that assesses countries' ability to utilize opportunities provided by the information technology. Finland has consistently placed in the top 10, currently in 2nd place after Singapore in the 2015 report (World Economic Forum 2015). The assessment is made in 4 main categories/sub-indexes: environment, readiness, usage, impact, and 10 subcategories: political and regulatory environment, business and innovation environment, infrastructure, affordability, skills, individual usage, business usage, government usage, economic impacts and social impacts. Finland's success is attributed to "excellent business and political environment, and top-level infrastructure" (World Economic Forum 2015, 21). Finland also ranks number 1 in the skills subcategory due to its excellent education sys-

tem and highly skilled workforce. The affordable access to Internet has made its use widespread in Finland among population and businesses.

Young Finnish people are very active internet-users. The Statistics Finland study “Prevalence of Internet usage and certain purposes of use in 2015” shows that 100 percent of Finns aged between 16-24 and 25-34 have used the internet in the past 3 months, and most often they used it on their mobile phones. In the 16 to 24 group, 97 percent used internet on a mobile device outside their home or workplace, and 93 percent had followed a social media network in the past three months. In the age group 25-34 the numbers were 89 and 87 percentages respectively. (Statistics Finland, 2015)

### **3.3 Non-profit marketing**

For a long time marketing has been at play in the business sector aimed at profit making. Nowadays marketing plays a role in the non-profit sector as well. Non-profit organizations are often focused on displaying their mission, rather than on making profit. The non-profit organizations have been classified by a system recommended by the United Nations. Vuokko presents the ICNPO (International Classification of Non-Profit Organizations)-system that has been adapted for Finland as follows:

1. Culture and recreation: arts, theatre, museums, sports, media and communications
2. Education and research: elementary/primary/secondary education, higher education, adult education, research funded by public sector and foundations
3. Health: health care centers, hospitals, health services, institutions
4. Social services: daycare, elderly care, rehabilitation, services for the disabled, immigrant services
5. Environment: animal and wildlife protection, nature preservation
6. Development and housing: job services, social and economic development, community and neighborhood development
7. Law, advocacy and politics: political organizations, justice system, consumer protection
8. Charity: humanitarian organizations

9. International: student and cultural exchange, international disaster and relief organizations, human rights and peace organizations
10. Religion: congregations, church, religious organizations
11. Labor and business: labor unions

(Vuokko, 2003, 16)

Arcada shop falls into category 2. Education and research. Mrs. Sjöberg stated that they wish to use the Arcada shop to get Arcada University of Applied Sciences (AUS) more visibility, to create school spirit and to showcase the potential that Arcada students have (Sjöberg 2015). When a non-profit such as Arcada AUS wishes to increase their visibility and awareness of their services, then marketing communication mix is an important tool (Brassington & Pettitt, 2003, 997).

## **4 THE MARKETING PLAN**

### **4.1 Models for creating a marketing plan**

Creating a marketing plan is the first step to successful marketing. Many different approaches to creating a marketing plan exist. Smith & Zook (2011, 226) suggest the use of the SOSTAC-planning system. The SOSTAC is a simple tool for recalling the steps of planning. SOSTAC-has six steps as follows:

- **S**ituation analysis: what is the current state
- **O**bjectives: what does the company want to achieve
- **S**trategy: how to achieve the goals
- **T**actics: details of the strategy
- **A**ction: implementing the strategies
- **C**ontrol: measuring, monitoring, reviewing and altering the plans

(Smith & Zook, 2011, 226)

Entrepreneur Media Inc. on the other hand suggests a five-step approach in their article:

1. Situation analysis
2. Describe your target audience
3. List your marketing goals
4. Develop marketing communications strategies and tactics
5. Set your marketing budget

(Entrepreneur.com, 2015)

Vuokko suggests that the process of marketing planning for non-profit organizations should be as follows:

1. Situation analysis: where we are now
2. Observing the problems and possibilities: what must or should be dealt with
3. Defining the goals: where do we want to go
4. Strategic decisions of marketing: what do we want to be and for whom
5. Tactical planning of marketing: what we are going to do and what means to use
6. Budgeting: what resources are available for disposal
7. Organizing and creating a timetable: who does what and when
8. Direction and control: how to make sure to that we stay on the right course

(Vuokko, 2003, 122)

All of the presented models for creating a marketing plan include similar main elements. For the purpose of this thesis a model featuring elements from all three of the presented models will be used. The model will have the following steps:

1. Situation analysis: where we are now
2. Description of target audience: data collected with questionnaire
3. Defining the objectives: where do we want go
4. Developing marketing communication strategies and tactics: what do we want to be, what is to be done and what means to use
5. Budgeting and control: metrics

The specific details of the created model will be discussed in subsequent chapters.

## 4.2 Situation analysis

There are several different tactics and tools that can be used for a situation analysis; one of the most commonly used is the SWOT-analysis (Baines et al., 2008, 188). The SWOT-analysis assesses strengths and weaknesses, and opportunities and threats. Strengths and weaknesses are internal factors, such as the current marketing efforts, product range, and quality. Opportunities and threats arise from outside the company, from the operating environment, competitors etc.

### 4.2.1 SWOT analysis of Arcada shop

Strengths and weaknesses are found inside the company. Opportunities and threats arise from outside the company. The SWOT-is presented in table 1 and the elements are discussed in more details in this chapter.

<b>Strengths</b> <ul style="list-style-type: none"><li>• Possibility to utilize existing Arcada communications channels</li><li>• Established audience</li><li>• Agile supply chain</li><li>• Access to resources</li></ul>	<b>Weaknesses</b> <ul style="list-style-type: none"><li>• Limited delivery options</li><li>• Limited selection</li><li>• Lack of marketing plan</li><li>• Limited time</li><li>• Weak message</li></ul>
<b>Opportunities</b> <ul style="list-style-type: none"><li>• Rise of school spirit</li><li>• Fashion trends</li><li>• Ecological trend</li><li>• No actual competitors</li><li>• Change in demographics</li></ul>	<b>Threats</b> <ul style="list-style-type: none"><li>• Financial situation of the students</li><li>• Supplier related problems: delivery problems or raise of prices</li><li>• Change in demographics</li></ul>

*Table 1. SWOT-analysis of Arcada shop*

Arcada shop has several significant strengths:

- Possibility to use Arcada communications channels for marketing
- Established audience
- Agile supply chain

- Access to resources

Arcada Communications Department runs the shop and they have access to all the existing Arcada marketing channels. The Communications Department has access to all the on-site screens, displays and posters at Arcada. Arcada is also active online, and has accounts in the following social media outlets: Facebook, Instagram, Twitter, YouTube, and have their own blog called Inside Arcada (Arcada, 2016). They can also utilize the Arcada homepage and Study guide/start.arcada.fi in their marketing efforts. These channels already have an established user base thus saving the effort of acquiring followers. The followers of Arcada social media channels are most likely in some way already affiliated with Arcada, for example current students, staff, alumni or potential students. The channels for reaching the target audience already exist, and with a marketing plan they can be utilized fully to create more visibility and hopefully business for the Arcada shop.

Another strength is the agile supply chain of the shop. The financial department orders the merchandise based on communication departments wishes. The suppliers are selected in such a way that they are able to deliver more products quickly if needed (Sjöberg, 2015). At the moment Mikael Wacklin makes the graphic design of the logos/emojis in house. The agility of the supply chain enables the shop to react swiftly to changes in demand, for example if there is a campaign. Arcada Communications has access to resources, which can be seen as both a strength and weakness. They have resources at their disposal, but are also at the same time responsible for all of the communications of Arcada, which limits the time that can be spent on marketing of Arcada shop.

#### Weaknesses

- Limited delivery options, only pick up
- Lack of marketing plan
- Limited selection
- Limited resources, especially time
- Weak message



One of the biggest weaknesses is the lack of delivery options. Arcada shop offers only pick up as a delivery option. The products can be ordered online, but have to be picked up from Arcada information desk at the Arcada campus on weekdays between 9 am and 3 pm. This limits the possible customers to persons currently working or studying at Arcada or living in the Helsinki region. The shop has quite a limited selection, which can be a weakness. The product range could be extended by offering more color/style options in clothes, canvas bags etc.

The shop team consists of members of the Communications Department, and they are responsible for Arcada UAS communications as well as the Arcada shop, which limits the time they can spend on marketing the shop. The team has been understaffed especially at the time of the launch, and thus been unable to fully focus on the marketing of the shop. The Communications Department has thought that the shop can be a way to showcase what the students of Arcada are capable of. They wish to emphasize that the shop is built by students, for students. However this message might not be very well conveyed at the moment. The idea/history of the shop could be explained in more detail in the shop, or perhaps a post online.

#### Opportunities

- Rise of school spirit
- Fashion trends
- Ecological trend
- Change in demographics

Possible opportunities include the rise of school spirit in Arcada, and more demand for the products. Shift in fashion trends for example towards using logo-shirts could be a favorable thing. Being ecological is quite fashionable at the moment; Arcada shop can use this for example in marketing the KeepCup. In a sense Arcada shop has no actual competitors, because no one else is selling Arcada merchandise. Changes in demographics through the graduation of older students and arrival of new ones can create more interest for the products. New students can be for example more enthusiastic about studying and showing off school spirit. The changes can also be seen as a threat, the new students can also be more disinterested.

### Threats

- Financial situation of the students
- Supplier related problems
- Change in demographics

The financial situation of the students can be seen as a threat. Students often have scarce resources and might be reluctant to spend them on non-essential products. Mrs. Torres Airava from International Services said that the students usually have little money especially at the end of the exchange period. Problems with the supplier can be a source of threat. The supplier might run into difficulties in its own operations or raise prices of its products.

### **4.2.2 Segmentation and target marketing**

The situation analysis should include analysis of segmentation and target marketing. The market needs to be divided into smaller segments in order to do target marketing. A segment can be identified by its specific needs and/or ways of reacting to different marketing mixes. The most suitable segments are targeted based on the resources or needs of the organization. Attractive targets can be segments that will likely be profitable; groups close to the organization, loyal customers or heavy-users of a certain product or service. Targeting conserves resources and can increase sales. (Smith & Zook, 2011, 229)

Smith and Zook suggest that the segments should fulfill four criteria:

- **Measurability:** Can the segment be quantified, and the persons belonging to the segment identified?
- **Substantiality:** Number of buyers in the segment, is the segment large enough to need special attention?
- **Accessibility:** Is it possible to contact the selected segment directly and can they be isolated from non-targets?
- **Relevancy:** Is the product offered relevant to the chosen targets?

(Smith & Zook, 2011, 230)

An approach to target marketing needs to be selected once the segment has been identified and chosen. Baines et al suggest that there are four different approaches:

1. Undifferentiated approach
2. Differentiated targeting approach
3. Niche-marketing strategy
4. Customized targeting strategy

(Baines et al., 2008, 248)

In the undifferentiated approach no lines are drawn between market segments. The potential customers are viewed as one big group and one marketing strategy is utilized. This approach often requires a lot of resources. The approach is often chosen if there is little differentiation in segments in the market, for example in marketing of government services or the postal service. (Baines et al., 2008, 248)

Differentiated targeting approach is used when several attractive segments can be identified. The marketing efforts are modified according to the targeted segment. This approach will not yield any benefits from the economies of scale, because of the differentiation.

A niche-marketing strategy focuses on just a few market segments. It is known that there are segments in the market, but only few segments are chosen. Niche-marketing can also be used when wanting to utilize a very selective strategy. This approach is often used by small to medium sized organizations because of the limited resources.

