

MARKETING PROGRAMS TO DIVERSE AUDIENCES

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Sprucing Up Your Marketing Materials Checklist



NOTE: This checklist applies to fliers, brochures, letters, advertisements and other printed marketing materials.

The Appearance:

_____ IMAGE: Make sure your material has an image that conveys the message you are trying to market. Remember: FIRST IMPRESSION COUNTS.

_____ CONSISTENCY: To make your identity and program familiar, use consistent images on your materials.

_____ CREATIVITY: Create creative, attractive, neat, and professional-looking materials.

_____ APPEAL: Use bright colors and graphics to attract attention.

The Writing Style:

_____ Write in simple and common words.

_____ Write in direct, personal language, using “you” instead of “they” or “one.”

_____ Write in words of one or two syllables.

_____ Write in simple sentence structures.

_____ Write short sentences. Do not make your sentences long and wordy.

_____ Write headings to introduce your paragraphs.

_____ Write in short paragraphs. Do not make your paragraphs over 5 sentences long.

_____ Write in active voice.

_____ Write in interesting but readable font styles.

_____ Write in a convincing but personal tone.

The Winning Stroke

To make your marketing material even better, here are three additional tips:

_____ Do not burden readers with excessive information.

_____ Use real-life examples to prove your point (quotes from local past participants who are members of the ethnic group that you are trying to target work well).

_____ Remember: although a large number of people from different ethnic groups speak or write English, they may not necessarily agree with the content of English-language marketing materials. The cultural values of different ethnic groups determine whether or not they will accept the content of your message. Make the content of your marketing materials compatible with the values of the different ethnic groups you will be addressing.

Attachment 3.2a

Case Study

Below is a sample program flyer. The program is an adaptation of a University of Illinois program. The sample marketing flyer below is fictitious.

OUR HERITAGE IN FOODS

“An hour after school, full of fun and frolic for the YOUNG and the KEEN!!!!!!”

HOW???

By attending the first session of the “our heritage in foods” program.

WHY???

Learn about the uniqueness of the Native American culture by discovering traditional Native American foods. Get important information on the nutritional value of delicious ethnic Native American recipes.

WHERE???

In the school auditorium.

WHEN???

Friday, July 25th 2003 at 3: 00 P.M.

Information on the Case Study

“Our Heritage in Foods”

The program looks at some common foods of Native American peoples. It helps youth become aware of their ethnic identity and increases their appreciation for diversity. Along with information on nutrition and traditional ethnic recipes, the program also provides group and individual activities. The program also encourages members to discover their own family heritage.

The program might be applied to any small group within the targeted age range (15-19). The program is flexible, as it can be used with many different teaching/learning/delivery methods. The program is very relevant to real world situations and current societal issues. It is intended to aid youth in gaining knowledge about themselves and in understanding diversity.

AIMS:

Discovering self
Connecting with others
Effective with groups

AREAS:

Public education
Family Science
Individual growth

MODULE:

Beginner Guidebook

TARGET AUDIENCE:

Limited-resource youth
Cross-cultural
Sex: Male and Female

APT DELIVERANCE METHOD:

4-H clubs
Community associations
School enhancement programs

Adapted from *Our Heritage in Foods*. (1995). University of Illinois Cooperative Extension Service. Champaign: IL.

Attachment 3.3

Case Study Worksheet

1. Read the case above in Attachments 3.2a and 3.2b and identify the type of program, target audience and needs that program is addressing.

Program: _____

Target Audience: _____

Needs Addressed: _____

2. List the benefits of the program and the costs

Benefits To Participants: Cost To Participants:

3) Do the benefits seem to outweigh the costs? ___ Yes (Go to #4) ___ No (Go to #6)

4) Which benefits will you highlight in the marketing materials and why?

5) Do you think those are the benefits that will be most appealing to the target audience? Discuss.

6) List other benefits that you can reasonably include. Then, once you feel the benefits outweigh the costs, go back and complete #4 and #5.