The fourth possible approach is the customized targeting strategy. This approach features a specific marketing strategy for each customer rather than for the segment. The customized targeting strategy is often used in Business-to-Business markets and expensive highly customized products such as luxury cars. (Baines et al., 2008, 248-249)

### **4.2.3 Segmentation and targeting of Arcada shop customers**

The Communications Department views that students and staff of Arcada, exchange students, visitors (visiting lecturers etc.) and alumni are potential customers for their merchandise. The regular students are the biggest group. However, for the purpose of this thesis the Communications Department wishes to focus on the exchange students. The segment is quite small (for example 23 exchange students were present at Arcada in April 2016) and easily measureable.

The segment is not very substantial in the traditional sense (making profit). However the main goal is not making profit from the products, but rather increasing visibility of Arcada everywhere. In this aspect the exchange students could provide greater visibility for Arcada UAS in their home universities all over the world.

The exchange students can be contacted directly for example via targeted email ads or the information package they receive on arrival from the International department. Marketing efforts in Arcada digital channels are likely to reach the whole customer base, as the exchange students use the same channels as regular students, staff and alumni.

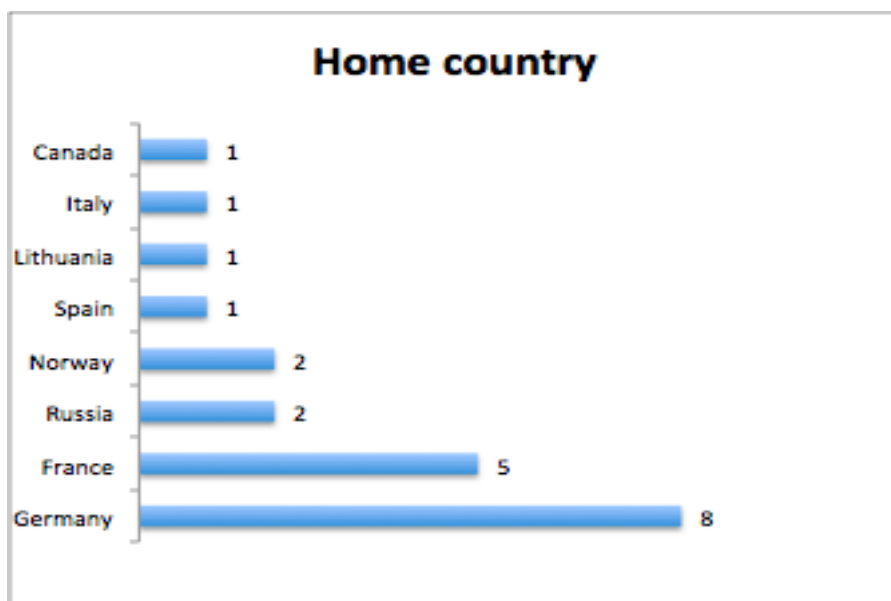
The offered products are relevant to the exchange students are studying at Arcada. They could want to show off school spirit while at Arcada or to take a memento of their time at Arcada with them once they return home.

Arcada communications team should utilize a differentiated targeting approach in their marketing. The main focus should be on the students/staff and the exchange students. However a big portion of possible marketing tactics apply to all of their possible segments.

## **4.3 Description of target audience**

The target audience of the shop consists of current students, staff, alumni, guests and affiliates of Arcada UAS. In addition to tuition students, Arcada hosts exchange stu-

dents annually. These students arrive in the fall and beginning of the year. The students come from all around the world and study in several fields. The communications department wishes to better reach the exchange students, so they could create more visibility for Arcada at their home universities. This marketing plan focuses on the exchange students at Arcada. A questionnaire was made in order to find out more about the target group. The questionnaire consisted of 19 questions. The questionnaire featured questions about demographic details (age, gender, home country, area of study) and questions about the Arcada shop and its marketing. The questionnaire was created with Google Docs. The questionnaire was published several times in the Facebook-group for Arcada exchange students. It was also sent out in e-mail via Arcada international department mailing list. In total 22 answers were received. One response was inadmissible, because the respondent was a Finnish student. The questionnaire can be found in Appendix 1.



*Figure 1. A chart of the home country of the respondents*

Majority of the respondents (20 persons) were from European countries, only one person was from outside Europe, from Canada (Figure 1).

71 percent/15 persons were female, 29 percent/6 persons male. 62 percent/13 persons were studying International Business, rest of the respondents were divided among Social Work, Materials Processing Technology, Sports and Health Promotion, and Media (Figure 2).

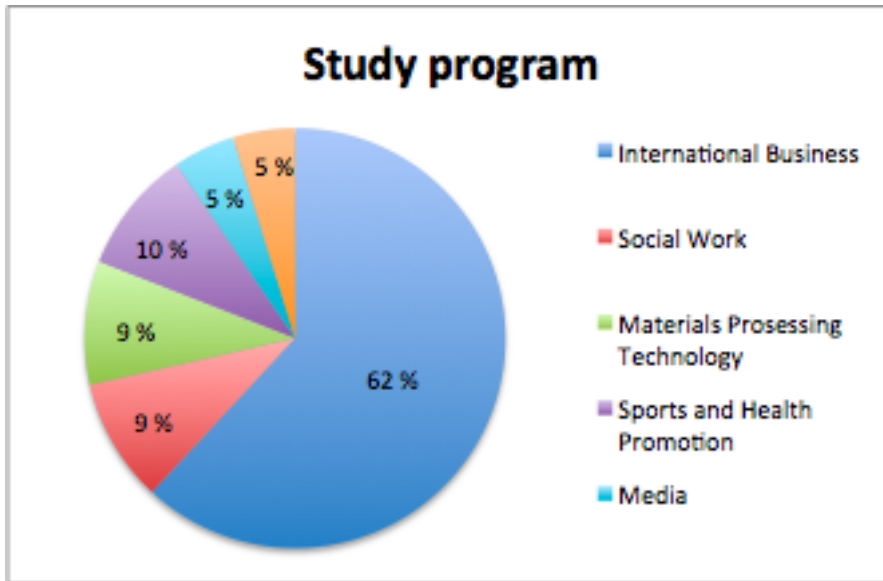


Figure 2: Study program of the respondents

Majority of the respondents, 71 percent had heard of the shop before the questionnaire. Nine persons recalled hearing about the shop from the Arcada homepage. Seven persons had heard about the shop via Arcada Facebook account. Four persons recalled receiving the information from the Study guide. Two persons had learned about the shop from a poster/screen at Arcada, from Instagram or from a friend. In the questionnaire it was possible to select multiple options. Figure 3 illustrates the sources where the information came from.



Figure 3: Heard about Arcada shop from

Even though 71 percent of the respondents had heard of the shop, only 19 percent had actually visited it. The same amount of the respondents, 19 percent, had actually bought something. 32 percent of the respondents had purchase intentions before returning home. 71 percent of the respondents used a computer to view the store, 29 percent used a smartphone.

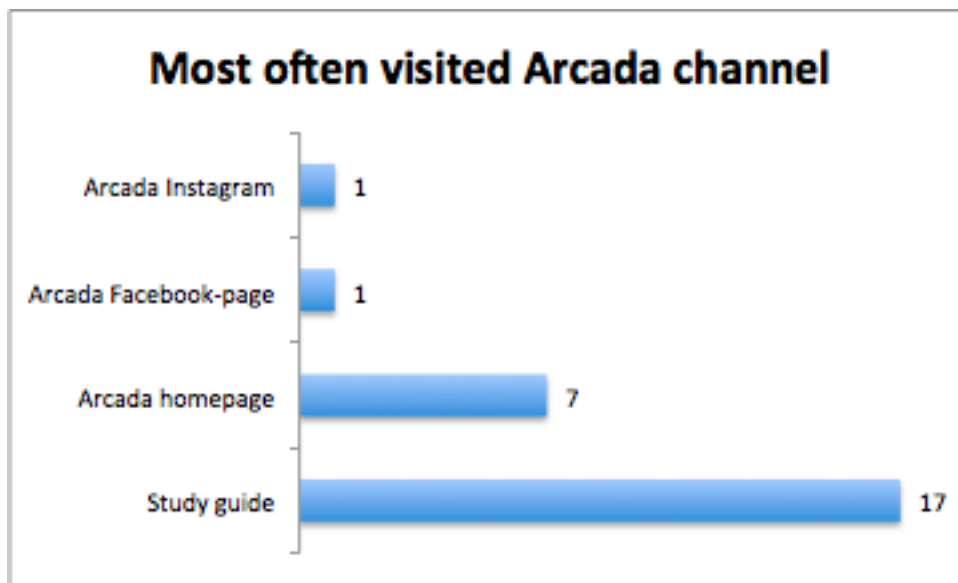


Figure 4: Most often visited Arcada channel

The most used Arcada channel was the Study Guide, 81 percent of the respondents said they visit it most often (Figure 4). 33 percent also mentioned they visit the Arcada homepage most often. Only one person said they visit Arcada social media channels in Facebook and Instagram often. The respondents had the possibility of choosing several channels.

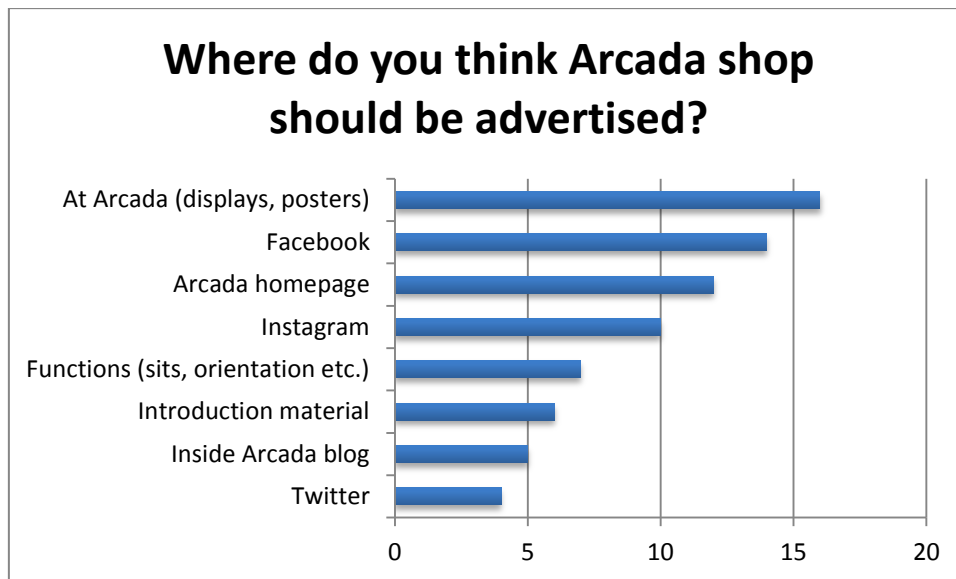


Figure 5: Where do you think Arcada shop should be advertised?

When asked about “Where do you think Arcada shop should be advertised” most of the respondents chose more than one option (Figure 5). Majority of the respondents, 76 percent, thought that at Arcada, on displays and posters would be a good place for the ads. Other popular options were Facebook, Arcada homepage and Instagram. Least preferred channels were: Twitter and Inside Arcada-blog.

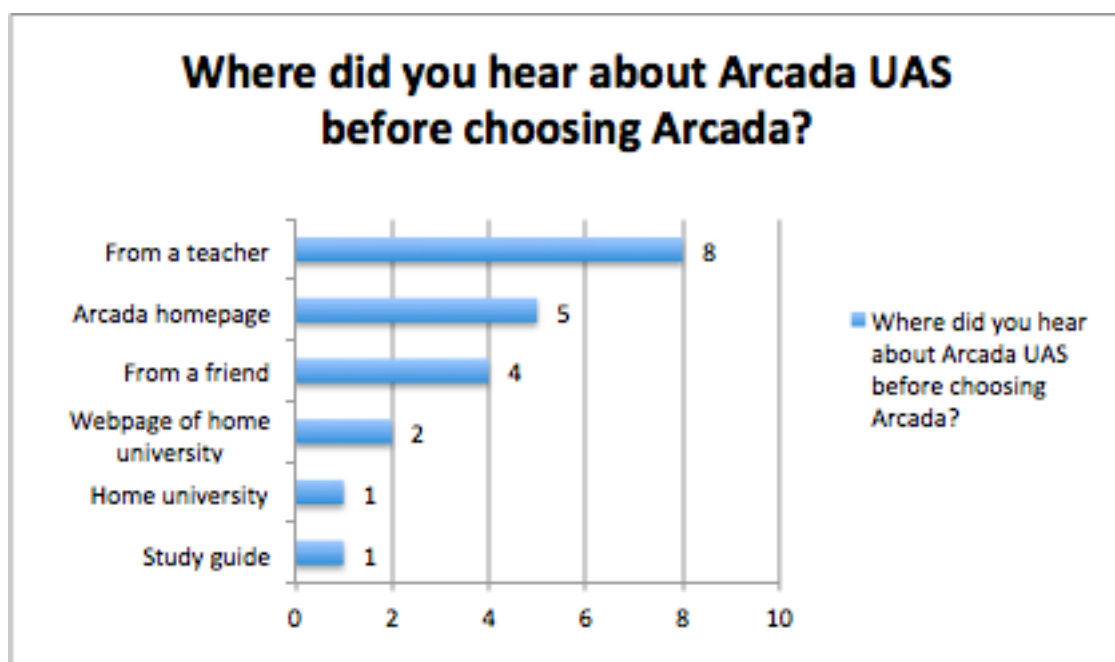


Figure 6: Where did you hear about Arcada UAS before choosing Arcada?



Majority of the respondents had heard about Arcada from their teacher. None of the respondents had heard about Arcada through social media channels (Facebook, Instagram, and Twitter). Figure 6 shows all sources of information about Arcada prior to choosing to attend there.

The questionnaire asked for the respondents to rate their interest in Arcada products on a scale from one to five, one being not interested at all and five being very interested. 24 percent of the respondents were interested in the products (rating 4). 38 percent were in the middle, appearing somewhat interested. 19 percent were not very interested and also 19 percent were not interested at all (Figure 7).

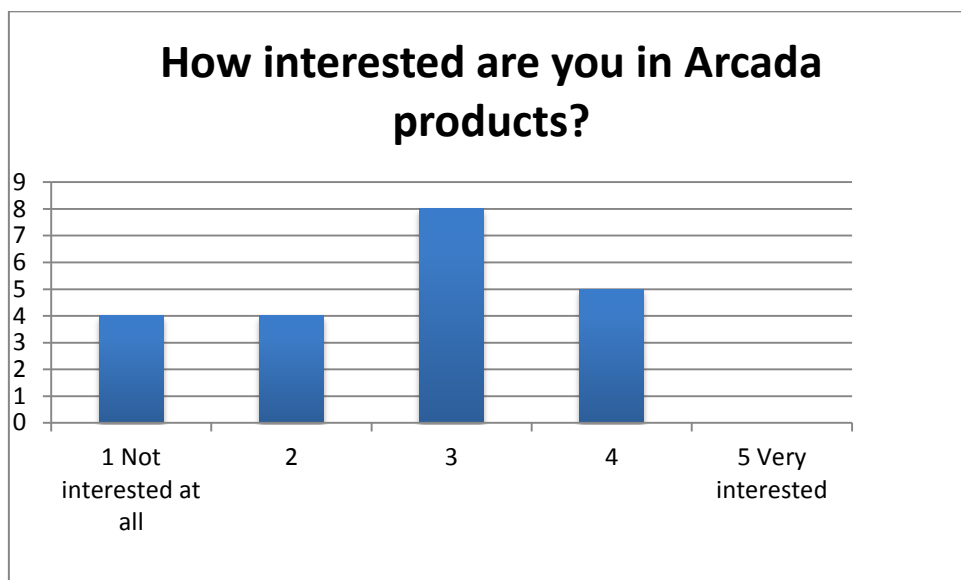


Figure 7: How interested are you in Arcada products?

The respondents were also asked whether they were satisfied with the selection of Arcada shop. 71 percent of the respondents were satisfied with the selection and 29 percent were not. The question about which new products the exchange students would like to see in Arcada shop in the future, received 5 responses. Two persons wished for the selection to include an umbrella, two persons wanted a hoodie (with back printing) and one person hoped for a bomber jacket. The questionnaire also featured an open question about suggestions and ideas for development of the shop. Three persons stated having a problem with the payment options due to lack of a Finnish bank account. This problem

has already been addressed by adding more payment options. One person stated: “I don’t have such a strong relationship with Arcada. I believe degree students are a better target group”.

## **4.4 Marketing objectives**

Objectives define what the company wants to achieve with its marketing. The main objectives for the Arcada shop are: reaching the exchange students and increasing awareness/visibility of the shop. Majority of Arcada communications efforts are digital and thus objectives for online marketing strategies need to be chosen.

Magnus Jern (Ryan, 201, 59) suggests that there can be five types of objectives for online marketing strategies:

1. Brand building: creating awareness among new target segments and remind existing ones about the organization
2. Loyalty: engaging customers to buy more of the services/products
3. Creating traffic: getting customers to visit the online store or other desired location
4. Transactional: generating purchases from the target audience
5. Customer service: improving customer satisfaction and inclination for purchasing via enhanced interaction with the organization

(Ryan, 2015, 59-60)

The general objectives for Arcada shop can be brand building, loyalty, creating traffic and transactional. One objective is to improve the visibility/awareness of the Arcada shop among the target audience, especially the exchange students. Engaging the customers is of essence to get the students to endorse the available products. The shop could also use more traffic and actual customers. These goals can be measured by Key Performance Indicators (KPIs) and analyzed with the help of an analytics tool, for example Google Analytics. Key Performance Indicators are quantifiable measures that can be used to measure performance, and to determine whether set goals have been reached

(Investopedia 2016). The measuring and KPIs will be discussed in more detail in the chapter “Marketing budget and control”. A table combining the objectives with strategies, tactics, tools and control measures will be presented in the Discussion-section of the thesis.

## **4.5 Marketing communications strategy**

### **4.5.1 Ladder of engagement**

Smith and Zook present the ladder of engagement in their book “Marketing communications: Integrating offline and online with social media” (Smith & Zook, 2011). They suggest that the marketers, who can engage their customers better than their competitors, will more likely develop stronger brands and loyal customers who help to increase the visibility of the brand by word-of-mouth.

The lower half of the ladder has three steps: ratings, reviews, and discussions. The engagement begins from ratings, which does not require a lot from the customer, this can be for example rating on a scale from 1 to 5, or liking a social media site or post. Reviews can be posts about the service, for example writing a short review about a service or a product in the web shop or social media channel. Discussions feature interaction between the organization and the customer, a customer can ask questions online and receive answers concerning the products/services, or they can share their stories about a brand online.

The top half of the ladder features four steps: ideas, ads, brands and products at the very top. These steps feature user-generated content, which is the result of customers activating to co-create content for the organization. This is called collaborative co-creation. Customers at the top of the ladder are often brand loyal and can become brand ambassadors. Brand loyalty can create sustainable competitive advantage for an organization as customers became more engaged.

Ideas can be received for example through virtual suggestion boxes or questionnaires. The ideas can be about new product ideas or service improvement suggestions. Ads require more from the customers, for example the company can host competition for best user-generated ad about a certain product. The brands-ladder can include for example asking the customers to name a upcoming product. The highest ladder of engagement features products. At this step the customers submit for example their own product designs to the company.

Products
Brands
Ads
Ideas
Discussions
Reviews
Ratings

*Figure 8: Ladder of engagement*

(Smith & Zook, 2011, 18-19)

How does a company get their audience to engage? The answer is by content. Especially right content, the kind the audience likes. The key is to produce quality not quantity. Lauren Friedman, the head of social business enablement at Adobe, states: “Ideal social media content is always timely, resonant and relevant. It capitalizes on conversation trends, audience interests and brand priorities” (Ryan, 2015, 211).

#### **4.5.2 Arcada shop ladder of engagement**

The ladder of engagement can be applied to the marketing of Arcada shop to convey marketing ideas. Arcada has a lot of followers in social media. Their Facebook-page “Arcada – University of Applied Sciences” has 6013 likes in May 2016 (Facebook 2016) and Arcada Instagram-account, arcadauas, has 431 followers in May 2016 (Instagram, 2016). Arcada’s own channels; homepage, [start.arcada.fi](http://start.arcada.fi) and the blog inside.arcada.fi, are accessible to the students and staff. So the dilemma is not how to get

more audience rather than how to engage and active the audience that Arcada already has online.

**Ratings and reviews:** Getting the Arcada online followers to like posts about Arcada shop, by sharing interesting, light content on the Arcada online channels. Posts and likes are likely to generate more visibility for the shop and thus increase visits. The posts can be for example about the existing products or new upcoming ones. There have been only a few posts in Arcada social media channels about the shop. The posts have not acquired many likes either.

**Discussion:** Posting about the products and asking for customer experiences and reviews, for example “Post a picture of you showing of your Arcada spirit with Arcada merchandise and tag it #arcadashop”.

**Ideas:** Asking for new product ideas or development ideas from the students via online posts or e-mail surveys.

**Ads and brands:** Asking for the consumers to create short videos or visual ads for Arcada products and displaying the best of them online.

**Products:** Hosting a design contest for the students with a prize as incentive. Arcada Communications can create a design contest for example a canvas bag or t-shirt design, where they select the top 5 submissions, and then the students can choose the best design, which will be available for purchase from the shop. The contest can and should have guidelines, for example that a specific Arcada-logo must be included in the design. The contest can be promoted in the Arcada online channels and through lecturers for example in courses about marketing, digital marketing and design.

The Communications Team can use previously published content to figure out what kind of content the audience of Arcada social media channels prefer. New content can then be designed based on that.

### 4.5.3 Social media strategy

In today's digital era social media is very popular in marketing and communications. Damian Ryan (Ryan, 2015, 2), a digital media and marketing expert, states "These days if you don't have a social media strategy it would be fair to say that you don't have a strategy at all". Rules to mastering the organization's social media output keep constantly changing, but some basic rules that apply both in social media and outside it can be defined:

1. Understand how your audience uses social media, and figure how your product can be part of that discussion in a positive and dynamic way.
2. Test everything and find out what works. Start with small things.
3. Give it time
4. If metrics are important, make sure your efforts can be measured, otherwise repeat rule three.

(Ryan, 2015, 2)

Danielle Ryan, the digital channel and conversion manager of RyanAir, gives tips on creating a compelling social media program:

- Understand your target audience and localize
- Stay true to your brand values and tone of voice
- Don't weaken your content and messaging – find a channel that works for your brand and your customers and get it right
- Share moments and plan ahead
- Motivate your customers to join you and to stay with you
- Remember, that social media is quite cluttered. Think about why the audience would choose your posts over funny videos or content created by their friends
- Use social media as a part of your overall marketing mix, not just in isolation

(Ryan, 2015, 6)

Arcada shop should focus on understanding their target audience. The content created should convey Arcada values. The focus should be in channels that have previously yielded good responses, as the Communications Department has posted actively in all Arcada channels for a long time.