Attachment 3.4

Ethnic Marketing IQ Test

Time: 2 minutes

1. The same marketing materials can be used for all ethnic groups; after all, America is a melting pot.

True

False

2. Ethnic marketing is just a matter of making the different ethnic groups in your area aware of your program.

True

False

3. Ethnic marketing involves sending the same marketing materials to all the different ethnic groups in your area.

True

False

4. Ethnic marketing involves simply translating your marketing materials into other languages.

True

False

5. Once you have members of different ethnic groups represented in your advertisement or marketing materials, your marketing is diverse.

True

False

Total Points =

(One point per correct response)

Attachment 3.5

Answers to Ethnic Marketing IQ Test

1. The same marketing materials can be used for all ethnic groups; after all, America is a melting pot. **Answer: FALSE**

Why? Different ethnic groups have different cultures and values. These differences should be acknowledged, not ignored. America celebrates the distinct identities of every ethnic group.

2. Ethnic marketing is just a matter of making the different ethnic groups in your area aware of your program. **Answer: FALSE**

Why? Marketing is making people aware of your program. Ethnic marketing is your chance to break through barriers and reach out to different ethnic groups by understanding their values and culture.

3. Ethnic marketing involves sending the same marketing materials to all the different ethnic groups in your area. **Answer: FALSE**

Why? Ethnic marketing involves tailoring your marketing strategies to the values of your targeted ethnic group.

4. Ethnic marketing involves simply translating your marketing materials into other languages.

Answer: FALSE

Why? Mere translation might misfire, as simply translating the words may send the wrong message. True ethnic marketing involves tailoring your message to the values of your targeted ethnic group.

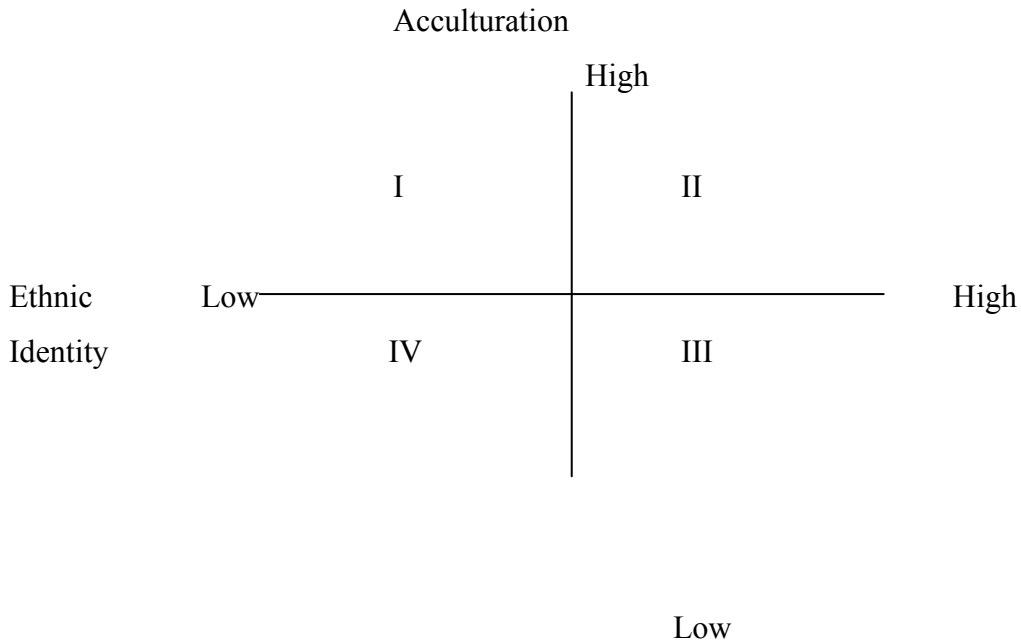
5. Once you have members of different ethnic groups represented in your advertisement or marketing materials, your marketing is diverse. **Answer: FALSE**

Why? Diversity is not about image, but is an honest effort to make the diverse groups an integral part of your marketing campaigns by involving them in the entire process.