## **4.6 Marketing communications tactics: the marketing communication mix**

The marketing communications mix, also known as the promotion/promotional mix refers to the ways in which an organization tries to communicate with its potential and target customers. The mix consists of five promotional tools as follows with examples:

1. Advertising: print, broadcast, Internet, outdoors, posters
2. Sales promotion: premiums, discounts, coupons, demonstrations
3. Public relations: press releases, sponsorship, special events
4. Personal selling: sales presentations, trade shows
5. Direct marketing: marketing directly to the consumer via telephone, mail, e-mail, Internet

(Kotler & Armstrong, 2006, 427)

The marketing communications mix for Arcada shop is introduced in the next chapter with recommended actions for every tool.

## **4.7 Arcada shop marketing communications**

The possibilities for using marketing communications to reach the exchange students will be discussed in the subchapters of this chapter. Recommended action is given at the end of every subchapter.

### **4.7.1 Advertising**

In the advertising category Arcada shop has access to all the advertising tools of Arcada UAS. Arcada has established social media channels, Arcada homepage, the online study guide/start.arcada.fi and places to advertise inside Arcada premises on posters, screens and display cases. These offer great opportunities to increase visibility of the shop. Arcada shop has been advertised after its launch in the aforementioned channels, not including the display cases. This has created some visibility for the shop, as 71 percent of the exchange students who answered the questionnaire had heard of the shop, but it has

not been quite able to draw in the potential customers to actually visit the shop. Only 19 percent of the respondents had actually visited the Arcada shop prior to the questionnaire.

The marketing of Arcada shop to date has mainly focused on the fact that the shop has been opened. The ads have been quite simplistic plainly stating that the shop is open.

Advertising should have an effective message. The message should fulfill the AIDA-model. Kotler & Armstrong state, “the message should get Attention, hold Interest, arouse Desire and obtain Action” (Kotler & Armstrong, 2006, 434). When creating the ad the marketer should decide on the content, i.e. what they want to say, and the structure and format, i.e. how they are going to say it. There are three types of appeals to produce the wanted response: rational, emotional and moral. (Kotler & Armstrong, 2006, 434).

Rational appeals focus on consumers’ self-interest and highlight the benefits of using a certain product or service. Emotional appeal tries to create negative or positive feelings to motivate the purchase. Positive appeals can use for example humor, love, pride and joy. For example another non-profit organization, City of Joensuu, has spiced up their public announcements on Facebook by using popular memes (cultural phenomena that spread from one person to another online, for example humorous images) and videos (Ahlroth, 2016). Negative appeals can play on peoples fear, guilt and shame to achieve the desired response, for example ads about the negative effects of smoking on one’s health. Moral appeals focus on appealing to the consumers’ sense of right and justice, for example utilizing an ecological viewpoint in the marketing. (Kotler & Armstrong, 2006, 434)

To create a powerful message the format needs to be strong. The headline, copy, illustration and color need to be decided on. In hopes of catching the consumers’ attention, the marketer can use pictures and headlines that stand out, color, shape and movement (Kotler & Armstrong, 2006, 434).



In future Arcada shop marketing the products could be advertised to create more interest. For example using the KeepCup or a collage of all the products in the ads. The ecological viewpoint could be utilized while marketing the KeepCup. The Communications Department posts regularly in Arcada channels. The response these posts have gotten could be used to benchmark engaging content. For example if a picture of a student has gotten a lot of likes or comments, then that kind of content/material should be tested in advertising of Arcada shop.

Action: Create engaging content and material based on previously successful efforts

Consider adding humor to marketing

Emphasize the ecological viewpoint in marketing of KeepCup

#### **4.7.2 Sales promotions**

In the sales promotion category the Communications department could design a campaign aimed at the exchange students. The campaign could feature a voucher, for example a small discount (5 percent) from purchase.

Action: Offer a voucher via e-mail to the exchange students to encourage purchase.

#### **4.7.3 Public relations**

A blog post about the idea and origins of Arcada shop could be posted in the Inside Arcada-blog. The blog post could be about Mrs. Sjöberg explaining her vision for the shop and how the shop was created.

Action: Create a blog post about Arcada shop

#### **4.7.4 Personal selling**

Every fall Arcada has Introduction Days aimed at the new students. The exchange students also have a midterm evaluation meeting with Mrs. Torres Airava around the midpoint of their stay. These events can be used to promote the shop and its products. Especially during Introduction Days there is great potential to reach a lot of students. Mrs.

Torres Airava also held a lottery during the midterm evaluation featuring a hoodie as the prize to promote the shop.

Action: Host an Arcada shop stand during Introduction Days showcasing the products.

Present the products (in coordination with the International Services) at the mid-term evaluation for exchange students

#### **4.7.5 Direct marketing**

The exchange students at Arcada are quite a small group. The International Services at Arcada has a mailing list for the purpose of keeping the exchange students informed of practical information and current events. This mailing list can be used to market Arcada shop directly to the exchange students via e-mails. The International Services send several informative e-mails to the exchange students before and during their stay at Arcada. Mrs. Torres Airava suggested that the best time to inform the exchange students would be somewhere in the middle of their stay or before departure (Torres Airava, 2015).

Action: Coordinate with International Services to include an ad about Arcada shop in the emails sent out to the exchange students during their stay.

### **4.8 Marketing budget and control**

In the case of Arcada shop, no specific budget will be made, as the Communications Department has a budget and they use the same resources for marketing Arcada shop.

Controlling with metrics whether the set goals and objectives have been met is of importance. Key Performance Indicators (KPIs) can be used to measure this. Jern (Ryan, 2015, 60) suggests that the set objectives (brand building, loyalty, creating traffic, transactional, and customer satisfaction) can be measured with the following KPIs:

- Brand building: audience reach measured by for example ad displays, unique site visits, app downloads and Facebook likes
- Loyalty: engagement through for example sessions per user, time spent, return rate, sharing of content, liking content, time spent with a specific product or service

- Creating traffic: visits to store, such as the number of customers who went to the online shop (after a specific marketing action)
- Transactional: customers who purchase a product can be measured by voucher redemption rate, payments made, conversions achieved
- Customer satisfaction: customer feedback of the service such as customer reviews and ratings, customer survey results

(Ryan, 2015, 60)

There are several tools to gather and analyze the metrics and data. Arcada shop has chosen Google Analytics as their tool (Wacklin, 2015).

The fore mentioned metrics can be very useful and they can be used together with social metrics to measure the success of the social media strategy. Social metrics can be used to measure applause and engagement. The applause metric shows that people are watching and enjoying, i.e. that the marketing is getting awareness and generating attention. Engagement metric focuses on how many people are actually seeing the content that is published, i.e. liking, sharing or commenting the posts. Social metrics can be: followers, social shares, applause, comments and brand mentions (Ryan, 2015, 63-64).

The amount of followers as a metric is quite self-explanatory. Having a lot of followers shows credibility and brand recognition. Followers can be considered as a part the brand equity. They show the potential audience that the marketer can reach, and figuring out how to engage them is crucial. (Ryan 2015, 63)

The amount of social shares indicates how interesting the audience finds the content that is being shared. If the audience likes the content enough to share it with others, then the content is interesting and has high quality. Frequency of posts should also be thought through, not to post too seldom or too often. Applause (likes and favorites) portray that the content is getting attention. Applause can increase your visibility on social media platforms. (Ryan, 2015, 64)

Distinguishing new commenters and returning commenters can be used to understand how the audience interacts with the published content. Content that generates repeating commenters is suitable for the brand.

Brand mentions and conversations focus on the discussion about the brand online. It is important to classify whether the discussions/mentions are positive, negative or neutral. The marketer should take part in the conversation, by thanking the positive commenters and treating the negative comments properly, so the audience knows that they have been heard. (Ryan, 2015, 65)

The suitable metrics for objectives selected for Arcada shop are presented in the following table:

<b>Objective</b>	<b>Possible metrics</b>
Brand building	Unique site visits, Facebook likes
Loyalty	Sessions per user, time spent, return rate, sharing of content, liking content, time spent with a specific product or service
Creating traffic	Visits to store, such as the number of customers who went to the online shop (after a specific marketing action)
Transactional	Voucher redemption rate, payments made

*Figure 9. Metrics*

## **5 DISCUSSION**

The digital era requires a digital presence from companies whether the company is the business sector of the non-profit sector. Marketing and social media has become just as useful to non-profit operators as to business ones. Arcada shop is unique in the aspect that it is mainly meant as a cost-effective marketing tool for Arcada Communications Department. It is not operated for profit and the prices are set so students could afford the merchandise. Despite the nature of the shop, the aim is also to sell something, to get

the students excited about school spirit and showing it off by wearing Arcada merchandise. The Communications Director Ms. Sjöberg outlined that their potential customers are the students, exchange students, members of staff, alumni, visiting lecturers, and affiliates. The lack of a marketing plan came up in the discussions. The exchange students were chosen as the target group for the purpose of this thesis, to limit the scope of the subject and based on discussions with Mrs. Sjöberg.

Creating a marketing plan started with looking into different possible models/outlines. Three different models were featured in Chapter 4.1 of the thesis. The models were the well-established SOSTAC-model, a model suggested by Vuokko for non-profit organizations and a simpler model obtained from Entrepreneur.com. All of the chosen models featured similar main elements: situation analysis, setting objectives/goals, choosing strategies and tactics, budgeting and controlling. A model was created by combining elements from all of the three presented models. The created model featured five steps as follows:

1. Situation analysis: where we are now
2. Description of target audience: data collected with questionnaire
3. Defining the objectives: where do we want go
4. Developing marketing communication strategies and tactics: what do we want to be, what is to be done and what means to use
5. Budgeting and control: metrics

The creation of the plan started out by assessing the current situation. SWOT-analysis was completed and analyzed to get a clear view of Arcada shop's strengths, weaknesses, opportunities and threats. Possible strengths were the possibility to utilize existing Arcada communications channels, established audience, agile supply chain and access to resources. Possible weaknesses were limited delivery options, limited selection, lack of a marketing plan, limited time, and weak message. Possible opportunities included rise of school spirit, fashion trends, ecological trend, lack of competitors, and changes in demographics of the students. Possible threats were financial situation of the students, supplier related problems, and changes in demographics.

Segmentation and target marketing analysis showed that Arcada shop has five potential target groups: students and staff of Arcada, the exchange students, alumni, affiliates, and visiting lecturers. Out of the possible target groups the students and staff seemed to have the most potential. However for the purpose of this thesis the exchange students were chosen as the target audience. A differentiated targeting approach was chosen.