To learn more about ethnic marketing, go to Lesson 2.

Attachment 3.6

Acculturation--Ethnicity



Category I The Conformists	High Acculturation – Low Ethnicity Individuals are born and brought up in America or have been in America a very long time. They follow the typical mainstream culture.
Category II The Biculturals	High Acculturation – High Ethnicity Bicultural and bilingual. Individuals adapt themselves to different cultures.
Category III The Conventionalists	Low Acculturation – High Ethnicity Generally the newly arrived or those who want to preserve their conventional cultures.
Category IV The Mavericks	Low Acculturation – Low Ethnicity Individuals who have isolated themselves from both traditional and mainstream cultures.

Adapted from Kitano, H. (1989). "A model for counseling Asian Americans." In P.B. Pederson, W.J. Loner, and J.E. Trimble (eds), *Counseling Across Cultures*. Honolulu: University of Hawaii Press.

Attachment 3.7

Ethnicity Meter

High degree of ethnicity (strong ties with their original culture)

- Generation: Newcomers, first generation.
- Length of Stay: Have grown up outside America.
- Language: Not fluent in English. Speak mostly the ethnic language.
- Accent: Heavy.
- Location: High-density ethnic areas.

Medium degree of ethnicity (belong to both worlds)

- Generation: Second or acculturated first.
- Length of Stay: One fourth to half of their lives spent in America.
- Language: Proficient in two languages. Bilingual (native language and English).
- Accent: Not very heavy.
- Location: Moderate ethnic density.

Low degree of ethnicity (weak ties with original culture)

- Generation: Second generation onwards.
- Length of Stay: Born and brought up in America.
- Language: Bilingual. Prefer English.
- Accent: Neutral.
- Location: Low ethnic density.

Instructions: Research your target group by examining the above-mentioned criteria to see where the members in your target group fit. If the majority of the members meet the criteria for high ethnicity, be more ethnic in your marketing. If the majority of the members are moderately ethnic, be moderate in your ethnic marketing. If the majority is weak in ethnicity, you can be more mainstream.

Target Group: _____

Meter Level: _____

Rationale: _____

How will you verify this?

Ethnic Marketing to African Americans

Identify Group: The first group that we will examine is African Americans.

Identify Values: The backdrop, based on the reviewed literature:

It is often said that although the African American culture has its roots in Africa, most African Americans are unaware that their African roots have played a strong role in shaping contemporary behaviors and attitudes in African American culture. Due to the understated influence of the African tradition, the African American community is different from the mainstream culture in many ways. Following are some of the values found in the African-American community that may impact marketing:

- View the world from an “Afro-centric” standpoint; the basis of “Afrocentrism” is “authenticity” or “being real” (Early, 1995 in Tharp, 2001).
- Value qualities like “telling it like it is,” “seeing the good as well as the bad,” “assertiveness,” “speaking up” etc. (Tharp, 2001).
- Give importance to orally transmitted information.
- Like to be represented.
- Are receptive to organizations that “give something back to their community” (Tharp, 2001).
- Like to see a positive image of their culture.

For more in-depth information on this culture, review Unit 2.

Identify marketing strategies: Strategies, based on the backdrop, for developing personal marketing materials for African Americans:

- Be sensitive about the authenticity of your message. Have facts ready and be able to back them up. Have African American representatives talk to your target group.
- Encourage your African American audiences to ask questions about your programs. Do not mistake their assertiveness for aggression. Let them discuss the

doubts they may have about your program. They will tell you whether they like or do not like something. Watch for nonverbal cues as well.

- Use personal marketing techniques, like making phone calls or having an opinion leader speak with the community.
- Have African Americans help you design the marketing materials.
- Show respect for African American family values. For example, a large household is a sign of collectivism. Explain how your program will help the entire household/family.
- Support African American “causes and events” that strengthen the community. Your program should be visible at such events in meaningful ways (Schreiber, 2001).
- Show positive images of the African American community in your advertisement materials. Give examples of successful African Americans.
- Do not try to come across as the person/organization that is going to “help” or “save” the group. Establish an equal relationship.
- Recognize the way in which your own ethnicity contributes to the group dynamics.

Attachment 3.9

Ethnic Marketing to Asian Americans

Identify Group: The second group that we will examine is Asian Americans.

Identify Values: The backdrop, based on the reviewed literature:

Asian Americans are a mix of people who generally came from the Pacific Rim. The U.S Bureau of Census has identified sixteen categories in the Asian American community.

The major groups are: East Indian, Pakistani, Chinese, Filipino, Japanese, Korean, Malaysian, Thai, Vietnamese, Cambodian, Laotian, and Indonesian (Tharp, 2001). Tharp (2001) pointed out that although Asian American subgroups are diverse, they have some shared values. Following are some of the shared values of Asian Americans that may impact marketing:

- High-context culture where non-verbal communication (body language, use of silence) is very significant.
- Have a high level of education in some subgroups, like Japanese, East Indians and Chinese.
- Consider family very important.
- Believe in subordination of younger to elder; hierarchical family structure
- Value word-of-mouth messages from friends and relations.
- Are uneasy with strangers.
- Give importance to the quality of a product first, followed by price, service and convenience.

For more in-depth information on the culture, review Unit 2.

Identify Strategies: Strategies, based on the backdrop, for developing personal marketing materials for Asian Americans:

- Be subtle and polite when you try to send a message across.
- Please all the family members.
- Remember that the oldest male member of the family has the decision-making power. Also, give respect to the elders by being courteous.

- Have your message carried by the members of the community.
- Avoid those numbers and colors that are considered to bring ill luck (for example, the number 4 and the color black signify death in Chinese culture).
- Make multiple visits to build a better rapport. Be formal until you win the confidence of your audiences.
- Make sure to offer quality programs that will do good to the community. Show how the quality of your product outweighs the price or the inconvenience of participating in the program (see Lesson 1).

Ethnic Marketing to Hispanics/Latinos

Identify Group: The third group that we will examine is Hispanics/Latinos.

Identify Values: The backdrop, based on the reviewed literature:

There is no monolithic Hispanic/Latino market, as there are at least 14 Hispanic/Latino sub-cultures in the United States (Rossman, 1999). In general, the term Hispanic/Latino refers to people from Mexico, Puerto Rico, Cuba, Central or South America, or from other Spanish-speaking countries, such as those in the Caribbean. More specifically, Latinos are people who come from Latin American countries. However, according to the latest U.S Census of 2000, Mexicans (63%) are the largest subgroup among the Hispanic population in America. Schreiber (2000) maintains that Mexican Americans were always “here” (in America), as they ruled over Western America 150 years ago. In Tharp’s opinion, in general, American Hispanics/Latinos tend to acculturate instead of assimilating into the mainstream culture. It is important to note that while acculturation means adapting to the practices of another culture, assimilation means absorbing the traits of the dominant culture. However, members of this group have been active participants in American society; hence, they are easy to access through marketing (Schreiber, 2000). Following are some of the values of the Hispanic community that may impact marketing:

- According to the U.S. Census (2000), Hispanics/Latinos are predominantly younger, with a median age of 24 (Tharp, 2001).
- Identify themselves in both individual and situational context; for instance, at work, Hispanics may act more like mainstream Americans.
- Retained Spanish language. Spanish is a high-context, indirect language, with a lot of importance given to nonverbal communication. Choice of pronouns depends on the formality of a relationship.
- Give importance to family and the church (mostly Roman Catholic Church)
- Men and women play traditional roles in the family, with the husband enjoying the decision-making power.
- Value children and extended family (Zuniga, 2001).

- Prefer to be informed by friends or Hispanic/Latino associations.
- Are brand-loyal. If satisfied, Hispanics/Latinos stick to a particular brand of product or program forever (Rossman, 1999, Tharp, 2001).
- Are optimistic. One buzzword is “simpotia,” which means “keep everyone happy.”