A questionnaire was made in order to find out more about the exchange students. The questionnaire (Appendix 1) had 19 questions related to the Arcada shop and Arcada communications. In total 22 answers were received, out of which one had to be excluded because the respondent was Finnish. The answers revealed that all of the respondents were between ages 20 to 25, and came mostly from European countries (one person was from Canada). Majority of the respondents, 62 percent, were studying International Business. The main source for hearing about Arcada was the Arcada homepage and Facebook. 71 percent of the respondents had heard of the shop, but only 19 percent had actually visited it prior to the questionnaire. The 19 percent that had visited had also bought something from the shop. 32 percent of the respondents intended to purchase something before going home. The respondents said that the Study Guide was the Arcada channel they visit most often. However the respondents said that they think that Arcada shop should be advertised at Arcada premises, Arcada homepage and social media channels. The questionnaire also featured a question asking the respondents to rate their interest in Arcada products on a scale from 1 to 5, where one represented “Not interested at all” and five represented “Very interested”. None of the respondents rated that they were very interested. 38 percent of the respondents were in the middle of the scale. Four persons stated that they were not interested at all. Based on this more interest in the products needs to be generated through marketing. Despite the limited selection, 71 percent stated that they were satisfied with the products available at the moment. The findings of the questionnaire cannot be generalized due to the fact that there is no pattern for example in the country of origin of the students; rather it is their personal choice to come to Arcada, influenced by several different reasons. Thus no prediction of the upcoming students can be made based on the results. The data can give some insight into most used channels and preferred marketing as majority of the respondents had the same choices. The questionnaire could have featured more open-ended questions; however the answers were difficult to obtain as it was due to general disinterest in

answering and reasons unknown to the author. The open-ended questions in the questionnaire did not accumulate many responses. Acquiring the total 22 responses took a lot of time. The questionnaire was published several times in the Facebook group for Arcada exchange students 2015/2016, and was also sent out in e-mail from the International Services.

In relation to strategy Arcada shop has an advantage in their marketing by having access to all the Arcada channels and social media. Arcada Communications has several owned channels: Arcada homepage, Study Guide at [start.arcada.fi](http://start.arcada.fi), Inside Arcada-blog, Facebook-page, Instagram, and Twitter accounts. They also have access to all the posters and info screens at Arcada. They have an established audience in all their channels. So the problem for Arcada shop is not how to create an audience for their message, but rather how to best reach and influence them. To serve this purpose engagement and social media were chosen for strategy. The objectives were set in relation to engagement and social media. The chosen objectives were reaching the exchange students via targeted efforts, increasing visibility, brand building, loyalty, creating traffic and transactional. The model for ladder of engagement was introduced and the aim in the future is to move the existing audience up the ladder. The ladder represents the audiences' engagement with the company, and the higher up one is the more engaged they are. The model is based on users creating content for the company as they become engaged with their communications. Arcada shop specific ladder of engagement was defined. Quality content published in marketing channels with the help of marketing communications mix is required to engage the audience. Having a presence and publishing relevant content at planned intervals in social media channels was seen as a mean to increase engagement. Social media and quality content can be used to increase visibility of Arcada shop in all their target segments. Traditional communications mix tools were introduced and specific recommendations for their use for the marketing of Arcada shop were made. A rudimentary timetable for marketing efforts concerning is featured in table 2.

<b>Timeframe for contacting target group exchange students</b>		
<b>What</b>	<b>When</b>	<b>Who</b>
Place an ad about Arcada shop in the Arcada Practical Information Guide	As soon as possible, so that it will be seen by new students in the fall	Coordinate with International Services
Inform the exchange students of the shop via e-mail	One month after arrival, in the fall and in the winter	Communications team or in coordination with International Services
Enforce awareness of the shop by having it featured during the exchange student mid-term meet-up hosted by International Services	During mid-term fall and spring	Discuss with International Services of the best way to inform the students, for example lottery
Remind the exchange students via e-mail of the possibility to purchase Arcada merchandise as mementos, possibly offer voucher as incentive	One month before departure of majority of the exchange students	Communications team

*Table 2. Timeframe for contacting the exchange students*

Metrics for controlling the response generated by online marketing efforts were chosen based on the set objectives. It is important to think about the usefulness of the chosen metrics if some of the metrics will be used in Arcada shop and communications. The metrics should not be chosen for the sake of having metrics. The following table 3 combines and summarizes the objectives with strategies, tactics, tools and control measures selected for Arcada shop.



Issue	Objective	Strategy	Tactics	Tools	Control
Reaching the exchange students	Creating awareness, motivating purchase	Contacting the students directly	Ads, direct selling, showcasing	E-mail via International Services, ad in Arcada Practical Information Guide, presenting the products during Introduction Days, offer voucher	Voucher redemption, future survey
Engagement	Applause	Content	Marketing communications, social media	Ads, interesting content	Likes, shares
Engagement	Comments	Content	Marketing communications, social media	Ads, interesting content	Comments
Engagement	Social shares	Engaging on products level	Social media, Arcada channels	Design contest for a t-shirt or a canvas bag	Design submissions, likes, shares
Visibility and awareness	To increase visibility among segments	Creating good marketing material	Marketing communications, social media, Arcada channels	Posters at Arcada, displaying the products at Arcada	Visits to the shop after marketing efforts
Getting more persons to visit the shop	Creating traffic	Creating good content which drives customers to the shop	Marketing communications, social media, Arcada channels	Ads, interesting content	Visits to the shop after marketing efforts

Table 3. Table visualizing the issues and objectives of the marketing of Arcada shop and the tactics, tools and control measures used

## 6 CONCLUSIONS

The aim of the thesis was to find out how to create a marketing plan and how to market Arcada shop targeting the exchange students. The thesis meets its aim. A simplified marketing plan was made for Arcada Communications team to utilize as a source of ideas for the marketing of Arcada shop. The research was aimed at idea generation not implementation.

Due to the nature of Arcada shop as a non-profit marketing tool, the created marketing plan in itself cannot be easily generalized. The theoretical part is valid and can be applied to other companies faced with challenges in creating a marketing plan, engaging customers and increasing their visibility. The created model for making a marketing plan can be generalized.

The created plan offers recommendations and ideas for the marketing efforts, and it is up to Arcada Communications to decide whether these recommendations line-up with their general communications guidelines, and what to implement. Further research could be done for example on how to create school spirit for Arcada and how to improve the selection of the shop.

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# APPENDICES

## Appendix 1: Questionnaire

### Arcada shop questionnaire for exchange students

This questionnaire is intended for exchange students of Arcada UAS. The answers will be used for a thesis work concerning the marketing of the new Arcada shop. All answers will remain anonymous. Please take a moment to visit the Arcada web shop at <https://shop.arcada.fi/en/> before answering the questionnaire. Thank you!

1. Gender: Male/Female
2. What is your age?
3. Home country
4. What are you studying at Arcada? Please choose below
  - International Business, Nursing, Materials Processing Technology, Other
5. Have you heard of the new Arcada web shop before this questionnaire? Yes/No
6. Where did you hear about the shop? Please choose all options that apply.
  - Arcada homepage (<http://www.arcada.fi>), Study guide (<http://start.arcada.fi>), Arcada Facebook page, Inside Arcada blog (<http://inside.arcada.fi>), Instagram (arcadauas), Twitter (@ArcadaUAS), YouTube (ArcadaUAS), Flickr (ArcadaUniversity), From a friend, Other
7. Have you visited the Arcada web shop previously? Yes/No
8. Did you purchase something? Yes/No
9. If you purchased something, what it was?
10. Do you plan on purchasing something before you return to your home country?
11. What device did you use to view the Arcada web shop?
  - Smartphone, Tablet, Computer
12. What operating system does your device use?

- Windows (computer), Windows Phone (Microsoft Lumia), Os X (Apple), iOS (iPhone, iPad), Android (Samsung, LG, Huawei, Sony, HTC) , Linux)
13. How interested are you in Arcada products? Please rate on a scale from 1 to 5, 1=Not interested at all, 5=Very interested
14. Are you satisfied with the products available at Arcada web shop? Yes/No
15. What new products with the Arcada logo would you like to find in the web shop in the future?
16. Which Arcada channel do you visit most often?
- Arcada homepage (<http://www.arcada.fi>), Study guide (<http://start.arcada.fi>), Arcada Facebook page, Inside Arcada blog (<http://inside.arcada.fi>), Instagram (arcadauas), Twitter, YouTube, Flickr, Other
17. Where do you think the web shop should be advertised? Please choose all options that apply.
- Arcada homepage, Facebook, Instagram, Twitter, Inside Arcada-blog, At Arcada displays & posters, At Arcada related functions (sits, orientation, etc.), In the Introduction material from International Services, Other
18. Where did you hear about Arcada University of Applied sciences before you chose your exchange university?
- Arcada homepage, Facebook, Instagram, Twitter, From a friend, From a teacher, Other
19. If you have any suggestions or comments concerning the Arcada web shop (new products, marketing ideas, usability, etc.) please fill them in below. Thank you!

## **Appendix 2: Marketing plan for Arcada shop**



# **Marketing plan for Arcada shop**

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International Business

2016

## THE MARKETING PLAN

This marketing plan was created using the following model:

6. Situation analysis: where we are now
7. Description of target audience: data collected with questionnaire
8. Defining the objectives: where do we want go
9. Developing marketing communication strategies and tactics: what do we want to be, what is to be done and what means to use
10. Budgeting and control: metrics

## SITUATION ANALYSIS

The situation analysis includes a SWOT-analysis of Arcada shop, segmentation, and target marketing.

Strengths and weaknesses are found inside the company. Opportunities and threats arise from outside the company. The SWOT-is presented in table 1 and the elements are discussed in more details below.

<b>Strengths</b> <ul style="list-style-type: none"><li>• Possibility to utilize existing Arcada communications channels</li><li>• Established audience</li><li>• Agile supply chain</li><li>• Access to resources</li></ul>	<b>Weaknesses</b> <ul style="list-style-type: none"><li>• Limited delivery options</li><li>• Limited selection</li><li>• Lack of marketing plan</li><li>• Limited time</li><li>• Weak message</li></ul>
<b>Opportunities</b> <ul style="list-style-type: none"><li>• Rise of school spirit</li><li>• Fashion trends</li><li>• Ecological trend</li><li>• No actual competitors</li><li>• Change in demographics</li></ul>	<b>Threats</b> <ul style="list-style-type: none"><li>• Financial situation of the students</li><li>• Supplier related problems: delivery problems or raise of prices</li><li>• Change in demographics</li></ul>

Table 1. SWOT-analysis of Arcada shop



Arcada shop has several significant strengths:

- Possibility to use Arcada communications channels for marketing
- Established audience
- Agile supply chain
- Access to resources

Arcada Communications Department runs the shop and they have access to all the existing Arcada marketing channels. The Communication Department has access to all the on-site screens, displays and posters at Arcada. Arcada is also active online, and has accounts in the following social media outlets: Facebook, Instagram, Twitter, YouTube, and have their own blog called Inside Arcada. They can also utilize the Arcada homepage and Study guide/start.arcada.fi in their marketing efforts. These channels already have an established user base thus saving the effort of acquiring followers. The followers of Arcada social media channels are most likely in some way already affiliated with Arcada, for example current students, staff, alumni or potential students. The channels for reaching the target audience already exist, and with a marketing plan they can be utilized fully to create more visibility and hopefully business for the Arcada shop.

Another strength is the agile supply chain of the shop. The financial department orders the merchandise based on communication departments wishes. The suppliers are selected in such a way that they are able to deliver more products quickly if needed (Sjöberg, 2015). At the moment Mikael Wacklin makes the graphic design of the logos/emblems in house. The agility of the supply chain enables the shop to react swiftly to changes in demand, for example if there is a campaign. Arcada Communications has access to resources, which can be seen as both a strength and weakness. They have resources at their disposal, but are also at the same time responsible for all of the communications of Arcada, which limits the time that can be spent on marketing of Arcada shop.

#### Weaknesses

- Limited delivery options, only pick up
- Lack of marketing plan
- Limited selection

- Limited resources, especially time
- Weak message

One of the biggest weaknesses is the lack of delivery options. Arcada shop offers only pick up as a delivery option. The products can be ordered online, but have to be picked up from Arcada information desk at the Arcada campus on weekdays between 9 am and 3 pm. This limits the possible customers to persons currently working or studying at Arcada or living in the Helsinki region. The shop has quite a limited selection, which can be a weakness. The product range could be extended by offering more color/style options in clothes, canvas bags etc.

The shop team consists of members of the Communications Department, and they are responsible for Arcada UAS communications as well as the Arcada shop, which limits the time they can spend on marketing the shop. The team has been understaffed especially at the time of the launch, and thus been unable to fully focus on the marketing of the shop. The Communications Department has thought that the shop can be a way to showcase what the students of Arcada are capable of. They wish to emphasize that the shop is built by students, for students. However this message might not be very well conveyed at the moment. The idea/history of the shop could be explained in more detail in the shop, or perhaps a post online.

#### Opportunities

- Rise of school spirit
- Fashion trends
- Ecological trend
- Change in demographics

Possible opportunities include the rise of school spirit in Arcada, and more demand for the products. Shift in fashion trends for example towards using logo-shirts could be a favorable thing. Being ecological is quite fashionable at the moment; Arcada shop can use this for example in marketing the KeepCup. In a sense Arcada shop has no actual competitors, because no one else is selling Arcada merchandise. Changes in demographics through the graduation of older students and arrival of new ones can create

more interest for the products. New students can be for example more enthusiastic about studying and showing off school spirit. The changes can also be seen as a threat, the new students can also be more disinterested.

#### Threats

- Financial situation of the students
- Supplier related problems
- Change in demographics

The financial situation of the students can be seen as a threat. Students often have scarce resources and might be reluctant to spend them on non-essential products. Mrs. Torres Airava from International Services said that the students usually have little money especially at the end of the exchange period. Problems with the supplier can be a source of threat. The supplier might run into difficulties in its own operations or raise prices of its products.

#### **Segmentation and targeting of Arcada shop customers**

The chosen target section is the exchange students. The segment is quite small (for example 23 exchange students were present at Arcada in April 2016) and easily measurable.

The segment is not very substantial in the traditional sense (making profit). However the main goal is not making profit from the products, but rather increasing visibility of Arcada everywhere. **In this aspect the exchange students could provide greater visibility for Arcada UAS in their home universities all over the world.**

The exchange students can be contacted directly for example via targeted email ads or the information package they receive on arrival from the International Services. Marketing efforts in Arcada digital channels are likely to reach the whole customer base, as the exchange students use the same channels as regular students, staff and alumni.

The offered products are relevant to the exchange students are studying at Arcada. They could want to show off school spirit while at Arcada or to take a memento of their time at Arcada with them once they return home.

**Arcada communications team should utilize a differentiated targeting approach in their marketing i.e. using different methods for reaching different target groups.**

The main focus should be on the students/staff and the exchange students. The most potential segment is the regular students and staff due to its size. However a big portion of possible marketing tactics apply to all of their possible segments.

## **Description of target audience**

The target audience of the shop consists of current students, staff, alumni, guests and affiliates of Arcada UAS. In addition to tuition students, Arcada hosts exchange students annually. These students arrive in the fall and beginning of the year. The students come from all around the world and study in several fields. The communications department wishes to better reach the exchange students, so they could create more visibility for Arcada at their home universities.

A questionnaire was made for the exchange students in order to find out more about the target group. The questionnaire consisted of 19 questions. The questionnaire featured questions about demographic details (age, gender, home country, area of study) and questions about the Arcada shop and its marketing. The questionnaire was created with Google Docs. The questionnaire was published several times in the Facebook-group for Arcada exchange students. It was also sent out in e-mail via Arcada international department mailing list. In total 22 answers were received. One response was inadmissible, because the respondent was a Finnish student. The questionnaire can be found in the end of this plan.

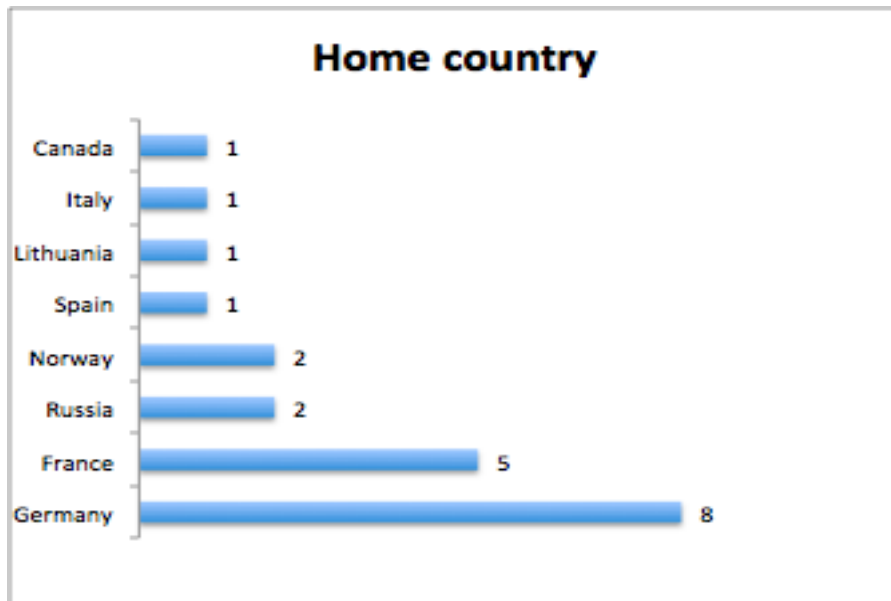


Figure 1. A chart of the home country of the respondents

Majority of the respondents (20 persons) were from European countries, only one person was from outside Europe, from Canada (Figure 1.).

71 percent/15 persons were female, 29 percent/6 persons male. 62 percent/13 persons were studying International Business, rest of the respondents were divided among Social Work, Materials Processing Technology, Sports and Health Promotion, and Media (Figure 2).

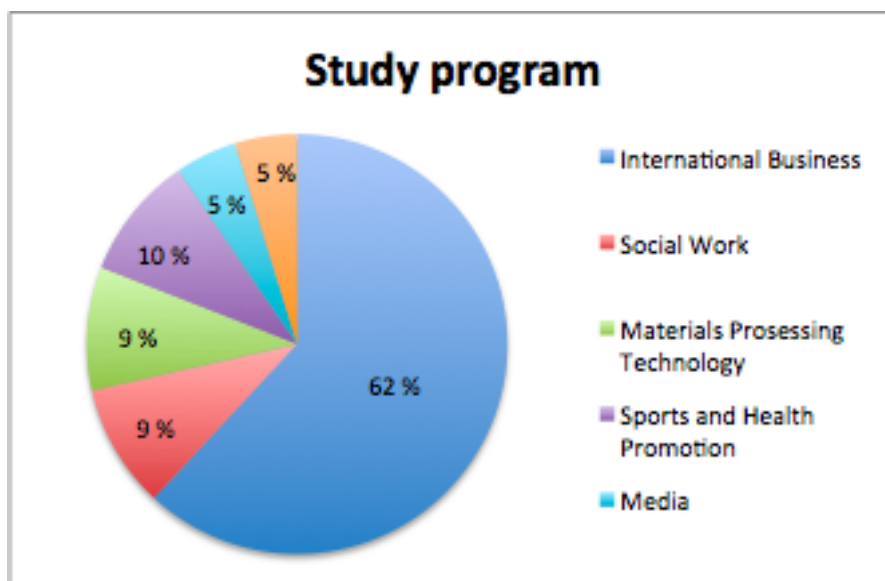
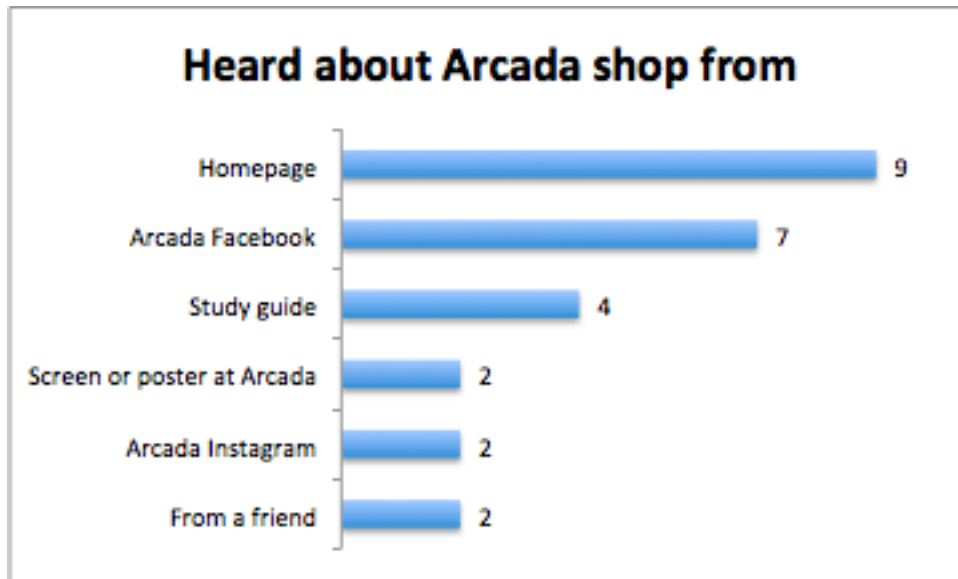


Figure 2: Study program of the respondents

Majority of the respondents, **71 percent had heard of the shop before the questionnaire**. Nine persons recalled hearing about the shop from the Arcada homepage. Seven persons had heard about the shop via Arcada Facebook account. Four persons recalled receiving the information from the Study guide. Two persons had learned about the shop from a poster/screen at Arcada, from Instagram or from a friend. In the questionnaire it was possible to select multiple options. Figure 3 illustrates the sources where the information came from.



*Figure 3: Heard about Arcada shop from*

**Even though 71 percent of the respondents had heard of the shop, only 19 percent had actually visited it (Figure 7.) The same amount of the respondents, 19 percent, had actually bought something. 32 percent of the respondents had purchase intentions before returning home. 71 percent of the respondents used a computer to view the store, 29 percent used a smartphone.**

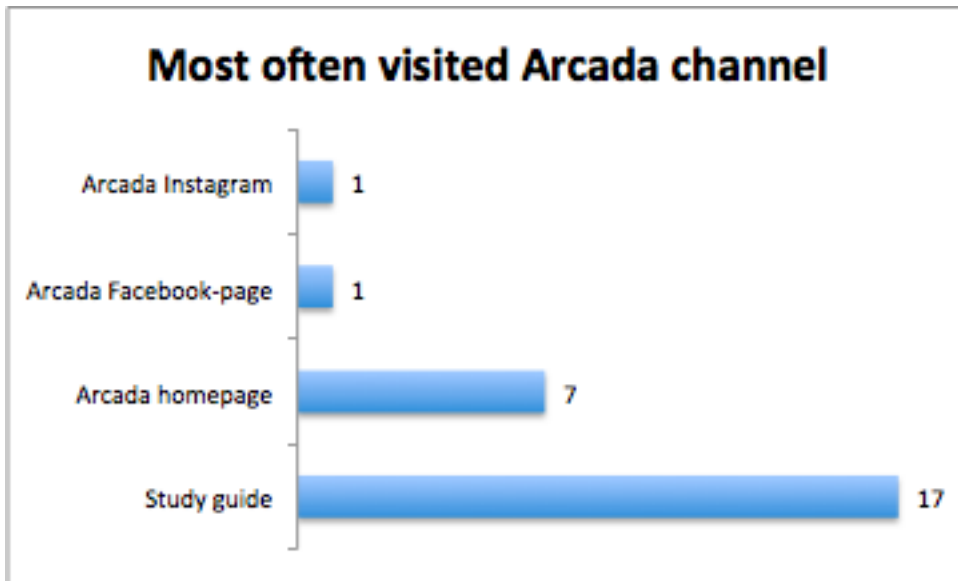


Figure 4: Most often visited Arcada channel

The most used Arcada channel was the Study Guide, 81 percent of the respondents said they visit it most often (Figure 4). 33 percent also mentioned they visit the Arcada homepage most often. Only one person said they visit Arcada social media channels in Facebook and Instagram often. The respondents had the possibility of choosing several channels.