For more in-depth information on the culture, review Unit 2.

Identify Strategies: Strategies, based on the backdrop, for developing personal marketing materials for the American Hispanics/Latinos:

- Use informal Spanish. Give detailed information and use visual images. Please note: just as not all English-speaking people have high literacy levels, not all Hispanics/Latinos have high Spanish literacy levels.
- Depending on the place or situation, speak in either English or Spanish or in both English and Spanish. Have a neutral accent and appearance.
- Be aware of the fact that Spanish is a high-context language. Be indirect and careful while using pronouns. Use humor and vignettes with Hispanic/Latino characters in them.
- Take your marketing to churches or family gatherings.
- Please the family. Remember that the man of the family is the key decision-maker. Also, have a marketing campaign that includes benefits for the entire family.
- Use testimonials from other Hispanics/Latinos who have benefited from your program.
- Apply extensive relationship marketing (see Lesson 3). Show how your program will make their lives even better.

Ethnic Marketing to Native Americans

Identify Group: The fourth group that we will examine is Native Americans.

Identify Values: The backdrop, based on the reviewed literature:

According to Woods (1995), Native Indians are the least-researched ethnic group due to their small size and scattered distribution. The Native American community is the most diverse ethnic community examined here, as there are five hundred federally recognized tribes and two hundred more tribes accepted by different states. The main complaint that Native Americans have about marketing involves the stereotyped images of their culture. Michael Grey, a Native American advertising agent, is of the opinion that “the Indian is always portrayed as a historical figure, not as if we’re alive today” (Advertising Age, 1999). Additionally, many people who belong to groups that we call “Native Americans” or “American India” do not claim that title as their own, rather it is a title given to them by the Europeans who arrives. Names such as First nation’s Peoples and Indigenous Peoples are generic names used to refer to the members of the various tribes (Yellow Bird, 2001). This section will try to compile a list of the values of the Native American community from the limited sources available to create more effective marketing strategies. Here are some Native American values that may impact marketing:

- Identity: label themselves in terms of the group (tribe).
- Spirituality: provides consciousness, meaning and wholeness (Yellow Bird, 2001)
- Accept the group (tribal) leaders as the key decision makers.
- Sharing and cooperation: family and the group take precedence over the individual (Sue & Sue, 1990).
- Harmony with nature, accept the environment and nature (Sue & Sue, 1990).
- Like visuals and oral communication.
- Think storytelling is an important tool to pass on information.
- Give importance to credibility and honesty.
- Want to get rid of stereotyped images of their culture.

- Like to be heard. Native Americans like to be given an opportunity to talk about their experiences, problems and suggestions.

For more in-depth information on the culture, review Unit 2.

Identify Strategies: Strategies for developing marketing materials for Native Americans:

- Identify the group (tribal) leader and seek his guidance.
- Please the group (tribe) by addressing and satisfying all the members of the group (tribe).
- Use bright and colorful visual images.
- Use stories/testimonials to drive home the point you want to make with your Native American audiences. For example, tell stories of how your program has helped other Native Americans.
- Provide facts to show how your program will benefit the community. Establish your credibility with facts and figures (Cultural Relevance and Diversity, 2001).
- Balance modern images with traditional images to avoid stereotyping.
- Ask for their participation. “Ask what they want, rather than being told what they need” (Cultural Relevance and Diversity, 2001).

Plan of Action Worksheet

The key actions I will take to launch ethnic marketing are:

The steps that will assist me to take the above-mentioned actions are:

The factors that will deter me from taking the above-mentioned actions are:

The steps I can take to confront the factors that will deter my actions are:

The intended outcome of these actions will be:

Adapted from O'Mara, J. (1994). Diversity activities and training designs. San Diego, CA: Pfeiffer & Company.