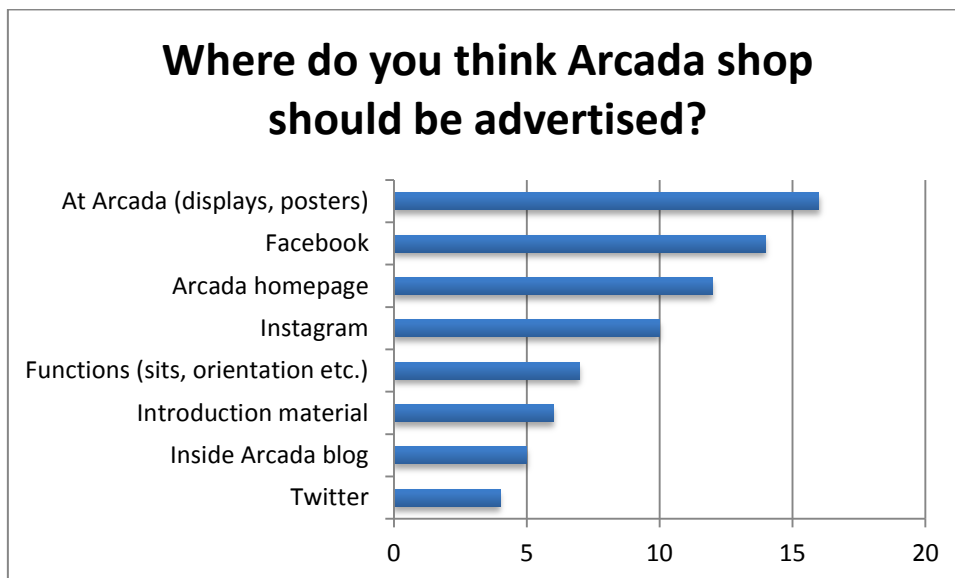


Figure 5: Where do you think Arcada shop should be advertised?

When asked about “Where do you think Arcada shop should be advertised” most of the respondents chose more than one option (Figure 5). **Majority of the respondents, 76 percent, thought that at Arcada, on displays and posters, would be a good place for the ads. Other popular options were Facebook, Arcada homepage and Instagram. Least preferred channels were: Twitter and Inside Arcada-blog.**

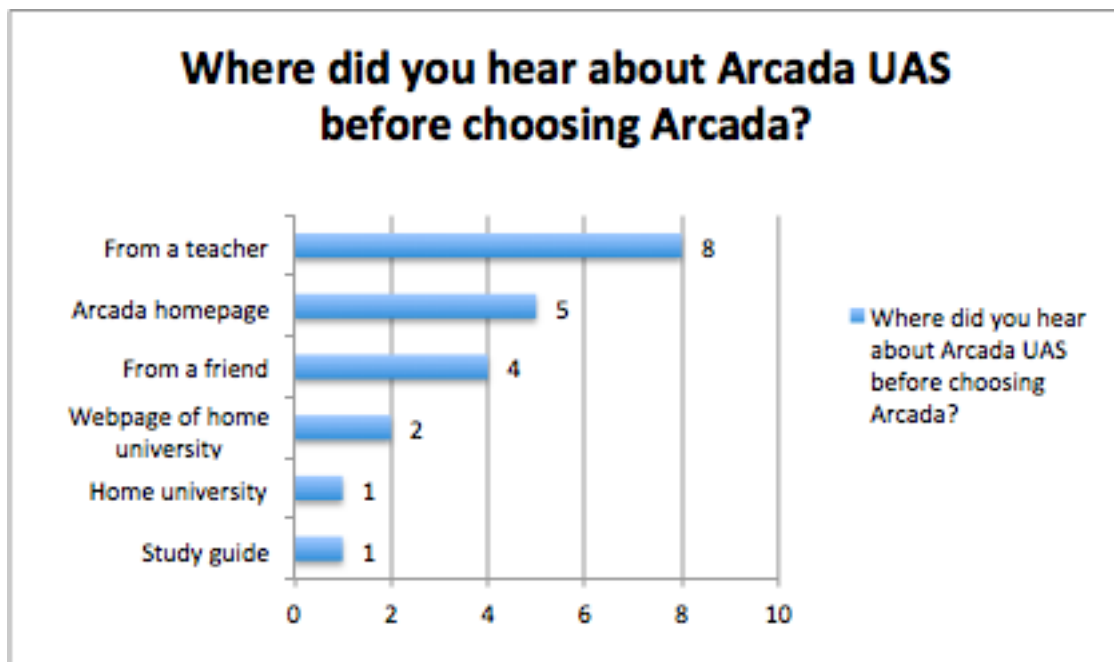


Figure 6: Where did you hear about Arcada UAS before choosing Arcada?

**Majority of the respondents had heard about Arcada from their teacher. None of the respondents had heard about Arcada through social media channels (Facebook, Instagram, Twitter). Figure 6 shows all sources of information about Arcada prior to choosing to attend there.**

The questionnaire asked for the respondents to rate their interest in Arcada products on a scale from one to five, one being not interested at all and five being very interested. **24 percent of the respondents were interested in the products (rating 4). 38 percent were in the middle, appearing somewhat interested. 19 percent were not very interested and also 19 percent were not interested at all (Figure 7).**



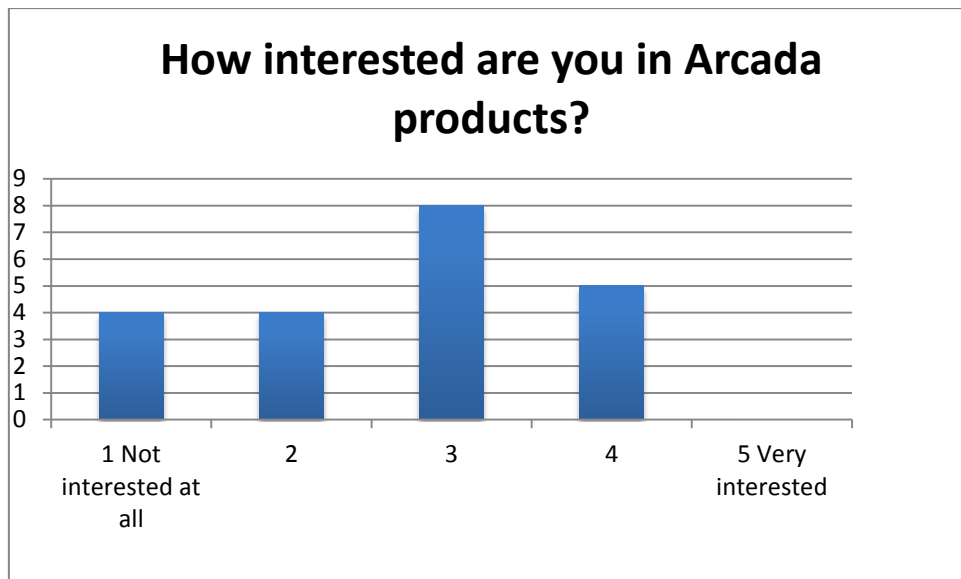


Figure 7: How interested are you in Arcada products?

The respondents were also asked whether they were satisfied with the selection of Arcada shop. **71 percent of the respondents were satisfied with the selection and 29 percent were not.** The question about which new products the exchange students would like to see in Arcada shop in the future, received 5 responses. **Two persons wished for the selection to include an umbrella, two persons wanted a hoodie (with back printing) and one person hoped for a bomber jacket.** The questionnaire also featured an open question about suggestions and ideas for development of the shop. Three persons stated having a problem with the payment options due to lack of a Finnish bank account. This problem has already been addressed by adding more payment options. One person stated: “I don’t have such a strong relationship with Arcada. I believe degree students are a better target group”.

## Marketing objectives

Objectives define what the company wants to achieve with its marketing. The main objectives for the Arcada shop are: **reaching the exchange students and increasing awareness/visibility of the shop.** Majority of Arcada communications efforts are digital and thus objectives for online marketing strategies need to be chosen.

Magnus Jern (Ryan, 201, 59) suggests that there can be five types of objectives for online marketing strategies:

6. Brand building: creating awareness among new target segments and remind existing ones about the organization
7. Loyalty: engaging customers to buy more of the services/products
8. Creating traffic: getting customers to visit the online store or other desired location
9. Transactional: generating purchases from the target audience
10. Customer service: improving customer satisfaction and inclination for purchasing via enhanced interaction with the organization

(Ryan, 2015, 59-60)

**The general objectives for Arcada shop can be:**

- **Brand building**
- **Loyalty**
- **Creating traffic**
- **transactional.**

**One objective is to improve the visibility/awareness of the Arcada shop among the target audience, especially the exchange students.** Engaging the customers is of essence to get the students to endorse the available products. The shop could also use more traffic and actual customers. These goals can be measured by Key Performance Indicators (KPIs) and analyzed with the help of an analytics tool, for example Google Analytics. The measuring and KPIs will be discussed in more detail in the chapter “Marketing budget and control”. A table combining the objectives with strategies, tactics, tools and control measures will be presented in the end of this plan.

## Marketing communications strategy

### Ladder of engagement

Smith and Zook present the ladder of engagement in their book “Marketing communications: Integrating offline and online with social media” (Smith & Zook, 2011). They suggest that **the marketers, who can engage their customers better than their competitors, will more likely develop stronger brands and loyal customers who help to increase the visibility of the brand by word-of-mouth.**

The lower half of the ladder has three steps: ratings, reviews, and discussions. The engagement begins from ratings, which does not require a lot from the customer, this can be for example rating on a scale from 1 to 5, or liking a social media site or post. Reviews can be posts about the service, for example writing a short review about a service or a product in the web shop or social media channel. Discussions feature interaction between the organization and the customer, a customer can ask questions online and receive answers concerning the products/services, or they can share their stories about a brand online.

The top half of the ladder features four steps: ideas, ads, brands and products at the very top. These steps feature **user-generated content**, which is the result of customers activating to co-create content for the organization. This is called collaborative co-creation. Customers at the top of the ladder are often brand loyal and can become brand ambassadors. Brand loyalty can create sustainable competitive advantage for an organization as customers became more engaged.

Ideas can be received for example through virtual suggestion boxes or questionnaires. The ideas can be about new product ideas or service improvement suggestions. Ads require more from the customers, for example the company can host competition for best user-generated ad about a certain product. The brands-ladder can include for example asking the customers to name a upcoming product. The highest ladder of engagement features products. At this step the customers submit for example their own product designs to the company.