Attachment 3.13

The Nine-Star Puzzle

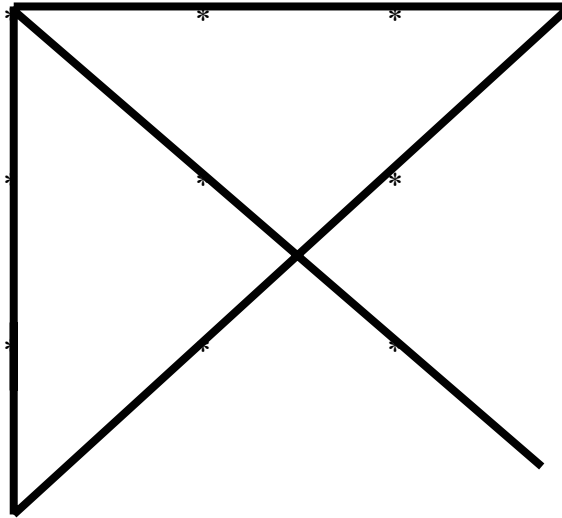


Connect the nine stars by using four straight lines without raising your pencil from the paper. If you have already seen this done somewhere, please do not disclose the solution to the other participants. You have three minutes!

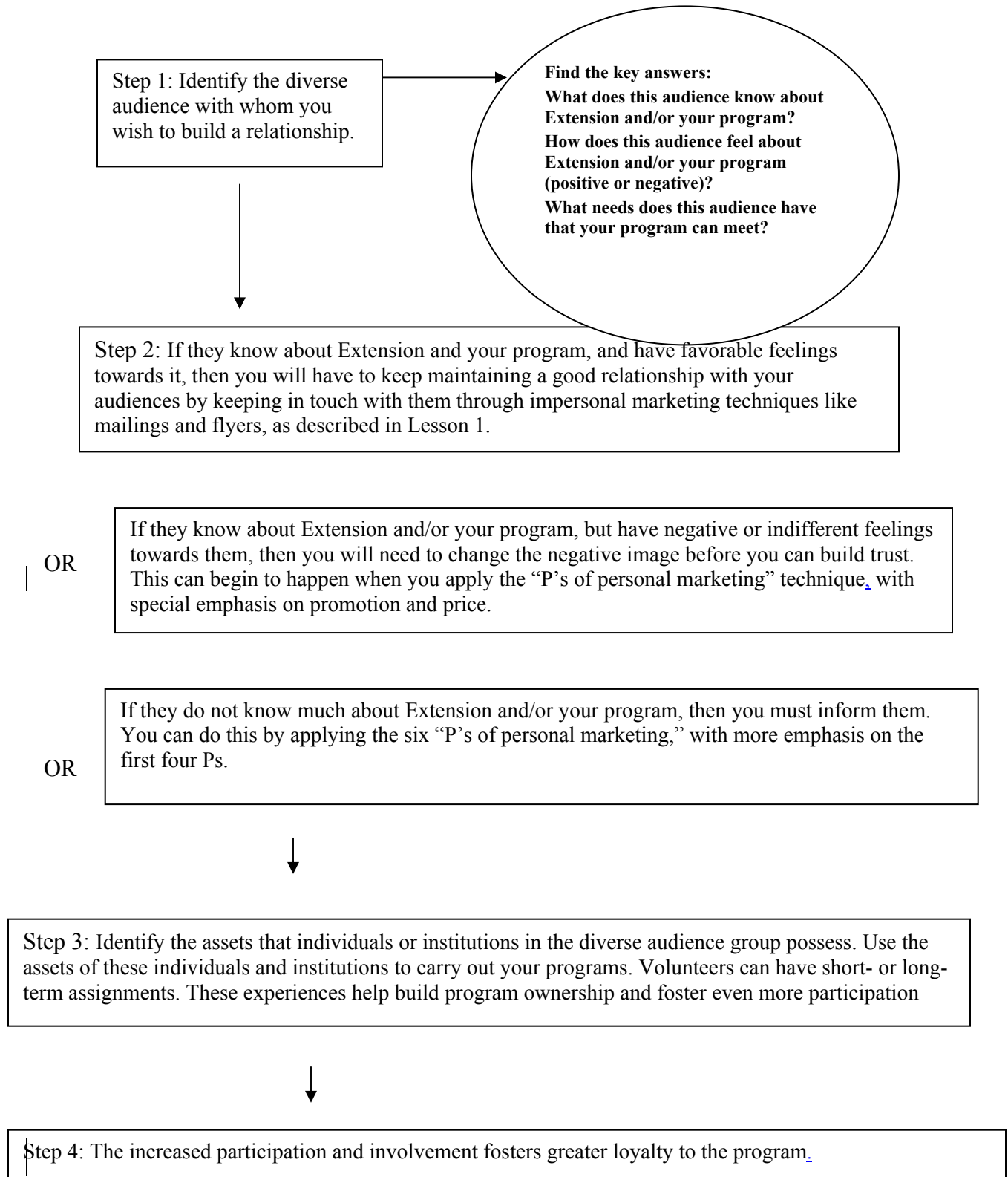
Adapted from O'Mara J. (1994). Diversity activities and training designs. San Diego, CA: Pfeiffer & Company.

Attachment 3.14

Solution to the Nine-Star Puzzle



A Five-step Approach to Convert Your Audiences to Loyalists





Attachment 3.16

“My Ideas”: Creative Ways to Make Relationships Work

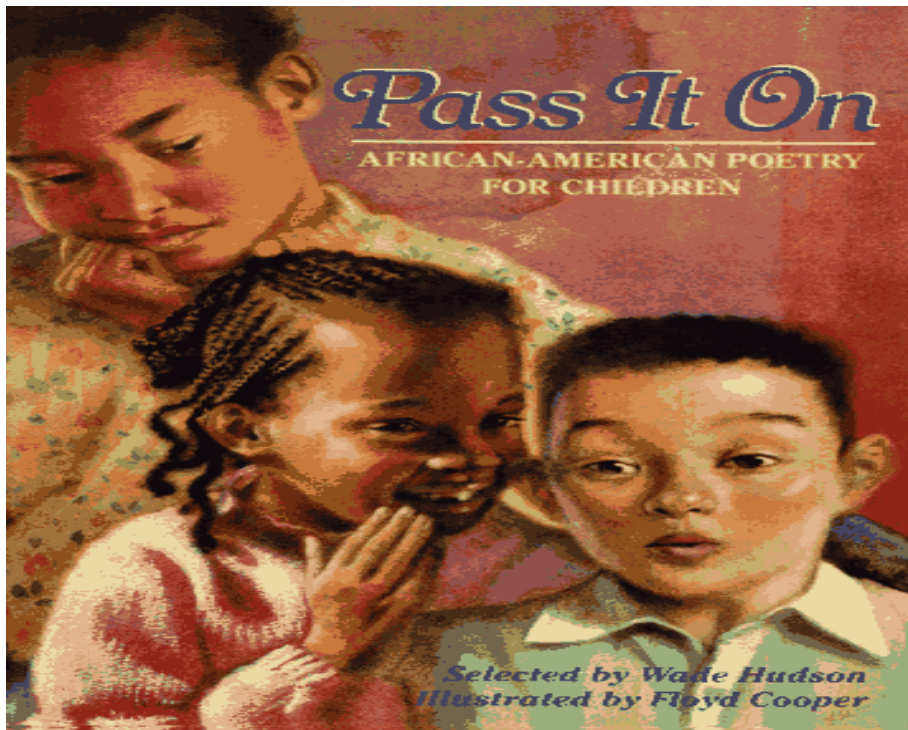
Name:

Location:

My Ideas:

Adapted from O'Mara, J. (1994). Diversity activities and training designs. San Diego, CA: Pfeiffer & Company.

SAMPLES OF ETHNIC MARKETING



Mark the Date



The Heart of Hispanic SoCal
September 12, 13, 14 2003
Santa Ana, CA
(310) 914-1933