Products
Brands
Ads
Ideas
Discussions
Reviews
Ratings

*The Ladder of engagement*

How can Arcada shop get their audience to engage? **The answer is by content. Especially right content, the kind the audience likes. The key is to produce quality not quantity. Lauren Friedman, the head of social business enablement at Adobe, states: “Ideal social media content is always timely, resonant and relevant. It capitalizes on conversation trends, audience interests and brand priorities” (Ryan, 2015, 211).**

### **Arcada shop ladder of engagement**

The ladder of engagement can be applied to the marketing of Arcada shop to convey marketing ideas. Arcada already has a lot of followers in social media. Arcada’s own channels; homepage, start.arcada.fi and the blog inside.arcada.fi, are accessible to the students and staff. **So the dilemma is not how to get more audience rather than how to engage and active the audience that Arcada already has online.**

**Here are the steps of the ladder for engagement applied to Arcada and Arcada shop, together with suggestions for engaging the audience.**

**Ratings and reviews:** Getting the Arcada online followers to like posts about Arcada shop, by sharing **interesting, light content** on the Arcada online channels. Posts and likes are likely to generate more visibility for the shop and thus increase visits. **The posts can be for example about the existing products or new upcoming ones.** There have been only a few posts in Arcada social media channels about the shop. The posts

have not acquired many likes either. **The post can be designed by looking at what kind of previous content in Arcada marketing has been popular.**

**Discussion:** Posting about the products and asking for customer experiences and reviews, for example **“Post a picture of you showing of your Arcada spirit with Arcada merchandise and tag it #arcadashop”.**

**Ideas:** Asking for new product ideas or development ideas from the students via **online posts or e-mail surveys.**

**Ads and brands:** Asking for the consumers to create short videos or visual ads for Arcada products and displaying the best of them online.

**Products: Hosting a design contest for the students with a prize as incentive.** Arcada Communications can create a design contest for example **a canvas bag or t-shirt design**, where they select the top 5 submissions, and then the students can choose the best design, which will be available for purchase from the shop. The contest can and should have guidelines, for example that a specific Arcada-logo must be included in the design. The contest can be promoted in the Arcada online channels and through lecturers for example in courses about marketing, digital marketing and design.

The Communications team can use previously published content to figure out what kind of content the audience of Arcada social media channels prefer. New content can then be designed based on that.

## **Social media strategy**

In today's digital era social media is very popular in marketing and communications. Damian Ryan (Ryan, 2015, 2), a digital media and marketing expert, states “ These days if you don't have a social media strategy it would be fair to say that you don't have a strategy at all”. Rules to mastering the organization's social media output keep constantly changing, but some basic rules that apply both in social media and outside it can be defined:

5. **Understand how your audience uses social media, and figure how your product can be part of that discussion in a positive and dynamic way.**
6. **Test everything and find out what works. Start with small things.**
7. **Give it time**
8. **If metrics are important, make sure your efforts can be measured, otherwise repeat rule three.**

(Ryan, 2015, 2)

Danielle Ryan, the digital channel and conversion manager of RyanAir, gives tips on creating a compelling social media program and these can be very useful for Arcada shop as well:

- **Understand your target audience and localize**
- **Stay true to your brand values and tone of voice**
- **Don't weaken your content and messaging – find a channel that works for your brand and your customers and get it right**
- **Share moments and plan ahead**
- **Motivate your customers to join you and to stay with you**
- **Remember, that social media is quite cluttered. Think about why the audience would choose your posts over funny videos or content created by their friends**
- **Use social media as a part of your overall marketing mix, not just in isolation**

(Ryan, 2015, 6)

Arcada shop **should focus on understanding their target audience**. The content created should convey Arcada values. The focus should be in channels that have previously yielded good responses, as the Communications Department has posted actively in all Arcada channels for a long time.

## **Arcada shop marketing communications**

### **Advertising**

In the advertising category Arcada shop has access to all the advertising tools of Arcada UAS. Arcada has established social media channels, Arcada homepage, the online study guide/start.arcada.fi and places to advertise inside Arcada premises on posters, screens and display cases. These offer great opportunities to increase visibility of the shop. Arcada shop has been advertised after its launch in the aforementioned channels, not including the display cases. This has created some visibility for the shop, as 71 percent of the exchange students who answered the questionnaire had heard of the shop, but it has not been quite able to draw in the potential customers to actually visit the shop. Only 19 percent of the respondents had actually visited the Arcada shop prior to the questionnaire.

The marketing of Arcada shop to date has mainly focused on the fact that the shop has been opened. The ads have been quite simplistic plainly stating that the shop is open.

Advertising should have an effective message. The message should fulfill the AIDA-model. Kotler & Armstrong state “the message should get Attention, hold Interest, arouse Desire and obtain Action” (Kotler & Armstrong, 2006, 434). When creating the ad the marketer should decide on the content, i.e. what they want to say, and the structure and format, i.e. how they are going to say it. There are three types of appeals to produce the wanted response: rational, emotional and moral. (Kotler & Armstrong, 2006, 434).

Rational appeals focus on consumers’ self-interest and highlight the benefits of using a certain product or service. Emotional appeal tries to create negative or positive feelings to motivate the purchase. Positive appeals can use for example humor, love, pride and joy. For example another non-profit organization, City of Joensuu, has spiced up their public announcements on Facebook by using popular memes (cultural phenomena that spread from one person to another online, for example humorous images) and videos

(Ahlroth, 2016). Negative appeals can play on peoples fear, guilt and shame to achieve the desired response, for example ads about the negative effects of smoking on one's health. Moral appeals focus on appealing to the consumers' sense of right and justice, for example utilizing an ecological viewpoint in the marketing. (Kotler & Armstrong, 2006, 434)

To create a powerful message the format needs to be strong. The headline, copy, illustration and color need to be decided on. In hopes of catching the consumers' attention, the marketer can use pictures and headlines that stand out, color, shape and movement (Kotler & Armstrong, 2006, 434).

In future Arcada shop marketing the products could be advertised to create more interest. For example using the KeepCup or a collage of all the products in the ads. The ecological viewpoint could be utilized while marketing the KeepCup. The Communications Department posts regularly in Arcada channels. The response these posts have gotten could be used to benchmark engaging content. For example if a picture of a student has gotten a lot of likes or comments, then that kind of content/material should be tested in advertising of Arcada shop.

**Action:**

- **Create engaging content and material based on previously successful efforts**
- **Consider adding humor to marketing**
- **Emphasize the ecological viewpoint in marketing of KeepCup**

**Sales promotions**

In the sales promotion category the Communications department could design a campaign aimed at the exchange students. The campaign could feature a voucher, for example a small discount (5 percent) from purchase.

**Action: Offer a voucher via e-mail to the exchange students to encourage purchase.**



## **Public relations**

A blog post about the idea and origins of Arcada shop could be posted in the Inside Arcada-blog. The blog post could be about Mrs. Sjöberg explaining her vision for the shop and how the shop was created.

**Action: Create a blog post about Arcada shop**

## **Personal selling**

Every fall Arcada has Introduction Days aimed at the new students. The exchange students also have a midterm evaluation meeting with Mrs. Torres Airava around the midpoint of their stay. These events can be used to promote the shop and its products. Especially during Introduction Days there is great potential to reach a lot of students. Mrs. Torres Airava also held a lottery during the midterm evaluation featuring a hoodie as the prize to promote the shop.

### **Action:**

- **Host an Arcada shop stand during Introduction Days showcasing the products.**
- **Present the products (in coordination with the International Services) at the midterm evaluation for exchange students**

## **Direct marketing**

The exchange students at Arcada are quite a small group. The International Services at Arcada has a mailing list for the purpose of keeping the exchange students informed of practical information and current events. This mailing list can be used to market Arcada shop directly to the exchange students via e-mails. The International Services send several informative e-mails to the exchange students before and during their stay at Arcada. Mrs. Torres Airava suggested, that the best time to inform the exchange students would be somewhere in the middle of their stay or before departure (Torres Airava, 2015).

**Action: Coordinate with International Services to include an ad about Arcada shop in the emails sent out to the exchange students during their stay.**

The following table features a rudimentary timetable for marketing efforts directed at the exchange students.

<b>Timeframe for contacting target group exchange students</b>		
<b>What</b>	<b>When</b>	<b>Who</b>
Place an ad about Arcada shop in the Arcada Practical Information Guide	As soon as possible, so that it will be seen by new students in the fall	Coordinate with International Services
Inform the exchange students of the shop via e-mail	One month after arrival, in the fall and in the winter	Communications team or in coordination with International Services
Enforce awareness of the shop by having it featured during the exchange student mid-term meet-up hosted by International Services	During mid-term fall and spring	Discuss with International Services of the best way to inform the students, for example lottery
Remind the exchange students via e-mail of the possibility to purchase Arcada merchandise as mementos, possibly offer voucher as incentive	One month before departure of majority of the exchange students	Communications team

## Marketing budget and control

In the case of Arcada shop, no specific budget will be made, as the Communications Department has a budget and the same resources can be used for marketing Arcada shop.

Controlling with metrics whether the set goals and objectives have been met is of importance. Key Performance Indicators (KPIs) can be used to measure this. Jern (Ryan, 2015, 60) suggests that the set objectives (brand building, loyalty, creating traffic, transactional, customer satisfaction) can be measured with the following KPIs:

- **Brand building:** audience reach measured by for example ad displays, unique site visits, app downloads and Facebook likes
- **Loyalty:** engagement through for example sessions per user, time spent, return rate, sharing of content, liking content, time spent with a specific product or service
- **Creating traffic:** visits to store, such as the number of customers who went to the online shop (after a specific marketing action)
- **Transactional:** customers who purchase a product can be measured by voucher redemption rate, payments made, conversions achieved
- **Customer satisfaction:** customer feedback of the service such as customer reviews and ratings, customer survey results

(Ryan, 2015, 60)

These metrics can be analyzed with Google Analytics.

The fore mentioned metrics can be very useful and they can be used together with social metrics to measure the success of the social media strategy. Social metrics can be used to measure applause and engagement. The applause metric shows that people are watching and enjoying, i.e. that the marketing is getting awareness and generating attention. Engagement metric focuses on how many people are actually seeing the content that is published, i.e. liking, sharing or commenting the posts. Social metrics can be: followers, social shares, applause, comments and brand mentions (Ryan, 2015, 63-64).

The amount of followers as a metric is quite self-explanatory. Having a lot of followers shows credibility and brand recognition. Followers can be considered as a part the brand equity. They show the potential audience that the marketer can reach, and figuring out how to engage them is crucial. (Ryan 2015, 63)

The amount of social shares indicates how interesting the audience finds the content that is being shared. If the audience likes the content enough to share it with others, then the content is interesting and has high quality. Frequency of posts should also be thought through, not to post too seldom or too often. Applause (likes and favorites) portray that the content is getting attention. Applause can increase your visibility on social media platforms. (Ryan, 2015, 64)

The following table combines the objectives with strategies, tactics, tools and control measures.

Issue	Objective	Strategy	Tactics	Tools	Control
Reaching the exchange students	Creating awareness, motivating purchase	Contacting the students directly	Ads, direct selling, showcasing	E-mail via International Services, ad in Arcada Practical Information Guide, presenting the products during Introduction Days, offer voucher	Voucher redemption, future survey
Engagement	Applause	Content	Marketing communications, social media	Ads, interesting content	Likes, shares
Engagement	Comments	Content	Marketing communications, social media	Ads, interesting content	Comments
Engagement	Social shares	Engaging on products level	Social media, Arcada channels	Design contest for a t-shirt or a canvas bag	Design submissions, likes, shares
Visibility and awareness	To increase visibility among segments	Creating good marketing material	Marketing communications, social media, Arcada channels	Posters at Arcada, displaying the products at Arcada	Visits to the shop after marketing efforts
Getting more persons to visit the shop	Creating traffic	Creating good content which drives customers to the shop	Marketing communications, social media, Arcada channels	Ads, interesting content	Visits to the shop after marketing efforts